



# The Effectiveness of Group Counseling in Improving the Self-Esteem of Junior High School Students Experiencing Body Shaming

Masyittahsya Nashwa<sup>1\*</sup>, Evi Zuhara<sup>2</sup>

<sup>1,2</sup> Universitas Islam Negeri Ar-Raniry, Banda Aceh, Indonesia

## ARTICLE INFO

Received: July 25, 2025; Revised: August 27, 2025; Accepted: September 10, 2025

## KEYWORDS

Group Counseling;  
Self-Esteem;  
Junior High School  
Students;  
Body Shaming

## ABSTRACT

The phenomenon of body shaming, which is prevalent among adolescents, has a profound impact on psychological development, especially on self-esteem. This study aims to determine the effectiveness of group counseling services in improving the self-esteem of students who are victims of body shaming. The method used is quantitative with a pre-experimental one-group pretest-posttest design. The research sample consisted of 8 students selected through purposive sampling. Data analysis using the paired sample t-test showed a significant increase in self-esteem ( $p = 0.000$ ). All four aspects of self-esteem, namely power, significance, virtue, and competence, increased after the intervention. The results of the study concluded that group counseling services are effective in improving the self-esteem of students who experience body shaming. These findings contribute theoretically by reinforcing the effectiveness of group counseling in educational settings and emphasising the importance of a humanistic approach in psychosocial interventions. Practically, this study serves as a reference for guidance and counseling teachers in designing more systematic services to support students' mental health and a basis for developing programs to prevent body shaming in schools.

## KATA KUNCI

Konseling Kelompok;  
Rasa Percaya Diri;  
Siswa SMP;  
Pelecehan Tubuh

## ABSTRAK

Fenomena body shaming yang marak terjadi di kalangan remaja berdampak serius pada perkembangan psikologis, terutama pada aspek harga diri (self-esteem). Penelitian ini bertujuan untuk mengetahui efektivitas layanan konseling kelompok dalam meningkatkan self-esteem siswa yang menjadi korban body shaming. Metode yang digunakan adalah kuantitatif dengan desain pre-eksperimental one-group pretest-posttest. Sampel penelitian terdiri atas 8 dipilih melalui teknik purposive sampling. Analisis data menggunakan paired sample t-test menunjukkan peningkatan self-esteem yang signifikan ( $p = 0,000$ ). Keempat aspek self-esteem, yaitu power, significance, virtue, dan competence, mengalami peningkatan setelah intervensi. Hasil penelitian menyimpulkan bahwa layanan konseling kelompok efektif dalam meningkatkan self-esteem siswa yang mengalami body shaming. Temuan ini memberikan kontribusi teoretis dengan memperkuat kajian efektivitas konseling kelompok dalam setting pendidikan serta menegaskan pentingnya pendekatan humanistik dalam intervensi psikososial. Secara praktis, penelitian ini menjadi rujukan bagi guru bimbingan dan konseling dalam merancang layanan yang lebih sistematis untuk mendukung kesehatan mental siswa, sekaligus sebagai dasar pengembangan program pencegahan body shaming di sekolah.

## 1. INTRODUCTION

Body shaming is a form of verbal abuse that is prevalent among teenagers, both in person and on social media (Schlüter et al., 2023). This includes mocking or making negative comments about a person's physical appearance, such as their body shape, skin colour, and weight, which can have severe psychological effects. In the school context, body shaming is part of bullying that often goes unnoticed but leaves deep emotional scars on its victims. Pressure to achieve an ideal body image, shaped by social environments and the media, exacerbates this condition. Reports

\* Masyittahsya Nashwa; ✉ [210213071@student.ar-raniry.ac.id](mailto:210213071@student.ar-raniry.ac.id),

Universitas Islam Negeri Ar-Raniry, Banda Aceh, Indonesia

Address: Jl. Syech Abdurrauf, KOPELMA Darussalam, Kec. Syiah Kuala, Kota Banda Aceh, Indonesia

DOI: <https://doi.org/10.22460/quanta.v9i3.6352>



indicate that pressure to conform to specific appearance standards is one of the highest risk factors for mental health disorders in adolescents. This pressure often leads to dissatisfaction with oneself and low self-esteem. In the context of education, this can result in disrupted concentration, social withdrawal, and declining academic performance. In a recent study, body shaming is defined as unsolicited negative comments or evaluations of the body, both verbal and nonverbal, which can occur in person or through digital media. Victims perceive this experience as something that causes shame and lowers their self-esteem (Frontiers in Psychology, 2024). In adolescents, body shaming works through three main channels. First, the influence of peers, parents, and social media as described in the Tripartite Influence Model, which emphasises the role of the environment in shaping ideal body standards. Second, the process of self-objectification, which encourages individuals to view their bodies from an external evaluator's perspective, triggering body shame (Markey et al., 2023). Third, upward social comparison widens the gap between the actual and ideal selves, reducing body satisfaction and self-esteem (Zhang et al., 2025). The combination of these three factors leads to decreased self-esteem, increased social anxiety, and the risk of maladaptive behaviours, including withdrawal from social environments (Cerolini et al., 2024). This framework reinforces the understanding that body shaming is a significant social stressor in adolescence and needs to be addressed through school-based interventions.

