

Butterfly Therapy in Improving Self-Acceptance Among Female Students at State High School Ingaglik

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ABSTRACT

Adolescence is often characterized by complex emotional dynamics and identity formation, including issues of self-image and self-acceptance. When the discrepancy between an ideal self-image and self-reality is not managed well, various negative psychological symptoms can emerge. Self-acceptance becomes a crucial aspect in building stable mental health in adolescents. Butter fly Therapy is a simple yet effective approach aimed at increasing emotional calmness and self-awareness. This research seeks to examine the influence of Butter fly therapy on the improvement of self-acceptance among high school female students. A quantitative approach with a quasi-experimental design was used, involving two groups (experimental and control) with a total of 34 participants. The instrument used was Berger's Self-Acceptance scale. The analysis results show that the t-test results can be interpreted as follows: The t-test results for Butterfly Hug Therapy show that the t-value of 11.043 is greater than the table t-value of 1.739 ($8,002 > 1.739$) and the significance value of 0.000 is greater than the significance level of 0.05. This indicates that Butterfly Hug Therapy has an effect on increasing self-acceptance among female students at Ngaglik 1 State High School

KEYWORDS *Butter fly Therapy, Self-Acceptance*



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INTRODUCTION

Adolescence is a phase marked by significant and inevitable changes, both internally and externally. This developmental transition is an important point in a person's life. This age is a time full of struggles as various problems begin to arise. This is supported by the fact that adolescents begin to consider various contexts or situations to describe themselves. During this phase, adolescents begin to enter a stage of development that allows for the formation of a concept of self-identity. In addition, adolescence is a time for individuals to understand their self-image.

Self-image is also understood as all forms of ideas and feelings that a person has, which can be memories or personal characteristics in the form of values, beliefs,

and/or convictions. Self-image describes the actual self and the ideal self. An idealized self-image that conflicts with the actual self can have a negative impact on the psychological condition of adolescents. This negative psychological situation can be associated with forms of sadness, disappointment, dissatisfaction, and its relationship with emotional-motivational problems.

In this case, rapid technological developments that make it easier for teenagers to access social media have caused perceptions of the ideal self to constantly change. Crises such as body image issues, achievement, and lack of confidence in what one has also develop. This allows negative psychological conditions or mental health issues in teenagers to remain a hot topic to this day. This also underlies a problem often found in adolescent girls, namely that a negative body image in adolescent girls will affect individuals who cannot accept and feel dissatisfied with their bodies and appearance, and tend to lack self-confidence (Wiranatha & Supriyadi, 2015).

This condition is not only influenced by the gap between the ideal self and the actual self, but also by an environment that encourages individuals to always feel inadequate and reluctant to accept themselves. In fact, individuals can be said to have successfully passed this developmental stage if they have accepted their physical condition and qualities (Yusuf in Refnadi, Marjohan, & Yarmis, 2021).

Self-acceptance is important for adolescents. Self-acceptance is said to exist within an individual when they are able to accept everything that is unpleasant, think logically about problems that arise without hostility, low self-esteem, shame, and insecurity (Refnadi, Marjohan, & Yarmis, 2021). Berger (1952) revealed that self-acceptance is a mental attitude in which a person internalizes personal values, has confidence in themselves, accepts responsibility for their own behavior, is able to respond objectively to both praise and criticism without rejection and self-blame, has a sense of worth, feels equal to others, does not expect rejection, and does not feel different or inferior.

Self-acceptance is a basic and fundamental aspect for adolescents in their efforts to achieve a positive self-concept. Self-acceptance helps individuals to be more self-aware and realistic (Ramadhani, Sofia, Nisa, & Putri, 2023). Self-acceptance can serve as a foundation for individuals to adapt to their environment and experiences in order to achieve personal growth, well-being, and self-actualization (Anugrahwati & Wiraswati, 2020). The existence of self-acceptance refers to the possibility of realizing the hope that adolescents can accept themselves completely, with all their strengths and weaknesses. Thus, there will be no significant gap between the ideal self and the actual self. Increased self-acceptance is needed to deal with these crises and problems.

