

Self-Esteem and Social Comparison as a Predictor of Body Image in Adolescent Girls

Resha, Rita Eka Izzaty

Universitas Negeri Yogyakarta, Indonesia

Email: resha.2020@student.uny.ac.id, rita_ekaizzaty@uny.ac.id

ABSTRACT

Body image concerns represent a significant mental health challenge among contemporary adolescent populations, particularly for girls navigating developmental transitions and sociocultural pressures related to physical appearance. The increasing prevalence of body dissatisfaction among youth has been associated with various psychological difficulties, including depression, anxiety, eating disorders, and diminished self-esteem, underscoring the urgency of understanding the factors that shape body image perceptions during this critical developmental period. This study aims to determine the extent to which self-esteem and social comparison can predict body image in adolescent girls. This research employed a quantitative approach using a correlational design. The subjects consisted of 100 female adolescents aged 16–21 years, located in Yogyakarta. The sampling technique used was cluster random sampling. Data were collected using questionnaires, namely the Rosenberg Self-Esteem Scale (RSES), the Iowa–Netherlands Comparison Orientation Measure (INCOM), and the Positive Body Image Adolescent Scale (PBIAS), all of which were adapted into Indonesian. Reliability testing used Cronbach's Alpha, producing reliability coefficient values of 0.875, 0.857, and 0.950, respectively. Data analysis was performed using multiple linear regression with IBM SPSS version 26. The results showed that the hypothesis was accepted, with $R = 0.642$, $R^2 = 0.412$, and a significance value of 0.000 (<0.05). Therefore, self-esteem and social comparison have a positive and significant effect on body image in adolescent girls. This indicates that self-esteem and social comparison can predict body image in teenage girls by 41.2%, while other factors account for the remaining 58.8%. This research is expected to serve as a catalyst for female adolescents to maintain a positive attitude by appreciating their strengths and weaknesses and developing a positive body image.

KEYWORDS

Self-Esteem, Social Comparison, Body Image, Adolescent Girls



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INTRODUCTION

The young generation is the nation's future asset (Dimitrova et al., 2021). Therefore, Indonesia needs the role of adolescents who are able to fulfill the potential or tasks of emotional, intellectual, spiritual, physical, and social development (Pasaribu et al., 2024; Qomariyah et al., 2025). Considering the aspect of adolescent development, emotional problems in adolescents today manifest in symptoms of personal stress, frustration, or internal and external conflicts (Sumara, et al., 2017).

Adolescents are a group in a challenging transition period, experiencing both internal and external conflicts during their growth process (Branje et al., 2021). Among these are emotional and self-control problems, such as the phenomenon of insecurity (Moscu, 2024).

This insecurity is often visible among adolescents, especially concerning appearance (Shobur, 2022). Adolescents who experience excessive insecurity may suffer negative impacts, as it can lead to psychological problems such as mental disorders (Paulus et al., 2021).

According to the latest survey results from the Indonesian National Youth Mental Health Survey (I-NAMHS) in 2022, one in twenty Indonesian adolescents—equal to 2.45 million—has been diagnosed with a mental health disorder, and one in three, or 15.5 million adolescents, have encountered mental health issues in the past year. Some of the impacts of mental health problems in adolescents—triggered by insecurity—include the emergence of paranoia disorders, depression, eating disorders, and changes in body image perception.

Body image is an important risk factor for mental and physical health during adolescence (Chae, 2022). Vani (2021) argue that body image is a mental projection of one's body, including perceptions of physical appearance, feelings, cognitive assessments about appearance, bodily sensations, and the perceived functions and abilities of one's body. Body image is a psychological aspect of adolescence that can affect both males and females. There are gender differences in how the younger generation perceives their bodies. In general, adolescent girls tend to feel more dissatisfied with their bodies and experience more negative body image concerns compared to boys (Mahon & Hevey, 2021).

Women are generally more attentive to their body image. A woman's perception of her body image influences how she assesses and determines her satisfaction with her appearance (Merino et al., 2024).