Adolescence is a crucial period in the formation of self-identity. It is argued that adolescents are at the stage of identity development versus identity confusion (Chen, 2019). When individuals feel unaccepted or are the target of social rejection, such as body shaming, they tend to experience disturbances in identity formation, which ultimately affects their self-esteem and psychological well-being. Self-esteem is an important psychological aspect in adolescent development (Hunter et al., 2015). Self-esteem serves as an internal measure of self-worth and ability, and plays a role in shaping adaptive behaviour. Adolescents with high self-esteem tend to be resilient in the face of social pressure, able to form healthy social relationships, and demonstrate good motivation to learn. Conversely, low self-esteem correlates with psychological disorders such as anxiety, depression, and withdrawal from the environment, explaining that self-esteem functions as a sociometer, an indicator of the extent to which individuals feel accepted in their social environment (Pahlevi & Oktavia, 2024). When someone feels rejected or belittled, their self-esteem tends to decrease in response to social threats. Thus, body shaming can be understood as a direct trigger for decreased self-esteem in adolescents who are seeking social validation.

Initial observations conducted at SMP Negeri 1 Sukamakmur showed that some students experienced psychosocial symptoms as a result of body shaming. Some students exhibited withdrawn behaviour, were reluctant to appear in public, and tended to be passive in group activities. These symptoms indicate low self-esteem, which is reflected in weak self-control (power), feelings of not being accepted in the social environment (significance), negative views of self-worth (virtue), and a lack of confidence in personal abilities (competence). For example, students who avoid social interaction or refuse to perform can be associated with low competence and significance. At the same time, expressions of discomfort in groups indicate disturbances in virtue and power.

As a first step, guidance and counseling teachers have identified problems through interviews and questionnaires to determine students' self-esteem levels. Guidance and counseling teachers also provide limited individual counseling services to several identified students and provide information services related to the negative impact of body shaming on adolescent psychological development. However, these efforts are still partial, so more systematic group counseling services are needed. Group counseling services are seen as capable of providing a safe and supportive space for interaction, where students can share experiences, build empathy, gain social validation, and develop adaptive strategies to improve their self-esteem (Aldina et al., 2025).

Through group dynamics, students can reflect on personal experiences, strengthen positive perceptions of themselves, and develop healthy social skills. Previous research shows that group counseling services effectively improve the self-esteem of students experiencing various social pressures. It was found that reality-based group counseling has a positive effect on shaping students' self-image.

Research also reinforces these findings through a meta-analysis that shows the effectiveness of group counseling in improving adolescents' self-esteem in various educational contexts. Similar findings state that school-based group counseling significantly improves the self-worth and confidence of students experiencing social pressure. Various international studies also support the effectiveness of group counseling interventions, such as research that proves a significant increase in adolescent self-esteem through group-based therapy. However, most previous studies still focus on specific counseling techniques. This study is novel in its application of group counseling services in general, without referring to one specific technique, and in adjusting the approach based on the needs of students who experience body shaming. This approach allows for flexibility in intervention by considering the social and cultural context of the school.

The objectives and focus of the research are directed at strengthening four main aspects of self-esteem that reflect the overall psychological and social conditions of students, namely power (self-control), significance (social acceptance), virtue (self-worth), and competence (belief in personal abilities). These four aspects are important indicators in assessing the success of interventions carried out through group counseling. Based on this background, the research question in this study is whether group counseling services effectively increase the self-esteem of students who experience body shaming at SMP Negeri 1 Sukamakmur. This study aims to determine the effectiveness of group counseling services in increasing students' self-esteem, particularly in the four main aspects that focus on the group counseling approach in the educational environment.

## 2. METHOD

### 2.1 Research Design

This study used a quantitative method with a pre-experimental design. The one-group pretest-posttest design was used, in which the same group was measured before (pretest) and after (posttest) the intervention. This design was chosen because it is suitable for testing the effectiveness of group counseling services in improving the self-esteem of students who experience body shaming, even though it does not involve a comparison group. By comparing the pretest and posttest scores, it can be determined whether there is a significant increase in students' self-esteem due to the intervention (Sugiyono, 2021).