Butterfly Hug is considered to be useful in improving self-acceptance in adolescents. The Butterfly Hug itself is known as a therapeutic model that involves giving advice to oneself with the aim of fostering better feelings. The Butterfly Hug

is also understood as a psychotherapy technique that involves self-healing intervention by crossing the arms, placing the hands on the biceps, and patting both arms alternately to calm anger, reduce anxiety, and overcome traumatic feelings (Girianto, Widayati, & Agusti, 2021; Kurniawan & Ngapiyem, 2023). This therapy is known to be effective in restoring negative and traumatic feelings (Pristianto, et al., 2022).

The Butterfly Hug is also one method that can have positive effects such as providing comfort, reducing physical and psychological pain, and bringing peace through the comfort that comes from hugging (Ramadhani, Sofia, Nisa, & Putri, 2023). Arviani et al. (2021) state that the Butterfly Hug method is a form of self-acceptance by giving oneself advice to foster better feelings.

The Butterfly Hug has been proven to be a high-quality therapy for various groups, such as elderly people who feel lonely and need action to overcome their anxiety, and the Butterfly Hug method can be an easy solution for them to calm their minds. (Girianto, Widayati, & Agusti, 2021). The Butterfly Hug is often used by parents and children as a form of affirmation. This is because hugging oneself feels comfortable, making it highly effective when combined with affirmation and as a form of self-care. Research by Martini et al. (2022) states that the Butterfly Hug technique has been proven to have a positive impact on various aspects, including reducing stress, anxiety, and negative emotions. This is due to its ability to increase self-confidence and self-esteem for individuals who have faced many challenges in their life journey (Martini et al., 2022).

Regarding self-acceptance, Ramadhani et al. (2023) previously conducted research related to the Butterfly Hug, which is used to increase self-acceptance. The focus of this study is Generation Z in developing their identity. This is in line with how the urgency of self-acceptance is related to self-adjustment (Yusdi & Rinaldi, 2019) and related to adolescent girls who are able to influence how they adapt to their social environment (Mewengkang, et al., 2022).

This study focuses on how Butterfly Hug therapy can play a role in increasing self-acceptance. The subjects studied were adolescent girls with various tendencies mentioned earlier. This focus is an area that has not been widely researched by previous studies, but it has important objectives in various fields, one of which is to review effective alternatives that can be used to reduce the impact of crises that occur during adolescence, especially among high school students, for their happiness and well-being. Furthermore, understanding Butterfly Hug therapy can be done as self-therapy and become an alternative to strengthen the science related to Butterfly Hug therapy and increase self-acceptance.

Thus, the researcher intends to conduct research related to the use of Butterfly Hug therapy in increasing self-acceptance among high school students. This study focuses on female adolescents at the high school level. The purpose of this study is

none other than to determine the effect of Butterfly Hug therapy on self-acceptance among high school students. Based on the above explanation, the researchers chose the research title “Butterfly Hug Therapy in Improving Self-acceptance in Female High School Students.”

The field shows that there are problems related to the affective commitment of individuals in Balikpapan City, which hinders the development of these organizations. Individuals are less able to overcome their academic problems and face challenges within the organization. This study aims to determine the effect of self-efficacy on affective commitment among students in organizations in Balikpapan City.

According to Allen and Meyer (1990), affective commitment can be measured through a number of indicators, including feelings of happiness, a sense of belonging, emotional attachment, and the personal meaning that individuals feel. A person with high affective commitment usually feels comfortable and satisfied as a member of the organization, which ultimately fosters a sense of belonging to the organization. In addition, emotional attachment describes a strong emotional bond between the individual and the organization, which creates a desire to remain within it.

RESEARCH METHOD

Type of Research

This study uses a quantitative approach with a quasi-experimental design. This design was chosen based on the consideration that in the context of applied psychology research in schools, it is often difficult to fully randomize research subjects. Therefore, a quasi-experimental design provides flexibility in grouping participants into experimental and control groups without compromising the validity of the desired results.

