Two-Factor Self-Esteem Improvement Program for Adolescents with Self-Esteem Problems

Sri Mujiati[1*], Farida Kurniawati[2] (iD)

[1,2] Fakultas Psikologi, Universitas Indonesia, Depok, Indonesia

A B S T R A K

Rendahnya harga diri merupakan masalah yang sering terjadi pada siswa remaja. Masalah lainnya adalah penelitian yang melihat efektivitas intervensi program masih terfokus pada partisipan dengan kondisi klinis sementara pada partisipan populasi umum pada konteks pendidikan seperti siswa remaja masih terbatas. Tujuan penelitian ini yaitu menganalisis program peningkatan harga diri dua faktor untuk remaja bermasalah harga diri. Penelitian ini merupakan penelitian dengan desain subjek tunggal yang bertujuan untuk melihat efektivitas program pengembangan intervensi dua faktor pada siswa remaja dengan masalah harga diri. Program intervensi disusun berdasarkan program intervensi dari Mruk (2006) yang diarahkan pada pengembangan perasaan berharga dan mampu siswa remaja dengan masalah harga diri. Evaluasi program dilakukan secara kuantitatif maupun kualitatif dengan menggunakan panduan evaluasi program Kirkpatrick dan Kirkpatrick (2006). Data perubahan pengetahuan diukur dengan kuesioner sementara perubahan perilaku yang diukur menggunakan Rosenberg's Self-Esteem Scale Versi Indonesia yang diadaptasi oleh Maroqi (2018). Hasil penelitian menunjukkan bahwa program intervensi ini memberikan dampak positif terhadap harga diri siswa remaja yang bermasalah. Terdapat perubahan pengetahuan maupun perilaku dari siswa remaja setelah mengikuti program intervensi. Hasil penelitian ini dapat menjadi referensi untuk para praktisi yang bekerja dengan siswa remaja seperti psikolog, konselor sekolah, maupun guru untuk mengembangkan program intervensi selanjutnya dalam mendukung pengembangan harga diri siswa.

A B S T R A C T

Low self-esteem is a problem that often occurs in adolescent students. Another problem is that research examining the effectiveness of intervention programs still focuses on participants with clinical conditions. On the other hand, general public participation in educational contexts, for example teenage students, still needs to be improved. This research analyzes a two-factor self-esteem enhancement program for adolescents with self-esteem problems. With a single subject design, this study aims to examine the effectiveness of a two-factor intervention development program for adolescent students with self-esteem problems. The intervention program was prepared based on the intervention program from Mruk (2006) which is directed at developing feelings of worth and capability in adolescent students who have self-esteem problems. Program evaluation was carried out quantitatively and qualitatively using the Kirkpatrick and Kirkpatrick (2006) program evaluation guide. Data on changes in knowledge were measured using a questionnaire, while changes in behavior were measured using the Indonesian version of the Rosenberg Self-Esteem Scale adapted by Maroqi (2018). The research results show that this intervention program has a positive impact on the self-esteem of problematic adolescent students. There are changes in adolescent students' knowledge and behavior after participating in the intervention program. The results of this research can be a reference for practitioners who work with adolescent students, such as psychologists, school counselors and teachers, to develop further intervention programs to support the development of students' self-esteem.

1. INTRODUCTION

Adolescence has an important meaning in individual development. During adolescence, students experience various changes in various aspects of their development. Age ranges from 11 to 20 years, adolescent students reach the formal operational stage (Papalia & Martorell, 2021). This stage is characterized by adolescent students' ability to engage in hypothetical-deductive reasoning that uses methodological and scientific approaches to address a variety of problem-solving tasks (Mann & Blumberg, 2022; Papalia & Martorell, 2021). Although adolescent students show greater cognitive development compared to younger age groups, it is noteworthy that adolescents' capacity to participate in abstract thinking encourages them to engage in speculative contemplation of ideal attributes, that is, qualities they would like to possess. Adolescents' egocentric thinking often contributes to their perception as the most mature person. the focal point of other people's attention. They experience an increased level of sensitivity to the opinions of others. They also tend to compare themselves with the ideal character they aspire to. The

Corresponding author.
E-mail addresses: sri.mujiati11@ui.ac.id (Sri Mujiati)

behavior of adolescent students in making positive or negative comparisons and assessments of themselves is called self-esteem (Carpenter et al., 2020; Marsh et al., 2018).