### 2.2 Research Subjects

The research was conducted in 2025 at SMP Negeri 1 Sukamakmur, Jl. Tgk Fakinah, Gampong Reuhah Tuha, Sukamakmur District, Aceh Besar Regency, Aceh Province. The research population consisted of all 43 second-year students in the 2024/2025 academic year, comprising 23 second-year students (2A) and 20 second-year students. Based on the body shaming questionnaire results, students with high scores were only found in class VIII (2B). Furthermore, these students were given a self-esteem scale, and eight students with low self-esteem were selected as the research sample.

### 2.3 Data Collection

The research instruments included a body shaming scale adapted from and a self-esteem scale adapted from. Both were questionnaires with a four-point Likert scale, ranging from strongly disagree to agree strongly. Positive statements were scored from 1 to 4, while negative statements were given reverse scores. The total scores were converted into percentages and categorised into three groups: low ( $X < 66.26$ ), medium ( $66.26 \leq X < 85.22$ ), and high ( $X \geq 85.22$ ).

Data collection was conducted through a pretest and a posttest. After the identification process, eight students with low self-esteem were given an intervention in the form of group counseling services in four sessions. The counseling material focused on strengthening four aspects of self-esteem, namely power (self-control), significance (social acceptance), virtue (instilling self-worth), and competence (belief in personal abilities). After the intervention, a posttest was conducted using the same instrument to determine changes in self-esteem scores.

### 2.4 Data Analysis

The data were analysed using a Paired Sample t-Test because the normality test results showed that the data were normally distributed. The calculation formula is:  $t = (M_1 - M_2) / (SD / \sqrt{n})$  with the following explanation:  $t$  = t-value,  $M_1$  = pretest average,  $M_2$  = posttest average,  $SD$  = standard deviation of the difference between the pretest and posttest scores, and  $n$  = number of samples. This test determined the significant difference between the pretest and posttest scores. If the significance value ( $p$ )  $< 0.05$ , it can be concluded that group counseling services have a significant effect on increasing the self-esteem of students who experience body shaming.

## 3. RESULTS AND DISCUSSION

### 3.1 Results

Group counseling has been proven effective in improving self-esteem among students who experience body shaming. This is demonstrated by the initial measurement (pretest) results, which show that the self-esteem level of students at SMPN 1 Sukamakmur is in the low category. This condition reflects that students do not yet have self-

confidence, experience barriers in social interaction, and cannot accept and appreciate their physical condition with a positive attitude.

After receiving group counseling through four systematically designed intervention sessions, the final measurement results (posttest) showed significant changes. Most students' self-esteem increased, moving up to the moderate and high categories. The increase in students' self-esteem scores after the intervention indicates that group counseling provided a space for self-reflection, emotional support, and social experiences that strengthened students' self-image. There was an increase in self-esteem scores in all students after participating in group counseling services. This increase can be observed in four main aspects, namely power, significance, virtue, and competence.

In the aspect of power, all students showed an increase in scores. For example, a student with the initials HN increased from 32 to 40, and a student with the initials NK increased from 30 to 37. This shows that students began to feel more capable of controlling their behaviour and valuing themselves positively. The significance also increased among all students, reflecting that students felt more accepted and positively influenced by their social environment. Students such as NSA significantly increased from a score of 13 to 19, and ZA from 13 to 18. In terms of virtue, most students experienced an increase in their scores or remained stable. For example, student SF increased from 15 to 18, indicating an improvement in following moral standards and assessing behaviour that is not harmful to oneself.

Meanwhile, in the competence aspect, almost all students experienced increased scores. Student NSA increased from 14 to 21, and ZA from 12 to 17, indicating that after the intervention, students felt more confident in doing things according to their abilities. Overall, the students' total self-esteem scores increased. SF increased from a score of 72 to 87, and NSA from 73 to 89. All students showed "improved" results after participating in group counseling. This indicates that group counseling services effectively improve the self-esteem of students who experience body shaming in terms of self-strength, social significance, personal virtue, and self-competence.