Research Subjects

In quantitative research, research subjects refer to individuals who are the objects of observation and measurement of the variables being studied. The subjects in this study were female students in grade XI at Ngaglik 1 Public High School, who were selected based on random sampling and purposive sampling techniques. The characteristics of the subjects were adjusted to the research objectives, which were to evaluate the effectiveness of Butterfly therapy in increasing self-acceptance. Therefore, the inclusion criteria in the selection of subjects included:

1. Female
2. Currently enrolled as an active student in grade XI
3. Willing to participate in the entire research process
4. No communication disorders or severe psychological barriers
5. No communication disorders (for interview purposes)
6. Provides informed consent to participate

The subjects were divided into one group, namely the experimental group. The experimental group received treatment in the form of Butterfly therapy. Thus, the total number of research samples was 34 female students. The researcher ensured that there was no bias in the sampling process and guaranteed the confidentiality of all participants' identities by using initials or pseudonyms in the data reporting.

Research Method

The data collection method in this study used a closed psychological scale, namely the self-acceptance scale questionnaire. This measuring instrument was compiled in the form of a Likert scale with four answer choices, ranging from strongly agree to strongly disagree. This instrument consists of items that describe aspects of self-acceptance, such as acceptance of shortcomings, self-esteem, independence in decision-making, and the ability to deal with criticism and praise.

Data Analysis Techniques

The data analysis technique used in this study was a descriptive and inferential quantitative analysis approach using the t-test to determine whether there was a difference between the average data results before and after the treatment, so that it could be stated whether the treatment had an effect or not.

RESULT AND DISCUSSION

Research Subject Characteristics

This study involved 34 female students from Ngaglik 1 Public High School in Sleman Regency, consisting of two groups: an experimental group and a control group. Each group consisted of 17 students in grade XI. The experimental group received Butterfly therapy, while the control group did not receive any intervention. Data collection was carried out in three stages: pretest, posttest, and sustain effect (follow-up posttest after one week).

Descriptive Test Results

Table 1. Descriptive Statistics of Self-Acceptance Scores (Control and Experiment)

Group	N	Minimum	Maximum	Mean	Std. Deviation
Pretest (Control)	17	79	97	89,71	4,254
Posttest (Control)	17	87	95	91,47	2,577
Pretest (Experiment)	17	94	104	99,24	2,538

Posttest (Experiment)	17	94	102	98,29	2,392
Valid N (listwise)	17				

Based on the table above, we can see an overview of the variables in this study.

1. The pretest (control) had a minimum score of 79 and a maximum score of 97. The average score was 89.71 and the standard deviation was 4.254.
2. The posttest (control) has a minimum value of 87 and a maximum value of 95. The average value is 91.47 and the standard deviation is 2.577.
3. The pretest (experiment) has a minimum value of 94 and a maximum value of 104. The average score is 99.24 and the standard deviation is 2.538.
4. The posttest (experimental) has a minimum score of 94 and a maximum score of 102. The average score is 98.29 and the standard deviation is 2.392.

Normality Test Results

Table 2. Normality Test Results

Group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest (Control)	0,175	17	0,177	0,949	17	0,443
Posttest (Control)	0,135	17	,200*	0,943	17	0,35
Pretest (Experiment)	0,169	17	,200*	0,97	17	0,825
Posttest (Experiment)	0,165	17	,200*	0,943	17	0,352

The normality assumption test uses the Shapiro-Wilk normality test analytical statistical technique. This is because there are 34 subjects. With 34 subjects, the researcher uses the Shapiro-Wilk normality test because the number of participants is less than 50. The rule used is that if $p > 0.05$, the distribution is normal, and if $p < 0.05$, the distribution is not normal (Santoso, 2016). Based on the output above, it is known that the significance value for all data in both the Kolmogorov Smirnov test and the Shapiro Wilk test is > 0.05 , so it can be concluded that the research data is normally distributed.

Homogeneity Test Results

Table 3. Homogeneity Test

	Levene Statistic	df1	df2	Sig.	
Value	Based on Mean	1,471	3	64	0,231
	Based on Median	1,201	3	64	0,317
	Based on Median and with adjusted df	1,201	3	42	0,321
	Based on trimmed mean	1,286	3	64	0,287

Based on the above output, it is known that the sig value of $0.231 > 0.05$, which indicates that the variance is the SAME. According to the criteria, if the sig value is > 0.05 , it means that the variance of two or more data groups is HOMOGENEOUS.