Adolescent girls in particular feel pressured to be thin, and many report unhealthy dieting and behaviors (Setiawan et al., 2023). Moreover, adolescent girls often wish for lighter skin tones, as suggested by the widespread use of skin lightening products throughout Indonesia (Al-Sarraf, 2022).

Manipulated Instagram images have a negative effect on adolescent girls' body image, with the impact moderated by social comparison. The number of followers, likes, and comments on posted photos and videos offers additional quantitative and qualitative information about others' judgments, which assists in self-evaluation relative to others (Kleemans, et al., 2021).

A person's body image can be negative or positive. Adolescents with a positive body image report greater satisfaction with their appearance. They also feel comfortable and confident in social environments, while those with negative body image experience social difficulties and heightened anxiety. This is because body image judgments are subjective and often disconnected from actual physical appearance (Merino et al., 2024).

According to Merino (2024) theory, many factors affect body image, including age, gender, mass media, interpersonal relationships, and self-esteem. Frederick & Reynolds (2022) adds weight, cultural perspectives on thinness or fatness, the life cycle, socialization, self-esteem, gender roles, and individual body image distortion as influencing factors.

A significant factor believed to play a large role in body image is social comparison. Mahon & Hevey (2021) noted that adolescents tend to view and compare themselves with people around them and with mass media images. Liu, (2025) posited that adolescents are likely to engage in social comparison during self-evaluation, which can foster dissatisfaction with themselves.

Both adolescent boys and girls engage in social comparisons with their same-gender peers, but adolescent girls are more likely to do so (Salomon & Brown, 2025). Social comparison involves evaluating and seeking to improve body image by comparing oneself to others. In the absence of objective standards for self-evaluation, individuals rely on others to

judge their abilities (e.g., determining who is better or worse) or opinions (e.g., identifying similarities or differences in beliefs and norms).

Adolescent girls who frequently compare themselves socially tend to report greater dissatisfaction with their appearance than those who make fewer comparisons (Scully et al., 2023).

Negative stereotypes about overweight people are pervasive, and such beliefs become ingrained in women. Stereotypes surrounding ideal beauty and weight can affect how a woman perceives herself (Kaziga et al., 2021).

Self-esteem is another aspect influencing body image, as beauty stereotypes affect an individual's self-evaluation mindset, consequently impacting self-esteem. Self-esteem is thus vital in the formation of body image. Hodge & Cunningham research (2023) shows that over half of girls lack high self-esteem. Approximately a quarter of girls aged 10–13 and 14–17 reported restricting food intake, emotional eating, or excessive exercise. However, more than half desire cosmetic surgery.

This study focuses on adolescent girls experiencing problems with their self-assessment and body image. Thus, the way adolescent girls perceive themselves holistically can also affect their self-esteem and social comparison tendencies, ultimately shaping their body image.

Based on these issues, it is crucial, during adolescence, to pay attention to the concept of ideal body shape, as having a perfect body is a dream for many teenagers—especially adolescent girls. The younger generation also concentrates on evaluating their physical appearance, assessing if it meets the ideal.

The researcher conducted this study as it is important to accurately predict the concept of body image among adolescent girls and the factors influencing the formation of a more positive body image. It is also hoped that, through this research, adolescent girls will develop positive attitudes, recognize their strengths and weaknesses, process information about ideal body concepts, and establish self-understanding based on their abilities.

Based on a comprehensive literature review and identified empirical gaps, this study pursues three primary objectives: (1) to examine the predictive relationship between self-esteem and body image among adolescent girls in Yogyakarta, Indonesia; (2) to investigate the extent to which social comparison orientation predicts body image perceptions in this demographic; and (3) to determine the combined predictive power of self-esteem and social comparison in explaining variance in body image outcomes among female adolescents. The expected benefits of this research are multifaceted: theoretically, it contributes to developmental psychology by clarifying psychological mechanisms underlying body image during adolescence within the Indonesian cultural context, thus extending predominantly Western theories to non-Western populations, and practically.