In detail, the increase in students' self-esteem can be seen from a comparison of the pretest and posttest results presented in the following table:

Table 1. Comparison of Self-Esteem Scores Based on Pre- and Post-Intervention Aspects

No	Initials	Power (Pre/Post)	Significance (Pre/Post)	Virtue (Pre/Post)	Competence (Pre/Post)	Total Score (Pre/Post)	Remarks
1	NZ	35 / 35	14 / 19	15 / 14	14 / 17	75 / 85	Increased
2	HN	32 / 40	13 / 17	18 / 14	14 / 12	77 / 83	Increased
3	SF	30 / 36	14 / 19	15 / 18	13 / 14	72 / 87	Increased
4	NK	30 / 37	12 / 16	14 / 15	13 / 14	69 / 82	Increased
5	NA	31 / 34	14 / 17	14 / 15	15 / 18	74 / 84	Increased
6	NSA	30 / 33	13 / 19	16 / 16	14 / 21	73 / 89	Increased
7	ZA	30 / 34	13 / 18	14 / 14	12 / 17	69 / 83	Increased
8	LH	31 / 34	13 / 17	14 / 13	14 / 17	72 / 81	Increase

In addition to observing an increase in individual self-esteem scores, this study also analysed changes in overall score categories. Based on the pretest results, most students (87.5%) were in the low category, only one student (12.5%) was in the medium category, and none were in the high category. There was a significant shift after the group counseling intervention: 75% of students were in the medium category, and the other 25% had reached the high category, with no students remaining in the low category. A complete comparison of score categories is presented in Table 2.

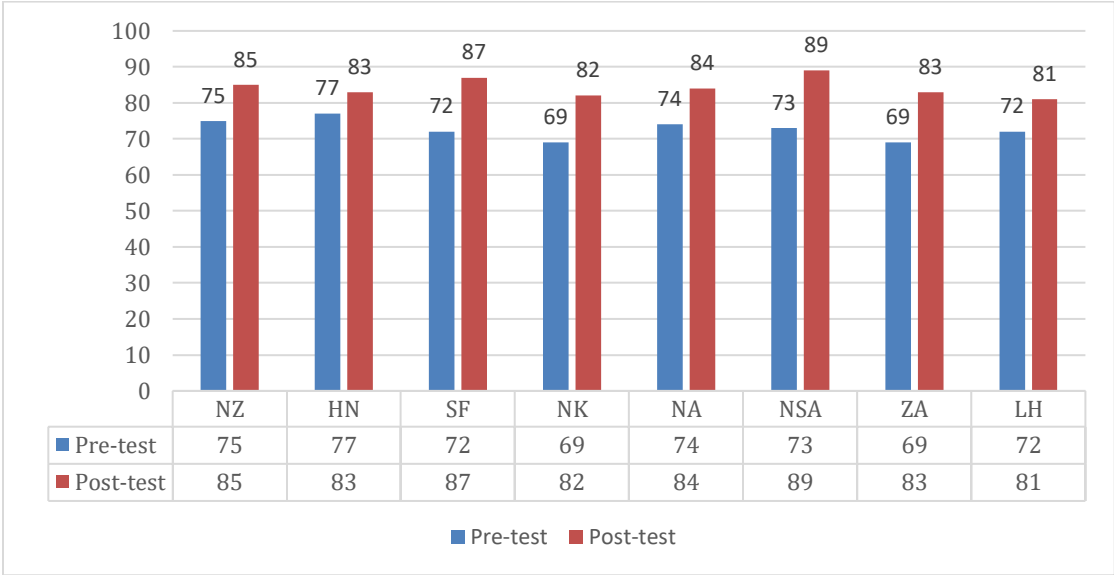
Table 2. Self-Esteem Score Categories for Pretest and Posttest

No	Category	Pretest	%	Posttest	%
1	High	0	0%	2	25%
2	Medium	1	12.5%	6	75%
3	Low	7	87.5%	0	0%
	Total	8	100%	8	100%

To illustrate the overall change in students' self-esteem scores, the pretest and posttest results are visualised in Figure 1. There was a significant increase in the score category after the group counseling intervention was carried out. Before the intervention, most students were in the low category, while no students remained in that category after the intervention. Instead, most students moved to the medium category, and some others reached

the high category. This change demonstrates the effectiveness of group counseling services in improving the self-esteem of students who experience body shaming.

To illustrate the overall change in students' self-esteem scores, the pretest and posttest results are visualised in Figure 1. There was a significant increase in the score category after the group counseling intervention was carried out. Before the intervention, most students were in the low category, while no students remained in that category after the intervention. Instead, most students moved to the medium category, and some others reached the high category. This change demonstrates the effectiveness of group counseling services in improving the self-esteem of students who experience body shaming.



Graph 1. Comparison of Pretest and Post-test Results

The results of the descriptive analysis of self-esteem scores before and after the intervention are presented in Table 3. Based on these results, the average self-esteem score of students at the time of the pretest was 72.63 with a standard deviation of 2.77. After participating in group counseling services, the average score increased to 84.25 with a standard deviation 2.66. This increase in the average score indicates a positive change in the self-esteem of the students who were the subjects of the study. The change shows that group counseling intervention significantly impacts students' self-perception and self-esteem.