Self-esteem can be manifested globally or selectively. Global self-esteem is relatively stable and enduring and encompasses a wide range of individual attributes and characteristics. Furthermore, selective self-esteem is related to the assessment of certain attributes or traits possessed by an individual, which depends on the existing situation and can change over time (Steinsbekk et al., 2021). For adolescent students, evaluation is usually based on an assessment of several aspects such as appearance, scholastic competence, friendship, sports competence, romantic relationships, behavior, and professional career competence. Self-esteem includes cognitive, affective and evaluative elements (Thomason & Moghaddam, 2021). The psychological response to self-esteem is demonstrated through an individual's acceptance or rejection of themselves, which can be conceptualized as a continuous spectrum. Similar to a continuum, individual self-esteem can be classified into three categories namely low, medium, and high. Optimal self-esteem is characterized by moderate self-esteem, avoiding extreme attitudes that are either too low or too high. Excessive or insufficient levels of self-esteem in adolescents can result in reduced adaptability in individuals (Brummelman & Sedikides, 2020). In fact, it is widely acknowledged that there is hope for adolescent students to have optimal levels of self-esteem.

In fact, throughout the adolescent development stage, they usually experience a decline in self-esteem that exceeds the magnitude of the decline experienced in the early stages of development (Dapp et al., 2023; Harris & Orth, 2020). About 7% of adolescent students appear to experience episodes of low self-esteem. Low self-esteem caused by various factors in adolescent students may have increased their vulnerability to various problems (Chen et al., 2016; Masselink et al., 2018). The cause of this is that there are still poor self-esteem traits in individuals which can be linked to the long-lasting nature of these traits, which often extends into adulthood. Individuals who have low self-esteem will face greater negative consequences compared to those who have optimal levels of self-esteem. Self-esteem correlates with interpersonal skills as well as the overall quality of relationships with others (Cameron & Granger, 2019). Adolescents with low self-esteem tend to exhibit characteristics such as social awkwardness, withdrawal, shyness, reticence, and feelings of insecurity (Arslan, 2016).They show greater dependence on others and show insecurity. reluctance to engage in risk-taking behavior (Guindon, 2010; Jackman & MacPhee, 2017). The level of self-esteem is also a predictor of internalizing disorders (Keane & Loades, 2017; Ngo et al., 2020). When experiencing failure, individuals often show a variety of reactions, including increased levels of anxiety, reduced motivation, and the emergence of depressive symptoms (Sa et al., 2019).

In contrast to individuals who have low self-esteem, adolescents who have optimal levels of self-esteem have the capacity to exert a beneficial influence on the opinions and behavior of others. They show friendlier behavior, are socially accepted by their friends, and are more satisfied with their relationships. They are able to cope positively with new situations, have a high level of tolerance for frustration, and are not prone to depressive symptoms (Harris & Orth, 2020; Masselink et al., 2018). Students with adequate self-self. Self-esteem is able to accept responsibility (Harris & Orth, 2020). Self-esteem makes students believe that what they experience is the result of their own behavior and actions. Therefore, it can be concluded that self-esteem has consequences in various areas of adolescent students' lives such as relationships, school, mental health, physical health, and other related aspects (Harris & Orth, 2020; Orth & Robins, 2022). The negative impact that arises from low self-esteem as well as the positive impact of good self-esteem on adolescent students shows that the role of self-esteem is very large in their lives. The problem is, helping students who have low self-esteem is a challenging task. The development of low self-esteem is influenced by prolonged individual experiences so that it is long-lasting and correlated with greater challenges (Rimes et al., 2023; Thomason & Moghaddam, 2021). This is because teenagers with low self-esteem are often neglected. They are usually closed and less friendly.

Effective, evidence-based intervention efforts are needed to help adolescent students who have self-esteem problems. Supportive interventions targeting adolescent students grappling with self-esteem issues may facilitate their progress toward more constructive development. Currently, many intervention strategies are used with the aim of increasing self-esteem. Intervention strategies vary based on the nature of the problem, its severity, and the personal tendencies of the adolescent students involved. Certain intervention strategies, such as cognitive behavioral therapy (CBT), target the cognitive aspects of self-perception by modifying dysfunctional self-perceptions. Scheme (Kolubinski et al., 2018). In addition, there are approaches that aim to change the way self-perception is processed in memory, including interventions based on memories. Interventions involving support groups encourage self-disclosure. Efforts to increase positive emotions and thoughts are the goal of positive psychology interventions (Marino et al., 2020; Moulier et al., 2019; Ngo et al., 2020; Tirlea et al., 2016). In addition to previous interventions, two-factor self-esteem enhancement programs have accumulated empirical evidence regarding their ability to improve self-esteem. This is a self-esteem development program that assists participants in recognizing

their own assets and weaknesses, which impacts their sense of worth and competence. Genuine self-esteem is encouraged through this program.