The findings are expected to inform the development of evidence-based interventions to promote positive body image among adolescent girls, such as school-based psychoeducation, peer support, and family-centered programs that address self-esteem and a critical view of social comparison. For clinical practice, the results may guide mental health professionals, school counselors, and youth workers in identifying at-risk adolescents and implementing targeted preventive measures to mitigate body dissatisfaction and related mental health issues. For policy development, this research provides empirical foundations for educational and youth mental health initiatives that prioritize body image as a significant public

health concern. Based on the above description, the researcher was interested in examining how well the variables of self-esteem and social comparison predict adolescent girls' body image.

METHOD

This study employed a quantitative correlational research design to examine the predictive relationships among self-esteem, social comparison, and body image in adolescent girls. The research was conducted in Yogyakarta City, specifically in Sleman District, Indonesia, chosen due to its large adolescent population and diverse socioeconomic composition.

The target population comprised female adolescents aged 16-21 years residing in Sleman District, including senior high school students, employed individuals, and first-year university students. Using the Slovin formula at a 95% confidence level with a 5% margin of error applied to a population of approximately 137,750 female adolescents, the minimum sample size was calculated as 100 participants. Cluster random sampling was used, with Sleman District divided into sub-district clusters, followed by random selection of clusters and participants to enhance the generalizability of the findings.

Data collection occurred over three months from August to November 2023 via an online survey distributed through Google Forms. A total of 115 responses were initially received; after applying inclusion criteria (age, gender, residence), 100 valid responses were retained. Informed consent was obtained electronically, with parental consent secured for participants under 18.

Three standardized psychological scales adapted and translated into Bahasa Indonesia were used:

1. Rosenberg Self-Esteem Scale (RSS) – assessed global self-esteem (Cronbach's $\alpha = 0.875$).
2. Iowa-Netherlands Comparison Orientation Measure (INCOM) – measured social comparison orientation (Cronbach's $\alpha = 0.857$).
3. Positive Body Image Adolescent Scale (PBIAS) – measured positive body image dimensions (Cronbach's $\alpha = 0.950$).

Data analysis was performed using IBM SPSS Statistics Version 26.0. Assumptions of normality, linearity, multicollinearity, independence of residuals, and homoscedasticity were verified prior to hypothesis testing. Multiple linear regression analysis tested whether self-esteem and social comparison jointly predicted body image. Statistical significance was set at an alpha level of .05. Effect size was evaluated through the coefficient of determination (R^2), while standardized beta coefficients and semi-partial correlations assessed individual predictor contributions to variance explained.

RESULTS AND DISCUSSION

Description of Research Results

In this study, the research subjects were adolescent girls aged 16-21 years. The subjects classified in this study include adolescent girls who have the status of high school students or workers or can also be first-year students in the Yogyakarta area and its surroundings, especially in Sleman district.

The researchers received 115 respondents from a full-scale distribution, which was distributed via a Google Forms link. However, only 100 respondents were selected by the researcher and could be used as research subjects. This is also because there are 15 respondents who do not meet the standard criteria to become respondents in this study. The following are some of the subject data obtained:

Table 1 Distribution of Research Respondent Data by Age

No.	Age	Sum	Percentage
1.	16-17	26	26 %
2.	18-19	36	36 %
3.	20-21	38	38 %
Total		100	100 %

Based on the table above, it can be seen that the majority of respondents are adolescent girls aged 20 to 21 years with a percentage of 38 people (38 percent), followed by adolescent girls aged 16 to 17 years with a total of 26 people (38 percent). From (26%), then adolescent girls aged 18-19 years amounted to 36 people with a percentage of (38%).

Table 2 Distribution of Research Respondent Data by Status

No.	Status	Sum	Percentage
1.	Student/Student	60	60 %
2.	Worker	28	28 %
3.	Both	12	12 %
Total		100	100 %

Based on the table above, it can be seen that as many as 60 adolescent girls are classified as education status as students and students with a percentage of (60%), while as many as 28 adolescent girls are classified as worker status with a percentage (28%) and only 12 adolescent girls are classified as both with a percentage (12%).

