



## Self-concept Profiles in Vocational High School Students Level

Ani Kurniati<sup>1\*</sup>, Jovita Juliejantiningih<sup>2</sup>, Sri Wahyuni<sup>3</sup>

<sup>1,2,3</sup> Universitas PGRI Semarang, Indonesia

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### ABSTRACT

The purpose of this study was to determine the description of the self-concept of second-grade students at SMK N 6 Semarang. The research method used is descriptive quantitative with survey research type. The number of samples was 70 students. Sampling using a random sampling technique. The results of the research on the description of the self-concept that has a high self-concept amounted to 10 students with a percentage of 14%. Students who have a moderate self-concept amounted to 49 with a percentage of 70% and students who have a low self-concept or negative self-concept amounted to 11 with a percentage of 16%. The results of this study are presented for guidance and counseling teachers in schools to be used as a basis for efforts to provide guidance and counseling services to students to increase positive self-concept at SMK N 6 Semarang.

### KATA KUNCI

Konsep Diri;  
Siswa;  
Sekolah Menengah  
Kejuruan

### ABSTRAK

Tujuan penelitian ini untuk mengetahui gambaran konsep diri siswa kelas dua di SMK N 6 Semarang. Metode penelitian yang digunakan adalah kuantitatif deskriptif dengan jenis penelitian survei. Jumlah sampel sebanyak 70 siswa. Pengambilan sampel menggunakan teknik random sampling. Hasil penelitian mengenai gambaran konsep diri tersebut yang memiliki konsep diri tinggi berjumlah 10 siswa dengan persentase 14%. Siswa yang memiliki konsep diri sedang berjumlah 49 dengan persentase 70% dan siswa yang memiliki konsep diri rendah atau konsep diri negatif berjumlah 11 dengan persentase 16%. Hasil penelitian ini disajikan untuk guru bimbingan dan konseling di sekolah supaya dijadikan landasan dalam upaya memberikan bantuan layanan bimbingan dan konseling kepada siswa agar dapat meningkatkan konsep diri positif di SMK N 6 Semarang.

## 1. INTRODUCTION

Adolescence is usually defined as a period of development from childhood to adulthood that includes biological, cognitive, and social-emotional changes. The biological and psychological changes experienced by adolescents make it difficult for them to understand their self-esteem (Nisrima et al., 2017), their abilities, and their identity in social life. This difficulty ultimately makes adolescents confused to determine their behavior according to current social norms which results in adolescents behaving negatively not according to existing rules and norms both in the school environment and in the community (Zulkhairi et al., 2018).

Suryani & Hutabarat (2020) explain that people who look down on themselves lack a clear self-concept, feel inferior, often choose unrealistic goals or even have no definite goals, tend to be pessimistic in facing the future, remember the past negatively, wallow in negative feelings, have worse emotional and behavioral reactions in responding to negative responses from others, are less able to generate positive feedback on themselves, pay more attention to their social impact on others, and are more prone to depression or overthinking when they face stress or fatigue (Retnowati, 2021).

Self-concept has 2 aspects as follows : (1) Physical. The physical aspect consists of the concepts that individuals have about appearance, gender conformity, the importance of the body in behavior, and feelings of prestige in front

### \* Corresponding Author:

Ani Kurniati, [✉ anikurniati775@gmail.com](mailto:anikurniati775@gmail.com)

Guidance and Counseling Study Program, Universitas PGRI Semarang, Indonesia

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of others caused by their physical condition. (2) Psychological. Psychological aspects consist of individual concepts about self-esteem and relationships with others, as well as abilities and inabilities (Novilita & Suharnan, 2013). The self-concept possessed by students depends on how the student views himself. (Desmita, 2014) explains that "Self-concept is the whole picture of self, which includes a person's perception of self, beliefs, feelings, and values related to him."

Rakhmat (2018) states that individuals who have a positive self-concept will be able to act based on good judgment, have confidence in their ability to overcome problems, feel themselves equal to others, and accept themselves. Every student must have a self-concept, be it positive or negative. Students who have a positive self-concept can better recognize and understand themselves so that students can behave effectively in various situations (Muslifar, 2015).