Table 3. Descriptive Statistics of Self-Esteem on the Pretest and Post-test

Paired Samples Statistics					
Pair 1		Mean	N	Std. Deviation	Std. Error Mean
	Pretest	72.6250	8	2.77424	.98084
	Posttest	84.2500	8	2.65922	.94017

To determine the significance of the difference in students' self-esteem scores before and after participating in group counseling services, inferential analysis was performed using the Paired Sample t-Test. The analysis results showed an average difference of -11.63 with a standard deviation of 3.42 and a standard error of 1.21. The 95% confidence interval showed a lower limit of -14.48 and an upper limit of -8.76. The t-value was -9.614 with degrees of freedom (df) = 7 and a significance value of 0.000 ( $p < 0.05$ ). This indicates that the difference between the pretest and posttest scores is statistically significant. Thus, group counseling services are proven to be effective in improving the self-esteem of students who experience body shaming.

Table 5. Results of the Paired Sample t-Test: Pretest and Posttest Self-Esteem Scores

Paired Samples Test							
Paired Differences							
Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference	t	df	Sig. (2-tailed)	



Paired Samples Test									
					Lower	Upper			
Pa	Pretest	-	3.42000	1.20915	-14.48420	-8.76580	-9.614	7	.000
ir	-	11.62500							
1	Posttest								

3.2. Discussion

Improvements were seen in all four aspects of *self-esteem*. The results showed increased students' self-esteem after receiving group counseling services. This indicates that group counseling can help students who experience body shaming to be more accepting of themselves, increase their self-confidence, and develop more positive social relationships. This improvement aligns with the view that group counseling can be an effective form of social support, as each member shares their experiences and receives validation from the group. It also confirms that group dynamics enable individuals to build self-awareness, reduce feelings of isolation, and develop interpersonal skills. These findings reinforce that body shaming hurts self-esteem, but group counseling intervention can be an effective strategy to overcome it. By creating a safe, supportive, and empathetic atmosphere within the group, students can learn to accept their uniqueness, reduce negative feelings about their body image, and increase their confidence in their abilities. *Power*, students showed progress in their ability to control themselves and deal with pressure from their social environment. Students who were initially reluctant to express their opinions or appear in front of the class began to show courage in actively participating during counseling sessions, including in discussion and role-play activities. The significance aspect also showed improvement, marked by a growing sense of being valued and accepted in the group. Counseling activities such as praise circles and positive affirmations provided a safe space for students to appreciate each other and build supportive social connections (Swazo, 2025). Student participation in group interactions showed increased comfort in establishing social relationships. In terms of virtue, students viewed themselves as valuable and worthy of respect. This was reflected in a change in attitude towards negative comments, which were previously considered hurtful, to becoming a stimulus for building self-esteem and a wiser understanding of physical differences.

Meanwhile, competence has improved through students' belief in their abilities, both in academic and social contexts. Students have begun to show initiative, actively complete group assignments, and can express their opinions without feeling intimidated. These findings align with the view that adolescence is a crucial period in forming self-esteem. Positive social experiences, such as participatory counseling and peer support, can strengthen adolescents' perceptions of their personal value and competence. In this case, group counseling acts as a medium for forming affective and cognitive structures in dealing with social pressure due to body shaming (Deviantony et al., 2024).

In addition, the results of this study are supported by sociometer theory, which states that self-esteem is an indicator of social acceptance. When individuals feel accepted and valued in a social environment, their self-esteem will increase. Group counseling provides a forum for students to experience social validation, establish supportive relationships, and positively reshape their self-perception. Thus, positive group dynamics contribute to increasing students' self-esteem. This aligns with Santrock's (2021) view in his book *Adolescence*, which emphasises that adolescence is a critical period in forming self-esteem. He explains that positive social experiences, such as support from peer groups and participatory counseling, can strengthen adolescents' perceptions of competence and self-worth. In this context, group counseling services play an important role in strengthening adolescents' affective and cognitive aspects, especially in responding to social pressure due to body shaming.

Group counseling provides a safe space for students to gain social validation, form supportive relationships, and rebuild a positive self-perception (Hanum & Harahap, 2025). Thus, positive social experiences in groups directly contribute to increased self-esteem. Group counseling has the potential to develop emotional support, empathy, and openness among group members. This is important in creating a safe and supportive group climate, which is much needed by students who experience body shaming in order to restore a positive perception of themselves. The dynamic process within the group allows students to feel understood and accepted, ultimately strengthening their self-esteem.