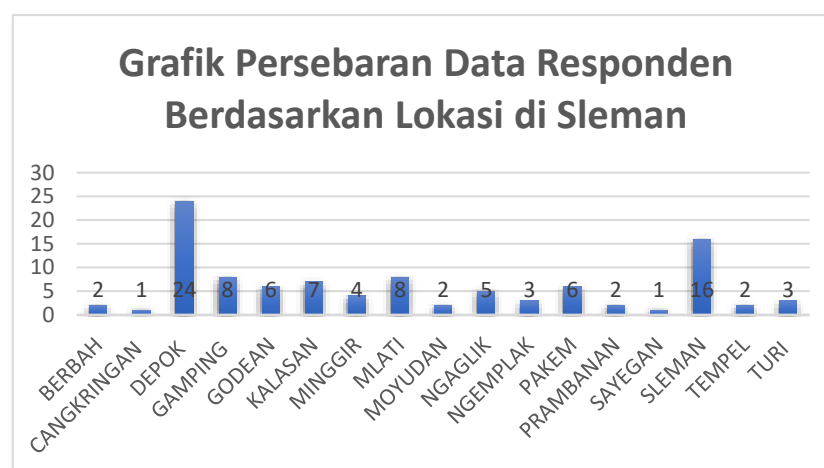


Figure 2. Graph of Respondent Data Distribution by Location

Based on the image above, it can be seen that the highest distribution of respondents is in Depok sub-district with 24 respondents with a percentage (24%). Then followed by the second by Sleman sub-district with 16 respondents with a percentage (16%).

Analysis Prerequisites Test

1) Normality Test

According to Ghozali (2018), the normality test is a test that aims to find out whether independent and dependent variables are normally distributed. Normal data can be generalized as a population, i.e. with a significance of > 0.05 . The normality test was carried out using the Kolmogorov-Smirnov one-sample test. If the data has a p-value of > 0.05 , then the data is normally distributed. The following are the results of the normality test of the research data:

Table 3 Normality Test Results		
One-Sample Kolmogorov-Smirnov Test		
	Unstandardized Residual	
N	100	
Normal Parameters ^{a,b}	Mean	.0000000
	Hours of deviation	12.67722088
Most Extreme Differences	Absolute	.086
	Positive	.060
	Negative	-.086
Test Statistic		.086
Asymp. Sig. (2-tailed)		.064c

a. Test distribution is Normal.

b. Calculated from data.

Based on the table of normality test results, the normality test results in this research data are normally distributed. The results obtained showed >0.05 , with a significance of 0.064.

2) Linearity Test

In the second prerequisite test, it is the linearity test. The linearity test is used to find out whether each free variable that is made a predictor has a linear or non-fixed relationship to the bound variable. The linearity test in this study was based on the existing anova analysis technique in SPSS 26. The results of the linearity test can be seen in the deviation from linearity column. If the deviation from linearity shows a result of $p>0.05$, then it can be assumed that the assumption of linearity results is quite strong (Setiawati, 2017).

Table 4 Results of the Linearity Test	
Variabel	Deviation from linearity (Sig.)
X1 * Y	0,090
X2 * Y	0,321

Based on the results, it can be seen in the first table, it was found that the significance value was 0.09. Where the value is $0.09 > 0.05$, X1 (Self-Esteem Variable) to Y (Body Image) is fairly linear.

Then, in the second table, it was found that the significance value was 0.321. Where the value is $0.321 > 0.05$, X2 (Social Comparison) to Y (Body Image) is fairly linear.

3) Multicollinearity Test

This test is carried out based on multiple regression with more than one X variable or predictor (Setiawati, 2017). In the regression model, it is assumed that there is a significant relationship between independent variables and dependent variables. However, if there are some deviations between x, the resulting model may be unpredictable, and the estimates may be unpredictable. In this study, in conducting the analysis of the multicollinearity test, the researcher was assisted with the help of SPSS 26.0.

