

## Analysis of Self-Confidence in Adolescents with Anxiety at State Senior High School 5 Padang

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### ABSTRACT

*In adolescents, physical problems often arise which are related to dissatisfaction with the condition of their body which does not match the desired ideal physique. Anxiety is often caused by lack of confidence in one's abilities and a lack of adjustment to a new atmosphere or environment. Anxiety in adolescents can be influenced by several factors, which one is self-confidence. Adolescents who lack self-confidence can be dangerous for mental health because adolescent tend to consider themselves failures or feel hopeless. This negative attitude can cause feelings of anxiety and depression in adolescent. The aim of this research was to determine the relationship between self-confidence and anxiety levels in adolescents at State Senior High School 5 Padang. Type of research Observational analytic with cross sectional design. Data collection from January to April 2024. The study population was all grade X students at State Senior High School 5 Padang in the 2023/2024 academic year totaling 431 people, a sample of 79 people using the proportional simple random sampling technique. Data collection using a questionnaire in the form of a questionnaire, data processing by editing, coding, entry, cleaning, tabulating. Analysis using the Chi square test (CI 95%). The results of the study, adolescents who experience anxiety (60.8%) and low self-confidence (54.4%). There is a significant relationship between self-confidence and anxiety levels p-value (0.000). It can be concluded that the higher the level of self-confidence, the less likely adolescents are to experience anxiety. is expected to help increase adolescent self-confidence and make a positive contribution to reducing their anxiety levels. This effort can be done by collaborating with health promotion officers at the relevant Health Center through health education that is carried out routinely and on schedule, especially aimed at adolescents in the area. It is hoped that the results of this study can increase the knowledge of adolescents regarding the importance of increasing self-confidence, so as to prevent anxiety in adolescents.*

**Keyword** : Anxiety; Confidence; Adolescent

### INTRODUCTION

Anxiety disorders often occur in childhood and adolescent because during in this period the child's growth and development occurs rapidly, and the process continues until it reaches a certain point. Changes that occur quickly and suddenly cause other changes in social and psychological aspects. Adolescents are increasingly sensitive and their attitudes change, and they have unstable emotions (Masdudi, 2015). In fact, some argue that anxiety disorders may affect 1 in 8 children. The National Institute Of Mental Health (NIMH) estimates that 25.1% of adolescents between the ages of 13 and 18 will experience an anxiety disorder, and 5.9% will experience a severe anxiety disorder. Boys and girls are equally affected in childhood, and after puberty, girls appear to be affected more often than boys (American Academy of Child and Adolescent Psychiatry, 2020).

In Indonesia, anxiety is the most common mental disorder (26.7%) among adolescents aged 10-17 years, divided into male adolescents (25.4%) and female adolescents (28.2%) (Center for Reproductive Health et al., 2022). Meanwhile West Sumatra in 2018, the prevalence of mental emotional disorders, which one was anxiety disorders, at ages  $\geq 15$  years was 13.01% (Rikesdas, 2019) and Padang in 2018, there were 14.20% aged  $\geq 15$  years who experienced mental emotional disorders (Dinkes Sumbar, 2018). In adolescents, the physical problems that occur are related to dissatisfaction or concern about their physical condition, which usually does not match the desired ideal physique. They also often compare their physique with the physique of other people or their idols. The growth of body proportions during adolescence does not always correspond to adolescent expectations. The development or growth of a adolescent's limbs is sometimes faster or slower than

body development. As a result, some adolescents have unbalanced body proportions. This will cause deep inner anguish because during this period of adolescence one's appearance is very important. Because personal appearance is considered to be one of the important requirements in teenage relationships. If adolescents assess that their bodies have met the requirements, as expected by their social environment, then this will have a positive impact on their self-assessment (Sit, 2012).