Two-factor self-esteem enhancement programs have several advantages. This program meets the characteristics of self-esteem programs recommended from other research (Niveau et al., 2021). A good self-esteem intervention program is a program that is directed at the factors that cause self-esteem problems, namely cognitive factors and social factors. There are four intervention strategies directed at cognitive factors. First, intervention strategies may aim to narrow the gap between existing and desired attributes by encouraging the development of qualities in less skilled areas or by guiding students to concentrate on areas in which they demonstrate exceptional character. Second, intervention efforts can be focused on facilitating the process of conducting appropriate self-evaluations. Students engage in appropriate self-evaluation when they are guided to acknowledge their strengths and acknowledge their weaknesses to develop a better perception of themselves. Accurate self-evaluation means that students are directed to recognize their strengths and accept their weaknesses so that they can form a more positive self-concept. Third, the aim of the intervention is to change the valence of self-representation in a positive direction. Fourth, intervention strategies can also consider additional cognitive elements that contribute to an individual's reduced sense of self-confidence, such as causal attributions for one's accomplishments and shortcomings. To develop self-esteem by targeting social factors, intervention strategies can be adapted to increase social acceptance and support.

Intervention strategies targeting students who have excessive perceptions of the social support they receive may center on cultivating an appreciation of the supports that already exist. Adolescents experiencing a period of lack of social support may find it beneficial to develop abilities that are valued by their peer group. To improve support, greater impact can be achieved by combining feedback with skills development. There is no doubt that students are susceptible to other people's opinions. Therefore, a second intervention strategy might center on internalizing positive peer opinions. Additionally, two-factor self-esteem enhancement programs incorporate exercises that encourage assessment when a person encounters obstacles in life that affect his or her sense of worthiness and competence, either positively or negatively. Third, the program incorporates standard, empirically validated therapy techniques, including cognitive restructuring and problem-solving methodologies.

Previous research findings suggest two-factor self-esteem enhancement programs, a type of positive therapy, improve self-esteem in both clinical and general populations. , including educational environments. However, limited attention has been paid to this approach (Niveau et al., 2021). The efficacy of self-esteem interventions focuses on individuals who have more severe self-esteem problems (Langford et al., 2022; Louis & Reyes, 2023; Morales-Sánchez et al., 2021; Touloupis & Athanasiades, 2022; Wong et al., 2016). Identifying intervention programs that specifically target the self-esteem challenges faced by adolescent students is a challenging task. The effectiveness of the two-factor self-esteem increasing program in growing self-esteem in adolescent students, this research was conducted. The aim of this research is to analyze a two-factor self-esteem enhancement program for adolescents with self-esteem problems.

2. METHODS

The research was carried out experimentally using a 2 x 2 factorial design. The dependent variable was social science learning outcomes, while the independent variables included the use of learning media as a treatment variable and learning motivation as an attribute variable. The research factorial design is presented in Table 1. This study used a single subject research design. A single subject design is a design that only involves one participant in the research. Experts who wish to assess intervention programs can use this particular design. The participant in this research was a 16 year old teenage student who was in grade 10 of vocational education. Before enrolling in this intervention program, students must undergo a comprehensive psychological evaluation that includes interviews, psychological tests, observations, and other techniques. To assess students' intelligence and potential intelligence, the Weschler Bellevue Intelligence Scale is used. The purpose of holding graphic tests such as Draw a Person (DAP), BAUM, House Tree Person (HTP), and Wartegg Zeichen Test (WZT) is to gain insight into students' personalities. The Sacks Sentence Completion Test (SSCT) is held to determine students' views and attitudes towards their surrounding environment. Psychological assessments indicated that students experienced self-esteem challenges related to academic achievement, physical appearance, and ability to form friendships.

To see whether the indicators of success of the intervention program have been achieved, the implementation of the intervention uses Kirkpatrick and Kirkpatrick (2006)program evaluation guide. The research will assess the extent of students' understanding of the subject matter introduced in the intervention program and any changes in their behavior. At the end of the intervention session, the increase

in knowledge was assessed using a questionnaire designed by the researcher himself. Participants are asked to assess the truth of several statements related to the material presented. Examples of these statements include "Self-esteem is our evaluation of ourselves", "High self-esteem is always beneficial for others", and "The desire to achieve perfection is beneficial for our self-esteem". In the meantime, the Indonesian version of the Rosenberg Self-Esteem Scale has been adapted Maroqi (2019) used to assess behavior before and after the intervention is completed. On a four-point Likert scale, participants were asked to evaluate a series of statements related to their emotions and self-perception. Based on statistical analysis, the Indonesian version of the Rosenberg Self-Esteem Scale was declared valid, with t-values greater than 1.96, P-values 0.582 and greater than 0.05, RMSEA values 0.000 and less than 0.05, and Crit score ranges from 0.225. to 0.490. The statements "I am generally satisfied with myself," "I have the ability to multitask at a level comparable to most individuals," and "There are times when I feel worthless" are examples of such statements. Data analysis methods were carried out qualitatively and quantitatively. Descriptive analysis is used in SPSS to test data quantitatively by comparing scores from the pretest and posttest. The qualitative data analyzed came from observations made throughout the intervention activities. An overview of session topics is presented in Table 1.