Independent T-Test Results

Table 4. Independen T-Test

	Levene's Test for Equality of Variances	t-test for Equality of Means								
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Nilai	Equal variances assumed	0,121	0,73	-8,002	32	0	-6,824	0,853	-8,56	-5,087
	Equal variances not assumed			-8,002	31,824	0	-6,824	0,853	-8,561	-5,086

Based on the table above, a sig value of $0.000 < 0.05$ is obtained in accordance with the basis for decision making in the Independent Samples Test. Therefore, it can be concluded that there is a difference in the Self-Acceptance results between the Pretest and Posttest groups. Decision making based on a comparison of the calculated t value with the t table in this independent sample t test can be guided by the following decision basis:

- If the calculated t value $< t$ table, then H_0 is accepted and H_a is rejected, which means there is no difference in the average values before and after.
- If the calculated t value $> t$ table, then H_0 is rejected and H_a is accepted, which means there is a difference in the average values before and after.

Based on the table above, this means that we can interpret the t-test results as follows: The t-test results for the Butterfly hug show that the t-count value of 8.002 is greater than the t-table value of 1.739 ($8.002 > 1.739$) and the significance value of 0.000 is greater than the significance level of 0.05.

Correlation test results

Table 5. Correlation test

		<i>Butterfly hug</i>	<i>Self acceptance</i>	
Spearman's rho	Control Class	Correlation Coefficient	1	,544**
		Sig. (2-tailed)	.	0,001
		N	34	34
	Experimental Class	Correlation Coefficient	,544**	1
		Sig. (2-tailed)	0,001	.
		N	34	34

Based on the above results, the VIF and tolerance values for all variables in this study indicate that there is no multicollinearity. This can be seen from the VIF values of the independent variables, which are all below 10, and the tolerance values, which are well above 0.10. Thus, it can be concluded that all variables in this regression model are free from multicollinearity.

Discussion

The results of this study show that Butterfly Therapy has an effect on increasing self-acceptance among female students at Ngaglik 1 Public High School. Butterfly therapy has been proven to positively influence self-acceptance among high school students, especially teenage girls. This therapeutic approach, which involves self-managed bilateral stimulation, has been found to facilitate emotional regulation and improve self-perception. Research shows that Butterfly Therapy can significantly improve self-acceptance, as evidenced by a study involving high school students in which a striking difference was observed between those who received therapy and those who did not (Hidayat, 2024).

A study involving 34 high school students showed a significant increase in self-acceptance among those who underwent Butterfly Hug Therapy, with a strong correlation coefficient of 0.922, indicating a long-term effect (Hidayat, 2024). Another study with Generation Z participants also reported a significant increase in

self-acceptance post-therapy, highlighting its effectiveness across different age groups (Sofia & Putri, 2023).

While butterfly therapy shows promise, Acceptance and Commitment Therapy (ACT) is another intervention used in schools to address mental health and improve well-being. However, the effectiveness of ACT varies due to methodological differences between studies (Samuel et al., 2021).

which is valuable in school-based mental health programs, offers simple yet effective methods for improving self-acceptance and emotional resilience among students (Hidayat, 2024). While Butterfly Therapy shows significant potential for improving self-acceptance, it is important to consider its integration with other therapeutic approaches such as ACT and CFT. These therapies offer complementary benefits, such as fostering psychological flexibility and compassion, which can improve overall mental health outcomes for students. Further research comparing these interventions could provide deeper insights into their relative efficacy and potential synergies.

This is also supported by the statement that self-healing using the butterfly method is a way of self-acceptance by suggesting oneself to feel better (Arviani, Subardja & Perdana, 2021). This approach can also be used as a therapeutic method for traumatic conditions and anxiety (Arviani, Subardja & Perdana, 2021; Girianto, Widayanti, & Agusti, 2021). Butterfly is also one of the interventions used to manage and improve mental health (Cagaon et al., 2023). The use of butterfly therapy is one way to have a positive impact on adolescents in this study, referring to high school students, to feel comfortable, reduce physical and psychological pain, and provide a sense of peace through a hug (Ramadhani, Sofia, Nisa, & Putri, 2023).