In Indonesia, more than half (62.2%) of adolescents aged 13-22 years admitted to having been victims of body shaming during their lives, especially women. Almost half of women (47.0%) experienced body shaming with the main reason being that their bodies were considered too plump, (36.4%) because of acne, (28.1%) because of their chubby faces. However, the main problem is more about acne (42.6%) (ZAP Beauty Index, 2020). Lack of confidence in appearance is a common thing nowadays, especially for women. This usually happens when someone has expectations or dreams for themselves, but is constrained by conditions that become a problem for them to achieve their goals in appearance. The survey results show that Indonesian women feel most insecure about the condition of their facial skin (50.1%). It turns out that, in addition to facial skin, Indonesian women also pay special attention to the condition of their bodies, such as the size or weight (44.9%) they currently have. In addition, 27.6% of women feel insecure about the teeth they currently have. In addition, the nose (20.9%), cheeks (11.2%), lips (9.1%), and eyes (9.1%) (ZAP Beauty Index, 2023).

The results of the study (Puspitasari et al., 2022) case study conducted obtained a lack of self-confidence in students, which was obtained from the problem of students feeling afraid if their opinions were not appreciated or not accepted by their friends. Students who have this problem appear quieter, often take a deep breath when their name is called, their achievements decline and they look more afraid because these students feel that they are not as capable as their friends. Research conducted by (Kristanto et al., 2014) the self-confidence of most students is in the fairly high category (39 students/43.3%) while most students face anxiety in the moderate category (37 students/41.1%). The correlation between self-confidence and anxiety in compiling a thesis proposal  $p = 0.001 < 0.05$  so it can be concluded that there is a significant relationship between self-confidence and student anxiety.

In general, anxiety in adolescents can be influenced by several factors, one of which is self-confidence (Afifah, 2021). Adolescents who lack self-confidence can be dangerous for their mental health because when faced with one or more negative events, adolescents tend to consider themselves failures or feel hopeless. This negative attitude can cause feelings of depression and anxiety in adolescents (Bernard, 2020). Adolescents who lack self-confidence will feel doubtful, afraid of being wrong, pessimistic, hopeless about relationships with others, avoid others, unable to formulate desires, and feel depressed. The above conditions can cause behavior such as not wanting to communicate with others, avoiding others, preferring to be alone, and neglecting daily activities (Stuart, G.W. and Laraia, 2005). Self-confidence is an attitude or belief in one's own abilities so that in one's actions one is not too anxious, feels free to do things according to one's wishes and is responsible for one's actions, is polite in interacting with others, has a drive for achievement and can recognize one's own strengths and weaknesses. Lauster describes that people who have self-confidence have the characteristics of being selfless (tolerance), do not need encouragement from others, are optimistic and happy (Tanjung & Amelia, 2017). Self-confidence is how someone acknowledges their ability to do something and deal with a problem well. Self-confidence does not come suddenly, but must be formed and related to a person's personality. Self-confidence is a person's belief in something that they personally are capable of and can do (Mamalango, 2022).

The initial survey was conducted on October 12, 2023, researchers conducted observations and interviews with 10 students of class X SMAN 5 Padang, obtained data related to anxiety levels where 7 students (70%) said that they often felt anxious, especially when they first entered school. This happens when students meet new friends, new teachers, or new school rules that must be obeyed properly. The students said they were afraid of being judged negatively or rejected by their peers in their social groups. There were 4 students (40%) who said that they had been teased by their peers because of their appearance or body proportions which were fat, short, too thin, or had acne and they also liked to compare themselves with their idols or peers. Meanwhile, 6 students (60%) said that they were afraid of being teased by their friends if their answers or opinions were wrong, being scolded by

their parents, and feeling embarrassed if they had low or unsatisfactory grades. This study is expected to help increase adolescent self-confidence and make a positive contribution to reducing their anxiety levels. Self-confidence is very important to prevent stress and anxiety in general among adolescents who are still vulnerable to various psychological issues in the environment in which they live.