Meanwhile, students who have a low or negative self-concept will feel incapable of everything and have nothing. According to (Astuti, 2014) negative self-concept is a negative self-evaluation, self-loathing, feelings of inferiority, and lack of self-esteem and acceptance. Students who have a negative self-concept consider, judge, and feel bad compared to others. (Rakhmat, 2018) explains the signs of people who have a negative self-concept, namely someone who will feel sensitive to criticism, very responsive to praise, hypercritical attitude (always complaining, denouncing or belittling anything and anyone), feeling disliked by others, and pessimistic about a competition. Students who have a negative self-concept can be seen through their social behavior in the school environment or society in general (Hardiyanti & Nuryanta, 2016).

Lately, many teenagers violate social norms just to stand out from other friends. However, there are still adolescents who do not believe in themselves and always feel less when compared to others. Therefore, adolescents need to be able to fulfill their developmental tasks, one of the developmental tasks that must be achieved by adolescents is that adolescents must be able to accept themselves and have confidence in their abilities (Putro, 2017).

This is in line with other research about the higher the student's self-concept, the student will display positive or good social behavior, on the contrary, the lower the student's self-concept, the student will display negative social behavior or bad behavior toward others (Apriliyanti et al., 2016).

Based on the results of data obtained by researchers using observations and Questionnaire Needs of Class XI Beauty 1 Student of SMK N 6 Semarang on January 15, 2024, with a statement in the high category of 3.77% stated in the following questionnaire item: "I find it difficult to think positively". In line with the results of the AKPD, researchers get other data results by making observations when providing services. Based on the results of observations made by researchers, students seem not to dare to answer the teacher's questions and are more silent, students are often afraid to come forward to the front of the class because they are embarrassed to be laughed at by their friends, some students are less able to get closer to other friends because of their less than ideal physical appearance. Some students do not like to socialize with friends. In addition, in the aspect of morals and manners, some students do not respect the teacher when explaining in class, ignore the teacher when given input, are often late and absent from school, dress, and appearance are not by the rules, and there are still students who cannot refuse a friend's invitation or have a low level of assertiveness. However, during the observation activities, some students were active in learning, able to discuss and express opinions independently, and dared to come forward to the front of the class to convey what they thought.

Nurhaini et al, (2018) Expressing aspects of self-concept including (1) The physical self aspect is an individual's assessment of physical appearance, namely regarding the appearance of health, appearance, and body condition in individuals. (2) The social self-aspect is how an individual plays a role in their social environment. (3) The moral self-aspect is an assessment of the individual's perception of himself based on the standards that exist in the moral and ethical values that apply around him. (4) The psychological self-aspect is an individual's assessment of oneself regarding his circumstances, the assessment relates to the extent to which the individual can feel himself as an appropriate and ideal person for himself.

Based on the previous explanation, it can be seen that there are students in class XI Beauty SMK N 6 Semarang who have a negative self-concept compared to a positive self-concept. This is inversely proportional to research conducted by (Asri & Sunarto, 2020) found that 37 students (68.52%) students have a positive self-concept, while students who have a negative self-concept are only 17 students (31.48%). Individuals with a positive self-concept are very important for mental development in adolescents. Adolescents who have a positive self-concept will protect themselves from problematic behaviors. Whereas adolescents with a negative self-concept show feelings of guilt and indecision, and have a negative assessment of themselves, as worthless. This situation encourages researchers to carry out this study so that it can have a good impact later.

This study aims to obtain information related to the description of self-concept in students of class XI Beauty SMK N 6 Semarang. Based on the research objectives, will be the basis for researchers as guidance and counseling teachers in providing guidance and counseling services to help direct students to create a more positive self-concept, especially class XI beauty SMK N 6 Semarang.

This is a form of contribution to the field of Guidance and Counseling studies. The results of this study can be used as a new understanding for guidance and counseling teachers at SMK N 6 Semarang regarding the self-concept of students, especially in class XI Beauty SMK N 6 Semarang. Then the guidance and counseling teacher can pay attention by providing counseling guidance services to class XI Beauty students regarding positive self-concept. If the services provided can run effectively, the benefits that will be received by students are that students can behave according to the rules and norms that apply both at school and in society, students have a more positive self-image to increase their self-confidence and be able to increase social acceptance and academic achievement.