Table 1. Session Topic Overview

Hearing	Session Name
1	*Focus Phase*
	The intervention implementer provides an explanation of the series of interventions that will be carried out
	Awareness Phase
	Students were instructed to fill out a pretest questionnaire
2	*Increase Phase*1
	Students receive psychoeducation and training to instill an understanding of what self-esteem is, the importance of self-esteem, sources of self-esteem, and strategies for how to develop self-esteem.
3	*Increase Phase*2 and Management Phase
	Students receive psychoeducation and training on how to overcome self-esteem barriers, then students are instructed to create an action plan
4	*Follow-up Phase*
	Students were interviewed about their daily experiences in dealing with self-esteem problems, then students were instructed to fill out a posttest questionnaire

3. RESULT AND DISCUSSION

Results

Based on the knowledge evaluation carried out, a comparison of pretest and posttest scores showed a visible increase in students' understanding of self-esteem. In addition, there were changes observed in students' behavior scores as measured by the Rosenberg Self-Esteem Scale adapted from Indonesia. The observed score changes between pretest and posttest are presented in Figure 1.
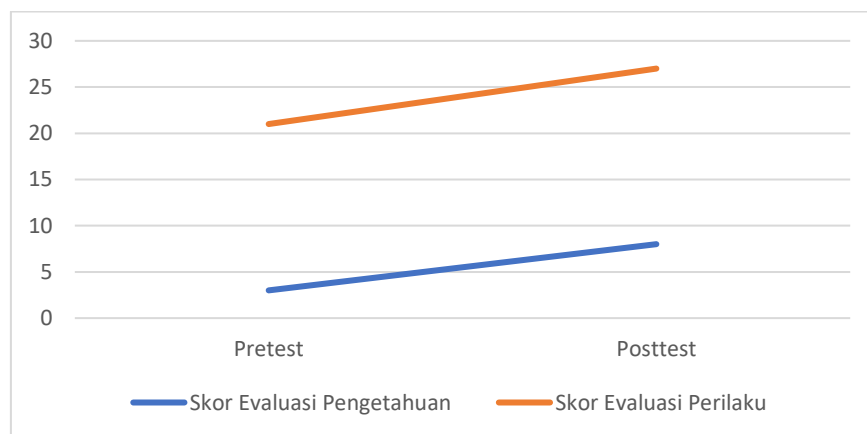

Figure 1. Score Changes Between Pretest and Posttest

Based on data on Figure 1, there was a marked increase in evaluation scores related to self-esteem knowledge, especially with an increase of 50%. These results indicate that students have a comprehensive understanding of the concept of self-esteem. Students also have the ability to see the characteristics shown by individuals who have self-esteem, and determine the ideal level of self-esteem that individuals should strive for. Students have the ability to distinguish between the various sources that contribute to an individual's self-esteem, and are able to recognize and identify the sources that contribute to their own sense of self-worth. The data provided in Figure 1 corroborates the information regarding changes in students' knowledge. Students are aware of the various challenges they face regarding their self-esteem and are equipped with the knowledge and skills necessary to overcome these challenges through a process of cognitive restructuring. Cognitive restructuring in the face of self-esteem barriers is presented in Table 2.

Table 2. Cognitive Restructuring in the Face of Barriers to Self-Esteem

No.	Barriers to Self-Esteem	Unsuitable Condition	Suitable Conditions
1	All or nothing thinking	*"If I don't succeed, then I failed."*	*"You can do it if you try to get better."*
2	Emotional reasons	*"I know I'm doing well in school, but why do I still feel like a failure."*	*"I can do it, and I don't always fail."*
3	Assumption	*"He seems to be looking down on me. He must believe that I know nothing about this task."*	*"It seems that was just my exaggerated assumption."*
4	Mental filter	*"Because I answered one of these questions wrong, I really haven't been able to understand this subject well."*	*"I think I can, but I haven't studied it in depth."*
5	Labeling	*"I feel stupid...."*	*"Just need to study more adequately."*
6	Overgeneralization	*"I failed at everything I did."*	*"I know I can do better."*
7	Mind reading	*"If I couldn't do it, I would be very embarrassed."*	*"Yes, just do it first."*
8	Personalization	*"My teacher was angry with me for not being able to answer the question."*	*"My teacher wasn't angry with me just for not being able to answer the question."*
9	Blaming others	*"I doubted my ability to complete assignments because my teacher taught me poorly."*	*"It seems that my teacher taught well, but I don't fully understand it yet."*
10	Excessive comparison	*"My friend is very smart, but it seems like I'm the only one who's not smart."*	*"My friend is very smart, but it seems like I'm the only one who's not smart."*