Table 5 Multicollinearity Test Results

Variable	Variant Influence Factor (VIF)	Information
Self-Esteem		
Social Comparison	1.625	Non Multicollinearities
Body Image		

In this case, a good Variance Inflation Factor (VIF) value is > 10 . The opposite of tolerance value is that a low tolerance value is equal to a high VIF value (Tolerance value $\leq 0.10 = \text{VIF value} \geq 10$). It was found that the VIF value was 1,625. So $1,625 < 10$ which means that multicollinearity does not occur.

4) Autocorrelation Test

Below are the results of the autocorrelation test which aims to find any problems that arise due to residual (nuisance errors).

Table 6 Autocorrelation Test Results

Variabel	Durbin-Watson	Information
Self-Esteem		
Social Comparison	2.155	Non Autocorrelation
Body Image		

Based on the results of the autocorrelation test above, it is determined that the Durbin-Watson value (d) is 2.155. Then, the value of d will be compared with the value of the Durbin-Watson table ($p=0.05$). The formula used is k: N (3:100). After comparison, it can be found that the dL value in the Durbin-Watson table is 1.502 and the dU value is 1.582. Through the results of the autocorrelation test, it can be found that the value of $1,582 < 2,155 < 2,418$ can be concluded that there is no autocorrelation.

5) Heteroscedasticity Test

Below are the results of heteroscedasticity testing to find out whether in this regression model there is an unequal variation of residual values from one to another.

Table 7 Heteroscedasticity Test Results

Variable	Sig.	Information
Self-Esteem (X1)	0,209	Non Heteroskedasticities
Social Comparison (X2)	0,732	

It was found that the significance value of X1 was 0.208 and the significance value of X2 was 0.732. Based on the table above, $0.208 > 0.05$ and $0.732 > 0.05$ which means that it can be concluded that there is no heteroscedasticity.

Hypothesis Test

In the hypothesis testing in this study, a linear regression test was carried out with the help of SPSS version 26. This regression test was carried out to see the influence between the three research variables studied, namely self-esteem, social comparison, and body image. The following is the hypothesis formulation in this study:

Ha : Self-Esteem and Social Comparison have a positive effect as predictors of Body Image in Adolescent Girls

According to Azwar, the research hypothesis is accepted if the significant value is $p < 0.05$. This table is the following table of regression test results:

Table 8 Multiple Linear Regression Test Results

Type	R	R Square	Df	F	Sig
Regression	0,642	0,412	2	34,022	0,000

Dependent Variables: Body Image

Predictor Variables: Self-Esteem and Social Comparison

Based on the table of multiple linear regression test results above, it can be seen that the regression test results get an F value of 34.022 with a significance of $p = 0.000$ ($p < 0.05$), then Ha is accepted. This proves that self-esteem and social comparison can have a significant impact on the body image of adolescents. Therefore, self-esteem and social comparison can predict the body image of adolescent girls, and based on the results of the analysis, the values of $R = 0.642$, $R \text{ square} = 0.412$, $df = 2$ were produced. Based on the R-squared value of 0.412, it was shown that self-esteem and social comparison contributed 41% to body image, and the remaining 59% were influenced by other variables not studied in this study. Therefore, the conclusion of the regression test results means that self-esteem and social comparison determine the body image of adolescent girls.

Table 9 Multiple Linear Regression T Test Results

Variabel	t	Sig.
Model		
Self-Esteem	4.388	0,000
Social Comparison	2757	0,007

Based on Table 9, the results of multiple linear regression in this study show that the results of the self-esteem variable regression test showed a t-value of 4.388 with a significance of $p = 0.000$ ($p < 0.05$). Therefore, it can be interpreted that self-esteem has a significant influence on the body image of adolescent girls. Therefore, self-esteem can predict the body image of adolescent girls. Meanwhile, for the social comparison index, the t-value showed the number 2757 with a significance of $p = 0.007$ ($p < 0.05$). So it can be interpreted that social

comparison has a significant effect on body image and social comparison can predict body image in adolescent girls.