The results of this study also support and complement previous studies. It shows that the Solution-Focused Brief Counseling approach can improve the self-esteem of students who are victims of bullying (Oral et al., 2023). It finds that group counseling effectively improves students' social skills and self-esteem (Babaei, 2023). It also highlights the effectiveness of cognitive restructuring techniques in reducing anxiety and improving self-image. The study results align with a meta-analysis conducted by which group counseling consistently has a significant effect

on improving adolescents' self-esteem in various countries. In the context of education, group interventions not only improve psychological aspects but also strengthen students' social functioning. Furthermore, research shows that school-based group counseling programs effectively improve the self-worth and confidence of students who experience social pressure, including as a result of body shaming. This research supports the finding that group dynamics and peer validation can accelerate students' psychological recovery.

Developing self-esteem in adolescents explains that group-based interventions are an effective strategy in rebuilding adolescents' self-esteem because they tend to be more receptive to input from peers than adults (Biney et al., 2022). Group counseling utilises this strength by creating an atmosphere where students can support each other, compare experiences healthily, and learn to solve problems collectively, which is very important in the recovery process from body shaming.

Unlike these studies, this study used a general group counseling approach, not just one technique, but various strategies such as role play, positive affirmations, and self-awareness exercises. This is reinforced by findings which emphasise that communal experiences in groups contribute significantly to the development of adolescent self-esteem. In addition, group-based interventions significantly improve the psychological resilience and self-esteem of elementary school students experiencing social pressure (Abu omar et al., 2023). Similarly, recent research developed a reality-based group counseling model and found consistent results in improving students' self-esteem. Research comparing SFBT-based and Adlerian group counseling shows significant improvements in self-esteem in middle school students. Meanwhile, research finds that drama-based group counseling can reduce social anxiety and increase self-confidence in adolescent girls.

The main findings reinforce that group counseling is not only a medium for sharing experiences, but also a means of changing mindsets and improving students' psychosocial functioning. Improvements in *self-esteem*, *power*, *significance*, *virtue*, and *competence* are reflected in tangible behavioural changes at school, such as active participation in class, openness in social interactions, and the emergence of self-appreciation and self-acceptance. Overall, the group counseling approach is practical in reshaping the cognitive and affective structures of students who experience body shaming. Group dynamics provide a space for social acceptance, improve self-perception, and foster the courage to express oneself positively. This reinforces the contribution of group counseling as a strategic intervention in guidance and counseling services in schools.

#### 4. RESEARCH IMPLICATIONS

The results of the study indicate that group counseling services are effective in improving the self-esteem of students who experience body shaming. These findings theoretically contribute to strengthening the humanistic approach in guidance and counseling practices, particularly in the context of secondary education. Group dynamics have proven to be a safe and supportive environment for students to reflect on negative experiences, foster self-acceptance, and develop positive values and beliefs about their personal abilities. This reinforces the relevance of group counseling as an approach responsive to adolescent psychosocial issues and opens up opportunities for replication in other contexts with similar participant characteristics.

The research results can be used as a reference for guidance and counseling teachers in designing collaborative and participatory services in handling body shaming and other self-esteem issues. From a managerial perspective, schools can make group counseling part of their regular guidance and counseling program based on data on student needs. The study also contributes methodologically through a pre-experimental design that demonstrates effectiveness even without a control group. These implications are expected to encourage further research with more complex designs, broader populations, or the integration of other relevant approaches to support students' psychological well-being.

#### 5. CONCLUSION

Based on the results of this study, it can be concluded that group counseling services effectively improve the self-esteem of students experiencing body shaming at SMP Negeri 1 Sukamakmur. The effectiveness is demonstrated by the increase in the average self-esteem scores from pretest to posttest, with improvements observed across all four aspects of self-esteem: power, significance, virtue, and competence. This indicates that structured group counseling can positively influence students' perception of themselves and support their personal development.

Implementing group counseling through positive affirmations, role-playing, self-reflection, and self-awareness exercises has proven capable of helping students develop a healthier and more positive mindset toward themselves.

The open and supportive group dynamics provided a safe environment for students to feel accepted, heard, and valued, strengthening their self-confidence. These findings highlight that group counseling can serve as an effective and practical intervention strategy for school counselors in addressing low self-esteem issues, particularly among students who face body shaming in the school environment.

For future research, it is recommended to expand the sample across multiple schools, include a control group for comparison, extend the follow-up period to monitor the sustainability of the effects, and combine quantitative and qualitative methods to gain a deeper understanding of the intervention's effectiveness. Such approaches would provide more comprehensive insights and further validate group counseling as a valuable tool for promoting positive self-esteem among adolescents facing challenges in body image.

## ACKNOWLEDGMENTS

The author would like to thank the Principal, Guidance and Counseling teachers, and all SMP Negeri 1 Sukamakmur students for their support and participation in this research. Thanks are also extended to those who assisted in the data collection process and the implementation of group counseling. The support and cooperation of all parties were instrumental in the success of this research.