Figure 1 showed the same results that were also obtained in the evaluation of student behavior. The observed change in scores showed that there was a real change in the students' level of self-esteem after their involvement in the intervention program, namely a change of 29%. These results are evidenced by students' ability to easily identify their personal strengths and admit their weaknesses through a series of independent exercises. Obtaining feedback from people around them also contributes to increasing students' self-esteem. Students receive validation regarding their positive attributes, as others around them provide favorable perceptions of their character. These behavioral changes were enriched by the results of follow-up interviews. Students said that they felt more confident in their ability to make friends. At this time, the disputes with their colleagues had also decreased.

Discussion

The results of the research conducted showed that the implementation of a two-factor self-esteem enhancement program was successful in helping adolescent students increase their self-esteem. Increased student knowledge and development of more constructive behavior were observed outcomes. One indicator of behavioral development is the increase in students' social skills with their classmates. The findings presented in this study are consistent with several previous studies (Beattie & Beattie, 2018; Bosica et al., 2021; Moulier et al., 2019; Ngo et al., 2020; Tirlea et al., 2016). Student success in intervention programs may be due to a variety of factors. Self-esteem is a cognitive representation that a person develops

about himself based on the experiences he faces (Beattie & Beattie, 2018). Interventions that specifically target the development of students' positive self-concept are more effective than interventions that only target the development of other self-esteem supporting skills. This intervention program facilitates students to form a positive self-concept through Jar of Self activities. In this activity, students are given the opportunity to identify their strengths and weaknesses. In her role as intervention implementer, the researcher assisted students in recognizing their personal strengths and encouraged them to see their weaknesses as opportunities for growth and development. Individuals who have low self-esteem develop 'negative self-schema' or 'bottom line' global self-esteem beliefs. Unproductive life assumptions or norms are present in this self-scheme.When students feel that the basic assumptions and rules in life are not fulfilled, their beliefs can give rise to pessimistic predictions, such as 'I will not succeed' which ultimately motivates them to avoid certain activities. They may not be able to deny the negative beliefs resulting from this avoidance. This intervention program is considered effective because it gives students the opportunity to experience what they previously feared, thereby refuting their prejudices.

Students who suffer from low self-esteem not only have problematic or unfounded beliefs about their personal abilities and adequacy, but they also have false beliefs about social relationships, including the perception that others do not accept them (Rimes et al., 2023). Role in the development of students' self-esteem (Reitz, 2022). Students in intervention programs receive authentic feedback from people in their immediate environment through completing intervention activities and assignments. The feedback provided from the intervention program gives students a sense of ability which becomes capital for developing self-esteem (Reitz, 2022; Szcześniak et al., 2022). The reflected assessment model, in which an individual may internalize another's self-perception, for example, the "looking-glass self," may provide an explanation for how feedback ultimately impacts a student's self-esteem. Self-perception is enhanced by introspection regarding one's own attributes and the opinions of others (Marsh et al., 2018; Simonsmeier et al., 2020).

Providing cognitive restructuring strategies is also useful for increasing self-esteem because most of students' reduced self-confidence comes from cognitive mistakes they make about themselves and their social circumstances. For students with optimal self-esteem, perceived threats to self-values result in adaptive responses. such as dealing with interpersonal problems directly or implementing adaptive emotion management strategies. For students who have low self-esteem, unhelpful responses are more likely to occur when faced with threats such as criticizing themselves, creating negative perceptions of others, avoiding opportunities, and so on. By providing students with problematic self-esteem with knowledge for cognitive restructuring, they can overcome everyday challenges that threaten their self-esteem. This research is an intervention research that uses a two-factor model of self-esteem as its basis. This research shows the importance of considering adolescents' sense of competence and self-esteem when trying to help them overcome self-esteem problems. A commendable aspect of the intervention program is that its development was based on precise operational definitions. A large body of literature supports the idea that any intervention process is based on factors that influence self-esteem and the task at hand, including self-reflection, providing feedback, and cognitive restructuring (Benish-Weisman et al., 2020; Niveau et al., 2021). Future replication of this program could benefit elementary and middle school students with self-esteem problems by encouraging the development of self-esteem.