Meanwhile. Regression analysis also has the purpose of being able to construct or draw a line of a regression equation. The formula for drawing the equation of a double linear regression line is as follows:

$$Y = a + \beta_1(X_1) + \beta_2(X_2)$$

Information:

Y: Bound Variable (Body image)

a : Constant

β : Coefficients Regression

X1: Independent Variable 1 (Self-Esteem)

X2: Independent Variable 2 (Social Comparison)

Table 10 Regression Coefficient Results

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-7.838	7.904		-.992	.324
	X1	1.599	.364	.435	4.388	.000
	X2	.565	.205	.274	2.757	.007

Based on Table 10, in determining the regression line equation, there are two types of coefficients, namely non-standardized coefficients and standardized coefficients. To determine the regression equation line, a non-standardized coefficient score is used because the data used are non-deterministic values and variables are measured in real units with different scales.

Based on the Table, the results of the regression coefficient show an unstandardized coefficient score (B) on the self-esteem index of 1.599 with a significance level of $p < 0.05$. meanwhile, the non-standardized coefficient score (B) in the social comparison index was 0.565 with a significance level of $P < 0.05$, both of which were positively correlated. Therefore, it can be interpreted that the increase in the self-esteem score on the body image level will increase to 1.599, and the increase in the score on the social comparison will increase by 0.565 to the body image level.

In addition, the constant value is the predictive value of a bound variable if the value of the free variable is 0. Based on the Results Table, the regression coefficient can be seen as a constant value of -7.838. The value of the constant is converted to a value which means that the social and price comparison score is 0, then the body image score is -7838. In other words, the body image of adolescent girls without self-esteem and social comparison was -7.838. Therefore, the regression equation can be written as follows:

$$\text{Body Image} = 7,838 + 1,599 (\text{Self-Esteem}) + 0.565 (\text{Social Comparison})$$

From the line of the regression equation above, it can be interpreted that if other variables are constant, the value of the body image will change by 7,838. If other variables are constant, then the body image will change by 1.599 per unit of self-esteem. Meanwhile, if other variables are constant, the value of body image also changes by 0.565 per unit of social comparison.

The next step to find out the amount of affective contribution (SE) in each independent variable or predictor variable to the dependent variable is calculated using a manual formula as below.

$$SE(X)\% = \text{Beta} \times \text{Correlation Coefficient} \times 100\%$$

Information:

HERSELF = Affective Contribution

Betax = Cowficin Regression (Beta)

X = Independent Variable

X1 = Self-Esteem Variable

X2 = Social Comparison Variable

The following is a summary table of the results of the analysis used to calculate the contribution (SE):

Table 11 Summary of Regression Analysis Results

Variabel	Coeficin Regression (Beta)	Correlation Coefficients	SE Analysis	R Square (Total)
Self-Esteem	0,435		0,279	
Social Comparison	0, 274	0, 642	0,175	0,412

$$SE\ X1 = \text{Betax1} \times \text{Correlation Coefficient} \times 100\%$$

$$= 0.432 \times 0.642 \times 100\%$$

$$= 27,9 \%$$

$$SE\ X2 = \text{Betax2} \times \text{Correlation Coefficient} \times 100\%$$

$$= 0.274 \times 0.642 \times 100\%$$

$$= 17,5 \%$$

$$SE\ \text{Total} = SE(X1) + SE(X2)$$

$$= 27,9 \% + 17,5 \%$$

$$= 41.2 \%$$

Based on the results of the statistics above, it can be seen that the effective contribution (SE) to the self-esteem variable (X1) to body image (Y) is 27.9%, while the effective contribution of the social comparison variable (X2) to body image (Y) is 17.9%. Therefore, it can be interpreted that the self-esteem index has a greater influence on body image. From the calculation above, it can also be seen that the total effective contribution (Total SE) is equal to the r-square value in the regression analysis, which is 41.2%.