## 2. METHOD

### 2.1 Design

This study aims to determine the description of the self-concept of students in class XI Beauty SMK N 6 Semarang by taking samples using random sampling from class XI SMK N 6 Semarang which comes from various fields of expertise, including Culinary/Boga, Beauty, Fashion and Hospitality. The sample used is class XI Beauty which consists of 2 classes totaling 70 students. The research method used in this research is descriptive with a quantitative approach. Sugiyono (2017) explains that quantitative research methods are methods based on the philosophy of positivism, used in researching samples and research populations. The descriptive research method is a method used to describe or analyze a research result but is not used for broad conclusions. So it can be concluded that quantitative descriptive research presents a comprehensive picture of a phenomenon to be analyzed in more detail.

### 2.2 Research Subject

This research was conducted in January - February 2024 at SMK N 6 Semarang. The sample size was 70 students. Sampling using a random sampling technique.

### 2.3 Data Collection

Data collection techniques using non-test techniques with Likert scale instruments Self-Concept as a score calculation given to respondents using Google form based on categories including Very appropriate, appropriate, not appropriate, and very inappropriate. This is to obtain data in connection with matters by the circumstances of the respondent.

### Data Analysis

Determination of the results of the analysis using SPSS calculations by researchers based on the Slovin formula with an error tolerance limit of 5%. Researchers use descriptive analysis techniques (Sugiyono, 2023) statistics to analyze data by describing or describing the data that has been collected as it is without intending to make general conclusions or generalizations. A descriptive analysis was conducted to obtain an overview of the self-concept of students in class XI Beauty SMK N 6 Semarang.

## 3. RESULTS AND DISCUSSION

### 3.1 Results

Based on the purpose of this study, the researcher wants to know the description of the self-concept of class XI Beauty students of SMK N 6 Semarang. The data obtained by researchers were then processed and descriptive analysis was carried out. The following is a further explanation of the hypothesis results and descriptive analysis of this study:

**Table 1.** Descriptive Analysis of Self-Concept of Students in Grade XI KC

Variable	N	M	SD	Category
Self-Concept	70	59,61	5,148	Medium

Based on table 1, it can be explained that the average value of self-concept of students in class XI Beauty SMK N 6 Semarang is in the moderate category ( $M = 59.61$ ;  $SD = 5.148$ ;  $N = 70$ ). These results can be explained by the situation in the field of students in class XI Beauty SMK N 6 Semarang lacking a positive self-concept so that there are several behaviors such as students will feel they have no friends when in class, feel less confident in their abilities, and students complain more about the tuga and lack of enthusiasm in participating in learning activities. The percentage of self-concept of students in class XI Beauty SMK N 6 Semarang is further described in Table 2.

**Table 2.** Descriptive Analysis of Self-Concept Percentage of Students of Grade XI KC

Variable	N	Percentage	Category
Self-Concept	11	16%	Low
	49	70%	Medium
	10	14%	High

Based on table 2, it is explained that the percentage of students' self-concept is interpreted using the total score data of each respondent and group division into 3 categories, namely: 1). Low 2). Medium 3). High. The categorization results regarding the description of the self-concept that has a high self-concept amounted to 10 students with a percentage of 14% based on the results it can be concluded that these students have a more positive self-concept. Students who have a moderate self-concept are 49 students with a percentage of 70% and students who have a low self-concept or can be categorized as having a negative self-concept are 10 students with a percentage of 16%. So it can be said that the self-concept of students in class XI Beauty SMKN N 6 Semarang is more in the moderate category.