## AUTHOR CONTRIBUTION STATEMENT

The author contributed fully to all stages of the research, from problem formulation, instrument development, implementation of group counseling services, to data analysis and scientific article writing. All field activities, including the implementation of four group counseling sessions, were carried out directly by the author with the assistance of the supervising lecturer. The author also ensured that each research stage was carried out per educational research ethics procedures and endeavoured to present the research results objectively and based on empirical data. This article results from the author's independent scientific thinking and work, which is expected to contribute to developing guidance and counseling services in schools.

## DECLARATION OF COMPETING INTEREST

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

## REFERENCES

- Abu Omar, D., Kirkman, A., Scott, C., Babicova, I., & Irons, Y. (2024). Positive psychology interventions to increase self-esteem, self-efficacy, and confidence and decrease anxiety among students with dyslexia: A narrative review. *Youth*, 4(2), 835-853. <https://doi.org/10.3390/youth4020055>
- Aldina, F., Pong, M., Thai, A., & Rukiyanto, B. A. (2025). The Effectiveness of Group Counseling in Enhancing Self-Confidence Among Elementary School Students. *International Journal of Educatio Elementaria and Psychologia*, 2(2), 79-89. <https://doi.org/10.70177/ijeeep.v2i2.1884>
- Alguzo, F. A. (2021). The effectiveness of group counseling based on Adlerian and solution-focused brief counseling in enhancing self-esteem among secondary school students. *Journal of Educational and Psychological Studies*, 15(3), 462-476. <https://doi.org/10.24200/jeps.vol15iss3pp462-476>
- Babaei, M. (2023). The Effectiveness of Life Skills Book Training on Improving the Social Skills, Problem Solving Ability, and Self-esteem of Female Students in Mazandaran Province. *Iranian Evolutionary Educational Psychology Journal*, 5(1), 135-150. <http://dx.doi.org/10.52547/ieepj.5.1.135>
- Biney, H., Giles, E., Hutt, M., Matthews, R., & Lacey, J. H. (2022). Self-esteem as a catalyst for change in adolescent inpatients with anorexia nervosa: a pilot randomised controlled trial. *Eating and Weight Disorders-Studies on Anorexia, Bulimia and Obesity*, 27(1), 189-198. <https://doi.org/10.1007/s40519-021-01161-0>
- Cerolini, S., Masi, F., Ruggiero, G. M., & Sassaroli, S. (2024). Internalized weight bias, body dissatisfaction, and eating disorder symptoms in adolescence: A network analysis. *Eating and Weight Disorders - Studies on Anorexia, Bulimia and Obesity*, 29(2), 315-324. <https://doi.org/10.1007/s40519-023-01587-8>
- Chen, K. H. (2019). Self-Identity and Self-Esteem during Different Stages of Adolescence: The Function of Identity Importance and Identity Firmness. *Chinese Journal of Guidance & Counseling*, 55. <https://psycnet.apa.org/record/2019-31820-002>
- Corey, G. (2021). *Theory and practice of group counseling* (10th ed.). Cengage Learning.