These results add to the evidence that self-esteem interventions will provide effective results if they target the three pillars, namely realism, growth, and resilience. Realism requires interventions that encourage the development of a reality-based self-concept. Growth is cultivating an interest in one's own development, and not simply trying to outperform others. Robustness encourages relatively strong feelings about oneself (Brummelman & Sedikides, 2020). A hierarchical model of self-esteem. In this model, global self-esteem is placed at the top and selective self-esteem is placed at the bottom of the model. The relationship between the two uses the terms top-down model or bottom-up model. In this model, a person can have self-esteem through a bottom-up process. The bottom-up process explains that a person's selective self-esteem then influences global self-esteem. Currently, bottom-up models receive more attention in research than top-down models (van Aalst et al., 2021; Vaughan-Johnston et al., 2020). Further support is provided by research conducted that students' self-esteem can also be developed from the top down. These results can be attributed to the fact that optimal global self-esteem functions as a buffer against negative external feedback and as a filter that amplifies positive external feedback. Additionally, those with optimal levels of overall self-esteem tend to increase and maintain their self-esteem through attribution of positive attributes to themselves in specific areas (Dapp et al., 2023).

Therefore, efforts to foster self-esteem are not only carried out within the framework of intervention. Maintenance is an important requirement. Parents fulfill an important function in maintaining the continued progress of self-esteem demonstrated by their children. To develop confidence that others will meet their needs, students need love, acceptance, and consistent focus from their closest friends. Apart

from being students' educators, teachers play an important role in fostering students' self-esteem. Educators who are able to fulfill the requirements for autonomy, competence and attachment have the potential to increase students' self-esteem in the school environment. By giving students the ability to initiate their own actions at school and solve their own problems, this autonomy is demonstrated. Teachers demonstrate competency fulfillment when they devote time, energy, and willingness to help students achieve success and develop a sense of competence in their respective subjects. In addition, teachers must foster a sense of unity and harmony among students to strengthen emotional bonds with each other.

This finding is strengthened by previous research statesStudents' self-esteem will be strengthened over time with consistent support (Reitz, 2022; Thomason & Moghaddam, 2021). SApart from requiring the people around them to show perseverance, students can also uphold their self-esteem through various means. The two-factor model of self-esteem, which states that individuals who have high levels of self-esteem demonstrate satisfactory levels of competence and self-esteem. Students can increase their sense of worth by becoming members of friendship groups composed of individuals who are tolerant of their strengths and weaknesses. Additionally, it is important for students to engage in many social activities that align with their personal interests to further develop the gaps in their skills.

4. CONCLUSION

The results of the intervention implemented showed that the implementation of the two-factor self-esteem enhancement program effectively increased the level of self-esteem of adolescent students who previously showed low self-esteem. Research findings, especially those using two-factor approaches, contribute to the advancement of intervention program research. Promoting the development of self-esteem and competence among students has the capacity to influence their self-assessment. This research provides valuable insight for practitioners, including educators, school counselors, psychologists, and other professionals involved in supporting adolescent students who have self-esteem problems. This research highlights the need to consider two main components of self-esteem, specifically worthiness and competence.

5. REFERENCES

Beattie, S., & Beattie, D. (2018). Investigasi terhadap kemanjuran kelompok terapi perilaku kognitif untuk harga diri rendah di lingkungan perawatan primer. *Terapis Perilaku Kognitif*, *11*, e12. https://doi.org/10.1017/S1754470X18000168.

Benish-Weisman, M., Daniel, E., & McDonald, K. L. (2020). Values and adolescents' self-esteem: The role of value content and congruence with classmates. *European Journal of Social Psychology*, *50*(1), 207–223. https://doi.org/10.1002/ejsp.2602.

Bosica, J., Pyper, J. S., & MacGregor, S. (2021). Incorporating problem-based learning in a secondary school mathematics preservice teacher education course. *Teaching and Teacher Education*, *102*, 103335. https://doi.org/10.1016/j.tate.2021.103335.

Brummelman, E., & Sedikides, C. (2020). Membesarkan anak dengan harga diri yang tinggi (tetapi tidak narsisme). *Perspektif Perkembangan Anak*, *14*(2), 83–89. https://doi.org/10.1111/cdep.12362.

Cameron, J., & Granger, S. (2019). Apakah harga diri mempunyai pengaruh antarpribadi di luar laporan diri? Sebuah meta-analisis harga diri dan indikator interpersonal objektif. *Tinjauan Psikologi Kepribadian dan Sosial*, *23*(1), 73–102. https://doi.org/10.1177/1088868318756532.

Carpenter, J. P., Rosenberg, J. M., Dousay, T. A., Romero-Hall, E., Trust, T., Kessler, A., Phillips, M., Morrison, S. A., Fischer, C., & Krutka, D. G. (2020). What should teacher educators know about technology? Perspectives and self-assessments. *Teaching and Teacher Education*, *95*(October 2020), 103124.1-13. https://doi.org/10.1016/j.tate.2020.103124

Chen, W., Niu, G.-F., Zhang, D.-J., Fan, C.-Y., Tian, Y., & Zhou, Z.-K. (2016). Status sosial ekonomi dan kepuasan hidup remaja Tiongkok: Analisis harga diri sebagai mediator dan optimisme sebagai moderator. *Kepribadian dan Perbedaan Individu*, *95*, 105–109. https://doi.org/10.1016/j.paid.2016.01.036.