Based on the results of calculating the effective contribution of each independent variable to the dependent variable, the relative contribution can be calculated. The formula for calculating relative contribution (SR) is as follows:

$$SR\ (X)\% = SE\ (X) \% R^2$$

Information:

SR = Relative Contribution

ONE = Effective Contribution

X = Independent Variable

R = Determination Coefficient

The following is how the contribution is calculated for each independent variable against the dependent variable:

$$SR\ (X1)\% = SE(X1)\% / R^2$$

$$\begin{aligned}
 &= 27.9\% / 41.2\% \\
 &= 67.7\% \\
 \text{SR (X2)\%} &= \text{SE (X2)\%} / R^2 \\
 &= 17.5\% / 41.2\% \\
 &= 42.4\% \\
 \text{SR Total} &= \text{SR (X1)\%} + \text{SR (X2)\%} \\
 &= 67.7\% + 42.4\% \\
 &= 110\%
 \end{aligned}$$

Departing from the results of the calculation above, it can be concluded that the relative contribution (SR) of the self-esteem index (X1) to body image (Y) is 67.7%, and the relative contribution (SR) of the social comparison index (X2) to body image (Y) is 42.2%. The total relative contribution (SR Total) of two variables is 110% or equal to 1.

Based on the results of the regression analysis that has been carried out, the results show that the variables of self-esteem research and social comparison have a positive and significant effect on body image in adolescent girls, where in this case, self-esteem and social comparison together are able to predict body image in adolescent girls. This is evidenced by the high category of body image results obtained in the results of this study.

The tall body image that adolescent girls have occurs because adolescent girls are more likely to appreciate their own uniqueness, accept and be able to respect their bodies so that they have a high enough resistance to idealism and all forms of negative and positive feedback from the media. This is supported by the results of previous research by Rosita and Rahayu (2023) regarding "Self-Esteem and Social Comparison: the role of the Body Image of female students, secretaries of the College of Communication Sciences, and Secretary X" also shows that there is a significant role between Self-Esteem and Social Comparison on the body image of female students.

When a young girl feels that her body is beautiful, fit, and beautiful, then the young woman will develop a positive body image, and as a result, the young woman will feel satisfied, proud, and happy with her body, thus increasing her thinking. On the other hand, adolescent girls develop a negative body image when they believe that their body image is inappropriate, inappropriate, or inappropriate. This causes feelings of shame, humiliation, shame and sadness in a person's body and lowers self-esteem. Adolescent girls have a positive body image and self-esteem as the expected body image. They also don't have high expectations of their bodies and appearance. The body shape they like the most means the body shape they want to be like theirs. Body image helps girls develop self-esteem and confidence in their appearance. Meanwhile, teenage girls with poor body image and low self-esteem compare their bodies to others who are seen as more attractive. Teenage girls who are interested in comparing their bodies and appearances to others also have high expectations of their bodies. When these high expectations are not balanced with body image, a teenage girl may feel that she is not beautiful and that her body is not good. These negative thoughts make young women unable to accept the truth about themselves and tend to criticize themselves.

In this study, adolescent girls are classified as high self-esteem. High levels of self-esteem can affect a teenage girl's expectations, behaviors, and judgments of herself and others. This can happen because the assessment that occurs reflects how the attitude of acceptance and rejection of young girls towards themselves personally and how far young girls can believe that

they are very valuable. When young women do assessments, they process their thoughts about themselves so that they can produce high or low self-esteem.

When adolescent girls can get to know themselves, adolescents will also be able to do things to achieve the desired results. If adolescent girls succeed in achieving their goals, adolescents will give a positive assessment of themselves until a more positive self-view is developed. But on the other hand, if adolescent girls are not able to achieve their goals, adolescents will give a negative view of themselves.

Hardy and Hayes stated that the level of assessment of most people's body image is based on sociocultural influences, which have four components, namely the reaction of others, comparison with others, individual roles and identification with others. Friends, it is clear here that social comparison plays an important role in shaping the character of each individual. According to Tylika and Sabik (2010), social comparison is the process by which a person compares himself with others with the aim of assessing himself more accurately in society. According to this study, young women have a large gap between their ideal body concept and their body size, and they feel that they have weaknesses in their bodies. Therefore, these social comparisons can contribute negatively or risk lowering one's body image to a more negative view of one's own body.