- Deviantony, F., Fitria, Y., Rondhianto, R., & Pramesuari, N. K. T. (2024). An in depth review of body shaming phenomenon among adolescent: Trigger factors, psychological impact and prevention efforts. *South African Journal of Psychiatry*, 30(1). <https://doi.org/10.4102/sajpsychiatry.v30i0.2341>
- Erikson, E. H. (1968). *Identity: Youth and crisis*. Norton.
- Fitriani, M. (2021). Pengaruh konseling kelompok terhadap kecemasan dan self-esteem siswa yang mengalami body-shaming. *Jurnal Konseling Indonesia*, 12(2).
- Garcia, M., & Lopez, A. (2022). School-based group counseling interventions and self-esteem improvement in teens. *International Journal of Educational Psychology*, 15(2), 145–158. <https://doi.org/10.1080/edupsysh.2022.0145>
- Gladding, S. T. (2020). *Group work: A counseling specialty* (8th ed.). Pearson Education.
- Hanum, S. M., & Harahap, A. C. P. (2025). Effectiveness Of Group Counseling With The Thought Stopping Technique In Improving The Self-Confidence Of Students Who Are Victims Of Abusive Relationship. *IJGIE (International Journal of Graduate of Islamic Education)*, 6(2), 477-490. <https://doi.org/10.37567/ijgie.v6i2.4124>
- Harter, S. (2020). *Developing self-esteem in adolescents*. Routledge.
- Hunter, S. B., Barber, B. K., & Stolz, H. E. (2015). Extending knowledge of parents' role in adolescent development: The mediating effect of self-esteem. *Journal of Child and Family Studies*, 24(8), 2474-2484. <https://doi.org/10.1007/s10826-014-0050-1>
- Khairunnisa. (2021). Perbedaan self-esteem ditinjau berdasarkan jenis kelamin pada mahasiswa di UIN Ar-Raniry Banda Aceh.
- KPAI. (2022). *Laporan tahunan KPAI 2022: Perlindungan anak dari tindak kekerasan di sekolah*.
- Leary, M. R., & Baumeister, R. F. (2000). The nature and function of self-esteem: Sociometer theory. *Advances in Experimental Social Psychology*, 32, 1–62.
- Lee, S., & Kim, J. (2021). Group counseling effects on adolescent self-esteem: A meta-analysis. *Journal of Group Psychotherapy*, 28(4), 312–324. <https://doi.org/10.1007/s10871-021-00854>
- Markey, C. N., August, K. J., & Markey, P. M. (2023). The role of objectification and body shame in adolescents' body image and eating behaviors. *Journal of Youth and Adolescence*, 52(1), 112–124. <https://doi.org/10.1007/s10964-022-01688-4>
- Oral, T., Ceyhan, A., Çakmak, M. E., & Gün, A. (2023). The effect of group psychological counseling based on solution-focused psychological counseling approach on the level of peer bullying experienced by primary school students who have experienced peer bullying. *Research on Education and Psychology*, 7(1), 1-14. <http://dx.doi.org/10.54535/rep.1247521>
- Pahlevi, R., & Oktavia, A. (2024). Efektivitas Teknik Modeling Simbolik terhadap Self-esteem Siswa SMP dalam bingkai Bimbingan Kelompok. *Indonesian Journal of Guidance and Counseling Studies*, 1(2), 74–81. <https://doi.org/10.64420/ijgcs.v1i2.224>
- Pradita, M., & others. (2022). Penerapan teknik cognitive restructuring dalam konseling kelompok untuk meningkatkan self-esteem korban body shaming. *Jurnal Intervensi Psikologis*, 7(1), 45–53.
- Prastika, T., Wibowo, A., & Purwanto, E. (2023). Pengembangan model konseling kelompok berbasis realitas untuk meningkatkan self-esteem remaja. *Jurnal Kajian Bimbingan dan Konseling*, 8(1), 33–41.
- Reitz, A. K. (2022). Interpersonal relationships and the development of self-esteem in adolescents. *Journal of Youth and Adolescence*, 51(5), 945–960.
- Santrock, W. (2021). *Psikologi remaja* (edisi terbaru). Erlangga.
- Schlüter, C., Kraag, G., & Schmidt, J. (2023). Body shaming: An exploratory study on its definition and classification. *International journal of bullying prevention*, 5(1), 26-37. <https://link.springer.com/article/10.1007%2Fs42380-021-00109-3>
- Swazo, R. G. (2025). Cuento Therapy: Promoting Growth, Inclusivity, and Acceptance in Bilingual Classrooms and Counseling. In *Supporting Linguistic Differences Through Literacy Education* (pp. 131-174). IGI Global Scientific Publishing.
- Tashtosh, M., & Jdooa, R. (2020). The effect of a group counseling program using drama-based therapy on reducing social anxiety and improving self-confidence among adolescent females. *International Journal of Adolescence and Youth*, 25(1), 781–793. <https://doi.org/10.1080/02673843.2020.1746673>
- Ulfa, N. (2021). Hubungan body-shaming dengan kepercayaan diri pada siswa MAN 3 Indrapuri, Aceh Besar.
- Wardhani, C., & others. (2022). Upaya meningkatkan self-esteem siswa melalui konseling kelompok menggunakan solution-focused brief counseling. *Jurnal Bimbingan Konseling*, 6(2).
- World Health Organization. (2021). *Adolescent mental health: Risk factors and prevention*.

- Yanuarti, E., & Agustin, S. (2020). Konseling kelompok untuk meningkatkan keterampilan sosial siswa di sekolah dasar. *Jurnal Psikologi Pendidikan dan Konseling*, 8(1).
- Zhang, X., Li, J., Wang, Z., & Hu, Y. (2025). The effectiveness of group counseling on enhancing self-esteem and psychological resilience among elementary students. *International Journal of School Psychology*, 14(1), 65–77. <https://doi.org/10.1177/1234567890123456>

---

**Copyright holder:**

© Nashwa, M., & Zuhara, E. (2025)

**First Publication Right:**

Quanta Journal (Kajian Bimbingan dan Konseling dalam Pendidikan)

**This Article is licensed under:**

CC-BY-SA ([Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/))

---