Dapp, L., Krauss, S., & Orth, U. (2023). Menguji model harga diri bottom-up dan top-down: Sebuah meta-analisis studi longitudinal. *Jurnal Psikologi Kepribadian dan Sosial*, *124*(5), 1111–1131. https://doi.org/10.1037/pspp0000444.

Harris, M., & Orth, U. (2020). Hubungan antara harga diri dan hubungan sosial: Sebuah meta-analisis studi longitudinal. *Jurnal Psikologi Kepribadian dan Sosial*, *119*(6), 1459–1477. https://doi.org/10.1037/pspp0000265.

Keane, L., & Loades, M. (2017). Harga diri rendah dan gangguan internalisasi pada kaum muda – Sebuah tinjauan sistematis. *Kesehatan Mental Anak dan Remaja*, *22*(1), 4–15.

https://doi.org/10.1111/camh.12204.

Langford, K., McMullen, K., Bridge, L., Rai, L., Smith, P., & Rimes, K. (2022). Intervensi perilaku kognitif untuk harga diri rendah pada generasi muda yang pernah mengalami stigma, prasangka, atau diskriminasi: Sebuah studi penerimaan dan kelayakan yang tidak terkontrol. *Psikologi dan Psikoterapi: Teori, Penelitian dan Praktek*, *95*(1), 34–56. https://doi.org/10.1111/papt.12361.

Louis, J., & Reyes, M. (2023). Program intervensi online kognitif self-compassion (CSC): Sebuah studi percontohan untuk meningkatkan harga diri remaja yang terpapar kekerasan oleh orang tua dari pasangannya. *Psikologi dan Psikiatri Anak Klinis*, *28*(3), 1109–1122. https://doi.org/10.1177/13591045231169089.

Mann, R. B., & Blumberg, F. (2022). Adolescents and social media: The effects of frequency of use, self-presentation, social comparison, and self esteem on possible self imagery. *Acta Psychologica*, *228*, 103629. https://doi.org/10.1016/j.actpsy.2022.103629.

Marino, C., Santinello, M., Lenzi, M., Santoro, P., Bergamin, M., Gaboardi, M., Calcagnì, A., Altoè, G., & Perkins, D. (2020). Bisakah pendampingan meningkatkan harga diri dan keterhubungan sekolah? Evaluasi proyek mentor-UP. *Intervensi Psikososial*, *29*(1), 1–8. https://doi.org/10.5093/pi2019a13.

Marsh, H., Pekrun, R., Murayama, K., Arens, A., Parker, P., Guo, J., & Dicke, T. (2018). Model pengembangan konsep diri akademik yang terintegrasi: Konsep diri akademik, nilai, nilai ujian, dan penelusuran selama 6 tahun. *Psikologi Perkembangan*, *54*(2), 263–280. https://doi.org/10.1037/dev0000393.

Masselink, M., Van Roekel, E., & Oldehinkel, A. (2018). Harga diri pada masa remaja awal sebagai prediktor gejala depresi pada masa remaja akhir dan awal masa dewasa: Peran mediasi faktor motivasi dan sosial. *Jurnal Remaja dan Remaja*, *47*(5), 932–946. https://doi.org/10.1007/s10964-017-0727-z.

Morales-Sánchez, L., Luque-Ribelles, V., Gil-Olarte, P., Ruiz-González, P., & Guil, R. (2021). Meningkatkan harga diri dan citra tubuh wanita penderita kanker payudara melalui intervensi: Tinjauan sistematis. *Jurnal Internasional Penelitian Lingkungan dan Kesehatan Masyarakat*, *18*(4), 1640. https://doi.org/10.3390/ijerph18041640.

Moulier, V., Guinet, H., Kovacevic, Z., Bel-Abbass, Z., Benamara, Y., Zile, N., Ourrad, A., Arcella-Giraux, P., Meunier, E., Thomas, F., & Januel, D. (2019). Pengaruh program pencegahan berbasis kecakapan hidup terhadap harga diri dan perilaku berisiko pada remaja: Sebuah studi percontohan. *Psikologi BMC*, *7*(1), 82. https://doi.org/10.1186/s40359-019-0358-0.

Ngo, H., VanderLaan, D., & Aitken, M. (2020). Harga diri, keparahan gejala, dan respon pengobatan pada remaja dengan masalah internalisasi. *Jurnal Gangguan Afektif*, *273*, 183–191. https://doi.org/10.1016/j.jad.2020.04.045.