## METHODS

The design of this research is analytical correlation, namely research that emphasizes the relationship between one variable and another variable, using a cross-sectional approach, namely research that designs data collection to be carried out at one point in time (at one point in time) where the phenomenon being studied is during one data collection period (Adiputra et al., 2021). In this study, the aim is to determine the relationship between self-confidence and anxiety in adolescents at SMA Negeri 5 Padang City. The study explains the relationship between self-confidence and anxiety in adolescents. The study was conducted from January to May 2024. The population of this study was all 431 class X students at SMAN 5 Padang consisting of 12 classes, a sample of 79 students with a proportional simple random sampling technique with inclusion criteria; Students who are registered as class X students at SMAN 5 Padang in the 2023/2024 academic year, are willing to be respondents, fill in the informed consent that has been provided. The exclusion criteria were students who were sick, absent, and on leave during the research in class X and who volunteered to become respondents during the research. Data collection was carried out using a questionnaire in the form of a questionnaire. The questionnaire used for the self-confidence variable used a questionnaire The Test Of Self-Confidence compiled by Peter Lauster (2001) while the questionnaire for the anxiety level variable used the Hamilton Rating Scale For Anxiety (HRS-A) questionnaire developed by Max Hamilton (1956). Data analysis using Chi-Square statistical test. Self-confidence questionnaire measurement using ordinal scale, 29 questions and each question has 4 alternative answers, Positive statement for Strongly Agree (SS) answer is given a score of 4, Agree (S) score 3, Disagree (TS) score 2, Not very Agree (STS) score 1. Negative statement for Strongly Agree (SS) answer is given a score of 1, Agree (S) score 2, Disagree (TS) score 3, Strongly Disagree (STS) score 4. For anxiety level questionnaire using ordinal scale, 14 questions and each question has 5 answer choices, no complaints score 0, light score 1, moderate 2, severe score 3, very severe score 4. After the measurement results are obtained (total score value of each variable), then each variable (self-confidence, and anxiety level) is divided into 2 categories, for self-confidence, namely High; if score > median, Low; if the score ≤ median. Determine the variable depth of anxiety level into 2 categories, namely Not Anxious; if the score < 14, Anxious; if the score ≥ 14. Data were analyzed univariately using frequency distribution and bivariate analysis using the Chi square test (CI 95%) the results of the analysis are significant if the p value is ≤ 0.05.

## RESULTS

This research was conducted on 79 respondents of students of SMA 5 Negeri Padang City, the results of this research are as follows :

### 1. Univariate Analysis

The results of univariate analysis in this study are used to describe the frequency distribution or distribution of research respondents from each of these variables including independent variables (self-confidence) and dependent variables (anxiety levels). The results of the data analysis are presented in the form of a table as follows:

**Tabel 1. Frequency Distribution of Respondents Based on Age at SMA Negeri 5 Padang in 2024**

Variable	Total	Min-Max	Mean	Std. Deviation
Age	79	15-18	15,67	0,635
Respondent				

Based on table 1 above, it shows that the average age of respondents is 15.67 with a *standard deviation* of 0.635. The lowest age is 15 years and the highest age is 18 years.

**Tabel 2. Frequency Distribution of Respondents Based on Gender at SMA Negeri 5 Padang in 2024**

Gender	<i>F</i>	%
Female	48	60,8
Male	31	39,2
<b>TOTAL</b>	<b>79</b>	<b>100</b>

Based on table 2 above, it shows that more than half of the respondents are female, namely 48 people (60.8%).

**Tabel 3. Frequency Distribution of Respondents Based on Anxiety Levels at SMA Negeri 5 Padang in 2024**

Anxiety Level	<i>F</i>	%
No Worries	31	39,2
Worried	48	60,8
<b>TOTAL</b>	<b>79</b>	<b>100</b>

Based on table 3 above, it shows that more than half of the respondents experienced anxiety (60.8%).

**Tabel 4. Frequency Distribution of Respondents Based on Self-Confidence at SMA Negeri 5 Padang in 2024**

Confidence	<i>F</i>	%
High	36	45,6
Low	43	54,4
<b>TOTAL</b>	<b>79</b>	<b>100</b>

Based on table 4 above, it shows that more than half of the respondents have low self-confidence (54.4%).