Adolescents who are prone to self-comparison tend to have a stronger body image, thus encouraging people to always monitor their bodies and encouraging them to compare their appearance to others. Finally, this behavior negatively impacts body image. On the other hand, people with low social comparisons are more flexible because they do not have a strong social comparison with themselves, thus reducing the risk of social comparisons negatively impacting their self-image.

In this study, social comparison has a not strong enough influence, meaning that it is in the middle where it can be described that adolescent girls do not often make social comparisons between their neighbors and others. This is evidenced by the aspect of opinion and ability that exists in each of these adolescents, if the opinion about body thinness is considered different from the opinion of others, then the opinion of others changes closer to their opinion, which means that this comparison can be two-way. This is also supported by research by Marlinda, et al., (2022) regarding the Influence of Social Comparison on Body Image in Late Adolescents and Girls Instagram Users who mentioned the negative influence of social comparison on body image. This means that an increase in social comparison can affect a decrease in body image.

Body image can also be defined as a person's mental experience of how their thoughts, feelings, and emotions relate to their physical and physical appearance. It includes people's thoughts, feelings, and ideas about their bodies, estimated body size, body evaluations, and feelings about body shape and size. Body image is not only about how a person perceives themselves and their body, but also how people think about how others perceive and judge their body.

When viewed by age and gender, the subjects studied in this study were adolescent girls who at the time had an increased interest in relationships with women and high expectations of acceptance in the social environment. This will make their appearance more noticeable and make them attractive. Increased focus on body image is associated with a greater need for self-evaluation through social comparison. The results of body assessments that are not in

accordance with the ideal body standards of society can have a bad impact on a person's body image, for example dissatisfaction with the body.

Based on previous studies, this study is said to be quite powerful because the results of the body image of adolescent girls are included in the very high, one of the big factors why this body image can occur because there are factors from family relationships and interpersonal relationships play a role in the formation of body image in adolescent girls. The role of the family, especially parents, is very influential in the formation of the concept of body image in adolescents, how parents educate children in their physical development stage is very important. Adolescent girls who grow up in a family with a parenting style that has been instilled from childhood to love themselves and accept all shortcomings will grow up to be adolescent girls who grow up with confidence in judging and looking at themselves. In addition to the role of parents and family, the role of interpersonal relationships is also very important in the formation of a positive body image concept for adolescent girls, Rosen (in Cash and Pruzinsky, 2002) suggests that feedback on appearance in interpersonal relationships can affect views and feelings about the body. A young girl who is able to receive feedback (both positive and negative) about her physical appearance means that she is able to develop a good perception of how others perceive her.

When adolescent girls are able and have a sense of satisfaction within themselves, this is supported in large part by the sense of security and comfort with their current body shape, adolescents are able to respect and appreciate their body shape with those of others, as well as not set ideal body image standards from the media, and have a good sense of self-resilience in responding to feedback (good or bad) from others regarding their views on their body image. So that in the end, adolescent girls are increasingly able to be positive in appreciating all forms of weakness and advantages in themselves.

CONCLUSION

This study found that self-esteem and social comparison significantly predicted body image among adolescent girls in Yogyakarta, Indonesia, with both variables accounting for 41.2% of the variance in body image; self-esteem contributed 27.9% and social comparison 17.5%, highlighting the dominant influence of internal self-worth and the meaningful role of social comparisons in shaping adolescents' body perceptions. Higher self-esteem and lower tendencies toward social comparison were linked to more positive body image, enabling girls to value their uniqueness and resist negative external pressures. For future research, examining other factors such as cultural norms, familial and peer influences, and media exposure is recommended, along with adopting qualitative or mixed-methods approaches and longitudinal designs to enrich understanding and inform effective interventions that support positive body image and mental health from an early age.

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