Butterfly is presented as a psychotherapy technique that is also useful for calming anger, reducing anxiety, and overcoming emotional trauma (Girianto, Widayati, & Agusti, 2021; Kurniawan & Ngapiyem, 2023). This method, as mentioned, has been previously used as therapy to enhance self-acceptance among Generation Z by Ramadhani, Sofia, Nisa, & Putri (2023). Self-acceptance will help adolescents to receive many benefits, including knowing themselves carefully, being able to overcome problems and issues they face, getting support from those around them, and reducing stress (Setyawan, Nurhasanah, & Bakar, 2019). Furthermore, increasing self-acceptance in high school students, as done in this study, is a step to deal with the crises experienced in adolescence. As stated by Santrock (2003), this phase is a transitional phase, where the developments that occur become an important point for their future lives.

Self-acceptance, which encompasses all forms of characteristics, ability levels, and an individual's willingness to live within themselves (Hurlock, 1996), needs to exist and be enhanced. In other words, adolescent girls will be able to accept themselves and have a positive image in giving meaning to themselves and

their identities, as well as being able to develop what they have accepted (Funaidi et. al., 2021).

Self-acceptance encourages teenage girls to fully accept themselves for all their strengths and weaknesses. Self-acceptance, which is being promoted, is also related to the statement by Sovitriana, Damayanthi, & Andini (2023) that self-acceptance will lead to a realistic relationship between one's circumstances and desires, including in the development of talents and potential, so that these can be used and utilized by adolescent girls. This is also a characteristic of a healthy mind, leading to maturity and optimal self-development.

In relation to adolescent girls, increased self-acceptance is consistent with the ability of adolescents to view their ideal self more realistically and achieve a real life without disappointment in their actual self. This also refers to the understanding that self-acceptance is said to be a fundamental part of an individual's ability to adapt to their environment and experiences in order to achieve personal growth, well-being, and self-actualization (Anugrahwati & Wiraswati, 2020).

In this experiment, researchers also checked for a sustain effect. In checking for a sustain effect, a longitudinal test using Spearman's rank correlation was conducted to determine whether the butterfly therapy still had an impact or effect one week after treatment. The Spearman's rank test in the experimental group showed a correlation coefficient of 0.922**. This means that the strength of the relationship (correlation) between the posttest results of the experimental class and the sustain effect of the experimental class was 0.922, or very strong. This indicates that the relationship between the results of the experimental class is unidirectional (a type of unidirectional relationship), which means that self-acceptance in the experimental class increased and the sustain effect on different days remained influential and increased. Thus, it can be concluded that the treatment given has a long-term effect within a range of 1 week after treatment.

Research related to these long-term effects has also been conducted in other studies, as discussed in the pilot study by Tarquinio et al. (2021). The study found a significant decrease in anxiety and depression scores, as well as a decrease in Subjective Unit of Disturbance (SUG) scores, immediately after the therapy session. These improvements were maintained one week after the intervention. The study also highlighted that therapy had a positive impact on the fear of going to work and the fear of personal safety. Thus, the results of the study indicate that butterfly therapy (as one of the therapeutic techniques used) can have long-lasting effects in improving emotional well-being and reducing distress among healthcare workers.

This study involved 34 high school female students divided into two groups, namely a control group and an experimental group, with treatment in the form of butterfly therapy administered during one session (one meeting). Based on the research conducted and the analysis presented above, it can be concluded that the

use of butterfly therapy can increase self-acceptance among high school female students, who in this case refer to adolescents. Butterfly therapy is also described as having long-term effects for those who apply it.

CONCLUSION

Based on the results of the research and discussion presented, the conclusion that can be drawn is that there is an effect of applying butterfly therapy to high school students on self-acceptance. In other words, the provision of butterfly therapy can increase self-acceptance in high school students who are in their adolescence.

The provision of treatment in the form of butterfly therapy is also said to have long-term effects. This is the result of a sustain effect examination, which refers to conditions that remain influential and/or increase within 1 week after treatment.

The university is expected to provide guidance and education to schools on various types of psychological therapies, such as the butterfly hug, so that students and schools can develop a sense of belonging and self-confidence.

For future researchers, it is recommended to increase and expand the research sample. This will allow the research to cover other variables that may have an influence, such as learning motivation, openness, and so on.

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