## 2. Bivariate Analysis

### a. Relationship between Self-Confidence and Level of Anxiety

Whether or not there is a relationship between Self-Confidence and Anxiety Levels can be seen in the table below :

**Tabel 5. Frequency Distribution of Respondents Based on Self-Confidence and Anxiety Levels at SMA Negeri 5 Padang in 2024**

Confidence	Anxiety Level				TOTAL		P-Value	OR
	Worried		No Worries					
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%		
Low	35	81,4	8	18,6	43	100	0,000	7,740
High	13	36,1	23	63,9	36	100		
TOTAL	48	60,8	31	39,2	79	100		

Based on table 5 above, it shows that out of 43 respondents who have low self-confidence, 35 respondents (81.4%) experience anxiety. And out of 36 respondents who have high self-confidence, 13 respondents (36.1%) experience anxiety. The results of the Chi-Square statistical test obtained a p-value = 0.000 ( $p < 0.05$ ), so it can be concluded that there is a significant relationship between self-

confidence and anxiety levels at State Senior High School 5 Padang in 2024. The OR value = 7.740, meaning that adolescents who have low self-confidence have a 7.740 times greater chance of experiencing anxiety compared to adolescents who have high self-confidence.

## DISCUSSION

Based on the results of the *Chi-Square* statistical test, it was obtained p-value 0.000, meaning that there is a relationship between self-confidence and anxiety levels in adolescents at Padang State Senior High School 5. This is also in line with the results of research conducted (Marbun et al., 2023) which states that from the results of his research, a p-value of  $0.000 < 0.05$  was found, indicating that  $H_0$  was rejected and  $H_a$  was accepted with an rs value of -0.435, meaning that the two variables have a moderate but negative relationship, so it can be concluded that there is a relationship between self-confidence and anxiety levels. Anxiety in the adolescent phase arises because of the efforts of the thinking process that is starting to develop. However, anxiety can be used as a signal or a way to measure oneself against several aspects of the situation. The ability of adolescents to respond, improve and evaluate their abilities will be able to minimize these feelings. A person's inability to manage feelings and behavior will have a wide impact. The problem of excessive anxiety is considered strange and different from the social environment. The process of adaptation and maintaining harmony, as well as the support of people around will help someone to strengthen themselves (Sulistyo et al., 2023)

Adolescents who experience anxiety tend to think about the bad possibilities that will happen. For example, adolescents get some assignments from school that are considered difficult. Adolescents who have anxiety will tend to think about what if they can't finish the assignment on time, what if not all of their assignments are completed well, what if the teacher asks them about the assignment and they can't answer, and so on (Nurul et al., 2022).

Having feelings of doubt about one's own abilities makes individuals have low intentions in achieving goals. Difficult situations or tasks in the learning process are something that threatens so that it is not uncommon for them to feel weak in achieving positive things or even cannot be done by individuals. The failures they experience are responded to with feelings of despair that make them have no confidence to do it again. This triggers a form of anxiety and feelings of depression that will affect physical, cognitive and emotional conditions. (Aminullah, 2013). This is in line with research results (Puspitasari et al., 2022) Lack of self-confidence causes students to be unsure of their own abilities, this is a major obstacle to the development of student learning. Students who feel they do not have enough self-confidence are a picture of someone who has low self-confidence, including their learning achievements are also low because of their lack of confidence in their own abilities. In addition, students who have low self-confidence are also vulnerable to social harassment in the form of ridicule from their environment, especially from their friends. Ideally, self-confidence must be possessed by someone, namely in the very high category, this aims for individuals to be able to improve aspects of themselves that really need very high self-confidence. However, in fact, in this

case there are still many people who have low self-confidence, especially in the school environment experienced by students, so that it becomes one of the obstacles for students to develop (Marlina et al., 2022).