Researchers conducted descriptive analysis to determine the self-concept of students based on indicators, further explanation in table 3:

**Table 3.** Descriptive Analysis of Self-concept Indicators of class XI KC

Negative Self-Concept Indicator	N	M	SD	Category
Sensitive to criticism	70	3,33	0,557	High
Very responsive to praise	70	2,76	0,690	Medium
Feeling disliked by others	70	3,00	0,637	Medium
Pessimistic about a competition	70	2,30	0,787	Low
Hypercritical attitude (always complaining, criticizing or belittling anything and anyone)	70	2,53	0,717	Medium

### 3.2. Discussion

Table 3 shows the results of self-concept with a total of 70 subjects in class XI Beauty SMK N 6 Semarang. In the table, there is 1 indicator that has a low average score, 3 indicators with a medium average score, and 1 indicator occupying the High category. So that the overall analysis results of the overall average are included in the moderate category and explain that students show that the self-concept of students is still lacking or negative. For an overall explanation per indicator, it can be seen that the Pessimistic Indicator of competition has a Low average value ( $M = 2.30$ ;  $SD = 0.787$ ) which shows that students lack confidence in their ability to participate in a race or competition in both at school and outside school. Meanwhile, the indicator Sensitive to criticism has a High average value ( $M = 3.33$ ;  $SD = 0.557$ ) which shows that students are quite capable of receiving criticism and suggestions for what they do. Then for indicators with moderate categories, there are 3 indicators. The first indicator is very responsive to praise ( $M = 2.76$ ;  $SD = 0.690$ ) with a description that students expect praise for what they do or do which makes students only oriented towards results, not processes, the second indicator Feels disliked by others ( $M = 3.00$ ;  $SD = 0.637$ ) shows that students always feel they have no friends when in class, feel themselves the stupidest or less perfect so that they are not accompanied by others, and the Third Indicator of Hypercritical Attitude (always complaining, denouncing or belittling anything and anyone) ( $M = 2.53$ ;  $SD = 0.717$ ) which shows that students lack enthusiasm in learning activities, prefer to complain about the assignments given by the teacher, and like to look down on other people's work.

Based on the results of data analysis that shows the self-concept of students in class XI Beauty SMK N 6 Semarang is included in the medium category. This was answered when the researcher made observations regarding the level of student participation that was lacking. When the participants were asked if there were any questions the students were just silent, nothing was asked. Students are not excited when starting service/learning activities, some students are always alone so they don't have friends when they are in groups. This

condition is in line with the results of research conducted by (Siwi, 2020) seeing that there are students who behave defiantly, pay less attention during the learning process, and often have negative prejudices against friends. Similar problems were also revealed by (Asy'ari et al, 2014) that self-concept is a determinant of one's attitude in behavior, meaning that if someone tends to think that they will succeed, then this is a force or drive that will lead someone to success. Conversely, if someone thinks they will fail, then this is the same as preparing for failure for themselves. Furthermore (Purnaningtyas & Achmad, 2015) explained that individuals with a positive self-concept have low bullying tendencies. This means that when individuals can recognize themselves well, evaluate themselves positively, accept the existence of others, and design goals by reality, it does not cause the desire to hurt other weaker students.

A positive self-concept occurs because students are given facilities to develop their potential through extracurricular activities according to student interests. In addition, research (Dewi & Heru, 2020) explains that there is a significant relationship between self-concept and self-efficacy in solving problems. It is explained that when students have a level of self-concept in the high category, it shows that students already have a positive self-view and can accept themselves well. And the level of self-efficacy in solving problems is in the high category. Then the student is confident in their ability to deal with the problems they face.

The findings reveal that self-concept is a self-image that exists in individuals, when individuals have a positive self-image, the behavior displayed will also be positive, on the contrary, if the self-image is negative, the behavior displayed is negative. Table 3 shows the results of data analysis of students' self-concept in each aspect which can be explained as follows:

- a) Sensitive to criticism This indicator shows that students of Class XI Beauty SMK N 6 Semarang can accept criticism or input from friends and teachers on their work or opinions. The opinion of Dewi & HMugiarso (2020) Individuals are directed based on advice, advice, and guidance to increase their confidence about their abilities that can help achieve the desired goals.
- b) Very responsive to praise The behavior of the students of Kela XI Beauty SMK N 6 Semarang is quite responsive when receiving praise for the work they do. By still paying attention to the process not only expecting praise alone. Self-concept is all the ideas, thoughts, feelings, beliefs, and stances of individuals that are realized and also affect individuals when dealing with others (Alini & Meisyalla, 2021).
- c) Feeling disliked by others Class XI Beauty students of SMK N 6 Semarang lack more positive thinking towards others, so there are students who feel ostracized or disliked by their friends. Feelings of not being accepted by others will make an individual's self-concept low, unstable emotions, unresponsive, and have a bad view of the world, on the other hand, when individuals feel accepted by others it will bring up feelings of happiness, higher self-concept, emotional stability and responsiveness, and a good view of the world (Nurliana, 2015).
- d) Pesimis terhadap sebuah kompetisi Siswa Kelas XI Kecantikan SMK N 6 Semarang kurang memiliki sifat pesimis terhadap kompetisi belajar yang dilakukan baik di kelas maupun diluar kelas. Salah satu faktor yang mempengaruhi motivasi belajar seseorang adalah konsep diri yang dimiliki oleh individu, jika individu menganggap bahwa dirinya mampu untuk melakukan sesuatu maka individu tersebut akan berusaha untuk mencapai apa yang diinginkannya (Asy'ari et al., 2014). Dalam penelitian (Almaida & Dinni, 2019) dijelaskan pula bahwa Semakin positif konsep diri siswa maka semakin tinggi kematangan karirnya. Sebaliknya, semakin negatif konsep diri siswa maka semakin rendah kematangan karir.

Hypercritical Attitude (always complaining, denouncing or belittling anything and anyone) Class XI Beauty students of SMK N 6 Semarang more often complain about the large learning load that makes the learning spirit drop, but students still follow the directions and learning activities until the end. In addition to the self-concept that is nurtured in students, emotional intelligence (emotional quotient) must also be instilled, so that students can be controlled and can control themselves when there are events or events they face. Students with high emotional intelligence should have the ability to control emotional urges and be able to appreciate and empathize with others so that they are more careful and maintain their behavior (Asy'ari et al., 2014). Family harmony also has an influence on adolescent social interactions, so that adolescents who have harmonious families and positive self-concepts have better quality social interactions than adolescents who are raised in disharmonious families and have a negative self-concept explained in research (Yunistiati et al, 2014).

#### 4. RESEARCH IMPLICATIONS

The implications of this research can be used as reference material for science regarding students' self-concept, so that it can help the guidance and counseling teacher regarding the problems being faced, and can be

used as a program in classical guidance services, group guidance, or group counseling so that students can have a positive self-concept.

The results of this study are presented for guidance and counseling teachers in schools to be used as a foundation in efforts to provide guidance and counseling services to students to improve positive self-concept at SMK N 6 Semarang, especially class XI Beauty.

## 5. CONCLUSIONS

Based on the results of the research data analysis and discussion described above, it can be concluded that the self-concept of class XI students of SMK N 6 Semarang has a self-concept that is in the moderate category. 3 categories are: 1). Low 2). Medium 3). High. The categorization results regarding the description of the self-concept that has a high self-concept amounted to 10 students with a percentage of 14%. Students who have a moderate self-concept amounted to 49 with a percentage of 70% and students who have a low self-concept or negative self-concept amounted to 11 with a percentage of 16%. When examined based on indicators, the percentage of self-concept of students in Class XI Beauty SMK N 6 Semarang is in the medium category.

The indicator Pessimistic about competition has a low average value, which shows that students lack confidence in their abilities. The indicator Sensitive to criticism has a High average value which shows that students are quite capable of receiving criticism and suggestions for what they do. Then for indicators with moderate categories there are 3, namely the First Indicator Very responsive to praise with a description that students expect praise for what they do or do. The Second Indicator Feeling disliked by others shows that students always feel they have no friends when they are in class, feel they are the stupidest or less perfect so they are not accompanied by others, and the Third Indicator Hypercritical Attitude (always complaining, denouncing or belittling anything and anyone) which shows that students are less enthusiastic in learning activities, prefer to complain about the assignments given by the teacher, and like to look down on other people's work.

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## AUTHOR CONTRIBUTION STATEMENT

The author conducted a review of prior studies and authored this article. The author takes full responsibility for its authenticity.

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