Niveau, N., Baru, B., & Beaudoin, M. (2021). Intervensi harga diri pada orang dewasa – Sebuah tinjauan sistematis dan meta-analisis. *Jurnal Penelitian Kepribadian*, *94*, 104131. https://doi.org/10.1016/j.jrp.2021.104131.

Orth, U., & Robins, R. (2022). Apakah harga diri yang tinggi bermanfaat? Meninjau kembali pertanyaan klasik. *Psikolog Amerika*, *77*(1), 5–17. https://doi.org/10.1037/amp0000922.

Papalia, D., & Martorell, G. (2021). *Alami perkembangan manusia* (14th ed). Bukit McGraw.

Reitz, A. (2022). Pengembangan harga diri dan peristiwa kehidupan: Sebuah tinjauan dan kerangka proses integratif. *Kompas Psikologi Sosial dan Kepribadian*, *16*(11). https://doi.org/10.1111/spc3.12709.

Rimes, K., Smith, P., & Bridge, L. (2023). Harga diri rendah: Model perilaku kognitif yang halus. *Psikoterapi Perilaku dan Kognitif*, 1–16. https://doi.org/10.1017/S1352465823000048.

Sa, B., Ojeh, N., Majumder, M., Nunes, P., Williams, S., Rao, S., & Youssef, F. (2019). Hubungan antara harga diri, kecerdasan emosional, dan empati pada mahasiswa dari enam program profesi kesehatan. *Pengajaran dan Pembelajaran Kedokteran*, *31*(5), 536–543. https://doi.org/10.1080/10401334.2019.1607741.

Simonsmeier, B., Peiffer, H., Flaig, M., & Schneider, M. (2020). Umpan balik dari teman sejawat meningkatkan konsep diri akademik mahasiswa di perguruan tinggi. *Penelitian di Perguruan Tinggi*, *61*(6), 706–724. https://doi.org/10.1007/s11162-020-09591-y.

Steinsbekk, S., Wichstrøm, L., Stenseng, F., Nesi, J., Hygen, B. W., & Skalická, V. (2021). The impact of social media use on appearance self-esteem from childhood to adolescence–A 3-wave community study. *Computers in Human Behavior*, *114*, 106528. https://doi.org/10.1016/j.chb.2020.106528.

Szcześniak, M., Bajkowska, I., Czaprowska, A., & Sileńska, A. (2022). Adolescents' self-esteem and life satisfaction: Communication with peers as a mediator. *International journal of environmental research and public health*, *19*(7), 3777. https://doi.org/10.3390/ijerph19073777.

Thomason, S., & Moghaddam, N. (2021). Terapi yang berfokus pada kasih sayang untuk harga diri: Tinjauan sistematis dan meta-analisis. *Psikologi dan Psikoterapi: Teori, Penelitian dan Praktek*, *94*(3), 737–759. https://doi.org/10.1111/papt.12319.

Tirlea, L., Truby, H., & Haines, T. (2016). Uji coba terkontrol secara acak dan pragmatis terhadap gadis-gadis

di Go! Program untuk meningkatkan Harga diri pada anak perempuan. *Jurnal Promosi Kesehatan Amerika*, *30*(4), 231–241. https://doi.org/10.1177/0890117116639572.

Touloupis, T., & Athanasiades, C. (2022). Evaluasi program pencegahan cyberbullying di sekolah dasar: Peran peningkatan harga diri. *Perbatasan dalam Psikologi*, *13*. https://doi.org/10.3389/fpsyg.2022.980091.

van Aalst, D. A., Huitsing, G., Mainhard, T., Cillessen, A. H., & Veenstra, R. (2021). Testing how teachers' self-efficacy and student-teacher relationships moderate the association between bullying, victimization, and student self-esteem. *European Journal of Developmental Psychology*, *18*(6), 928–947. https://doi.org/10.1080/17405629.2021.1912728.

Vaughan-Johnston, T. I., Lambe, L., Craig, W., & Jacobson, J. A. (2020). Self-esteem importance beliefs: A new perspective on adolescent self-esteem. *Self and Identity*, *19*(8), 967–988. https://doi.org/10.1080/15298868.2019.1711157.

Wong, W., Ortiz, C., Stuff, J., Mikhail, C., Lathan, D., Moore, L., Alejandro, M., Butte, N., & Smith, E. (2016). Program promosi hidup sehat berbasis komunitas meningkatkan harga diri di kalangan anak-anak minoritas. *Jurnal Gastroenterologi & Nutrisi Anak*, *63*(1), 106–112. https://doi.org/10.1097/MPG.00000000000001088.