Individuals who do not have self-confidence will try to show a conformist attitude, have a pessimistic attitude that makes them not want to do anything because they feel that what they do is useless or difficult to achieve, have a feeling of fear of failure so that they avoid all risks and do not dare to set targets to succeed, and always place or position themselves as the last because they think they are incapable, and find it difficult to accept the reality of themselves (especially accepting their shortcomings) and look down on their own abilities, but on the other hand they set unrealistic expectations for themselves. This is what makes them experience a lot of disappointment because these expectations are not achieved (Husna, 2022).

According to Lauster, individuals with high self-confidence have confidence in their abilities, are more adaptable to pleasant situations so that their anxiety levels are low and they have balanced resilience. If individuals can increase and develop their self-confidence, then individuals will not feel anxious (Lisanias et al., 2019). In line with previous research conducted (Al-Hasmi et al., 2022) which states that the results of his research obtained a correlation coefficient of -0.639 with  $p = 0.000$  or  $p < 0.05$  which means there is a negative relationship between self-confidence and anxiety. This means that the higher the self-confidence, the lower the anxiety felt and vice versa, the lower the self-confidence, the higher the anxiety that will be experienced. The same thing was also obtained from the results of the study conducted (Lisanias et al., 2019) which explained that from the correlation test it was known that the correlation coefficient between self-confidence and anxiety was  $r_{xy} = -0.177$  with a sig value (1-tailed) of  $0.006 < 0.05$  so that it can be concluded that there is a significant negative relationship between the self-confidence variable and the anxiety variable. (Lauster, 2002) also stated that one of the factors that influences anxiety is self-confidence. The higher the self-confidence, the lower the anxiety. Likewise, the lower the self-confidence, the higher the anxiety.

By instilling a confident attitude and positive thinking towards others and being able to control things that can hinder steps to achieve their future goals, then indirectly adolescents will increase their self-regulation which ultimately leads the adolescents to have high enthusiasm and motivation in living their lives. Motivation comes from within the adolescents and a supportive environment, with the encouragement or motivation given by people in their environment will encourage a good future, encouragement or motivation is very necessary for adolescents (Pratiwi Wahyu & Sri, 2019). From the analysis results, it was also found that adolescents who have low self-confidence have a 7.740 times greater chance of experiencing anxiety compared to adolescents who have high self-confidence. So it can be concluded that the lower the self-confidence of an adolescent, the more likely the adolescent will experience anxiety. Likewise, the higher the self-confidence of an adolescent, the less likely the adolescent will experience anxiety. The role of nurses in this study as educators is to provide

counseling in schools that can increase adolescent knowledge and reduce the level of anxiety that occurs. Nurses can also act as consultants, namely to provide consultation to adolescents regarding the problems they face. Nurses as consultants involve providing emotional, intellectual and psychological support to develop attitudes and feelings that are being felt. To answer this problem It is important for adolescents to realize the benefits and importance of self-confidence. By providing comprehensive information about self-confidence to adolescents, health care providers can empower families or school teachers to make decisions and actively participate in preventing anxiety. In addition, education and education can help relieve psychological stress or daily life challenges that can reduce the incidence of anxiety in adolescents, which will ultimately increase parental and teacher awareness of their children's mental health. Education can also help reduce the risk of anxiety in increasing awareness of the need for self-confidence. Therefore, efforts to provide information or knowledge about self-confidence and anxiety are beneficial for adolescents.

## CONCLUSIONS AND RECOMMENDATIONS

There is a significant relationship between self-confidence and anxiety levels in adolescents at State Senior High School 5 Padang, with a p value = 0.000 ( $P < 0.05$ ). It is recommended that health education and counseling activities be carried out in a programmed, comprehensive, and sustainable manner to improve adolescents' knowledge about self-confidence and anxiety levels. This effort can be done by collaborating with health promotion officers at the relevant regional Health Center through health education that is carried out routinely and on schedule, especially aimed at adolescent students at State Senior High School 5 Padang. It is hoped that the results of this study can improve adolescents' knowledge of the importance of self-confidence, so that it can prevent anxiety in adolescents.

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