

The Effect of Therapeutic Group Therapy on Improving Students' Self-Concept VII Madrasah Tsanawiyah Private Islamiyah City North Sumatran Areca 2021

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ABSTRACT

Self-concept is a holistic view of himself, which includes his abilities, feelings he experiences, his physical condition and his immediate environment. Negative self-concept is triggered by several things, ranging from the inability to respect oneself to the inability to play a role in the family environment and friends around it. One of the ages at risk for developing a negative self-concept is teenagers. One way to change adolescent self-concept from Negative to Positive is by Therapeutic Group Therapy. Group therapy is an important place for social learning because social interaction is a key aspect of the adolescent development process. This study aims to determine the effect of Therapeutic Group Therapy on improving the self-concept of the VII private Madrasah Tsanawiyah students in the city of Pinang Utara, North Sumatra in 2021. This study used a pre-experimental type with a one group pretest and posttest design. The number of the research population was 150 people from several seventh grade students who had negative self-concepts. The number of samples is 16 people, using the Non Probability technique, the instrument used is the TSCS Questionnaire whose validity has been tested by previous researchers. The results of the study using the Paired T Test obtained p value 0.000 ($p < 0.05$). This shows that there is an effect of Therapeutic Group Therapy on the Improvement of Student Self-Concept VII Madrasah Tsanawiyah Private Islamiyah City of Pinang, North Sumatra in 2021.

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1. Introduction

Health is the most valuable investment and is the right of everyone, as mandated by the Republic of Indonesia Health Law No. 36 of 2009 article four "Everyone has the right to health", meaning that there are no exceptions and discrimination to obtain the right to health. Health in question is a healthy condition both physically, mentally, spiritually and socially that allows everyone to live socially and economically productive (Indonesian Health Law No. 36 of 2009 Article 1). Based on article one, it means that a healthy condition is viewed holistically, which includes all of a person's dimensions. Holistic health is also the right of the adolescent age group, which they should get from the people around them, both family, community and government (Judge 2017). Their health needs comprehensive and future-oriented attention, because teenagers really determine the nation's future. The good or bad of a nation in the future is largely determined by the quality of its youth.

At this time, adolescents enter an age that is full of risks but also offers many opportunities, not only for them but also for their families, the environment, and accelerating economic growth, so that

later they are expected to be able to alleviate poverty. Based on the 2013 world development report, it is stated that to be successful in today's competitive global economy, youth must have high skills (World Bank, 2018). If not then they will lose to compete with other teenagers who are increasing in number. Losing the competition puts them at risk of becoming unemployed. This of course can be a heavy burden for the economy of the family, community, and country.

Adolescence is a developmental transition period between childhood and adulthood which generally begins at the age of 12-13 years and ends in the late teens or early twenties (Khamim 2018). Adolescents are individuals according to age levels ranging from the age of 13 to 17 years. At that age, individuals reach the age of junior high school and high school which means that within the school environment they will have indirect or direct contact with other individuals in the classroom and outside the classroom. Through contact meetings within the school, either consciously or unconsciously they begin to learn and develop their self-concept. The right self-concept at his age as a student can greatly help learning and learning activities as well as carrying out the life he will pass later. The development of a person's self-concept is influenced by many factors. Self-concept cannot be formed without going through the learning process. This learning process can be obtained from interaction with other people. As explained by Mead (Rakhmat, 2005: 101) reveals that the self-concept develops through two stages, namely the internalization of other people's attitudes towards themselves and the internalization of societal norms. Factors that influence self-concept are other people. The interaction that occurs between the individual and the surrounding environment will develop the individual's self-concept both in a positive and negative direction. According to Potter & Perry in Amaliah (2017), self-concept is a subjective image of the self and a complex mixture of subconscious and conscious feelings, attitudes and perceptions. Self-concept provides us with a frame of reference that influences our management of situations and our relationships with others. The description relates to what is known, felt about his behavior. In addition, self-concept is also related to how individual behavior affects others.

Based on the results of initial observations and interviews with supervisors and homeroom teachers for grade VII at Madrasah Tsanawiyah Swasta Islamiyah, Pinang City, North Sumatra in 2021, information about self-concepts was less positive. This is known because there are students who feel inferior, students who are less active in learning activities, students who skip class during learning hours in groups, students who form groups (gangs), students who interfere and make trouble with other students, students who are alone because not accepted in their peer environment, fights between students in groups and individually. From this information, it can be seen that there are still many students who do not have a positive self-concept. Efforts in the field of education to improve the development of adolescents in schools that we can observe for example counseling guidance for students, providing extracurricular activities facilities to develop the potential, creativity and special talents of students such as scouting, arts, sports, scientific studies and so on, but not all facilities are available in every school. There are still many schools where youth from poor families receive education, their facilities and services are very limited. Meanwhile, the government's efforts in the health sector that have been carried out to overcome adolescent problems are the launch of the Youth Friendly Health Service (PKRR) program. The aim of this program is to provide quality services for youth in school, street and workplace health centres. This program started in 2003 and has gradually reached 16 provinces (out of 33 provinces), including 420 health centers (out of 2680). However, until 2016 there were only 3 hospitals that had provided PKRR training (AMI, 2016) and the implementation had not been seen optimally in the community.

Nursing as an integral part of health services has a great opportunity to contribute to efforts to promote/improve adolescent health, so that later they develop optimally. Mental nurses, especially those in the community, are the spearhead of mental nursing services, and have a great opportunity to play a role in improving adolescent mental health. Promotive, preventive, curative and rehabilitative efforts can be carried out with various approaches, including individuals, families, groups and communities. One of them that is suitable for the adolescent age group is to do therapeutic group therapy (TKT). Therapeutic group therapy is an ideal choice for this age group, because adolescents are social beings who are learning social skills, they often trust their peer group more than adults, they can learn between peers according to their development (Wood, 2017). According to Stuart and Laraia (2013) group therapy can help adolescents meet their needs in a

positive, meaningful way towards peer groups and the formation of self-identity. Through therapeutic group therapy, efforts to promote adolescent mental health can be carried out.

Group therapy is an important place for social learning because social interaction is a key aspect of the adolescent development process (Bandura, 1989 in Wood, 2015). While Leader (1991, in Wood, 2017) states that group therapy for adolescents creates a therapeutic environment for them because it can discuss interpersonal relationship problems and examines four basic identity questions: Who am I, Who do I identify with, What do I believe, Where do I go? In my opinion, activities in group therapy will not be obtained by adolescents in individual therapy, which includes opportunities to learn to work together and deal with problems such as jealousy, aggression, and be able to compare behavior and thoughts between peers. Social learning through group therapy is the best course of action for adolescents because this period is a period of increased risk of psychosocial problems (Wood, 2017). Another reason group therapy is more effective is because of the acceptance of values, the introduction of peer groups is very easy, besides that it can provide support in overcoming problems and causing effective change (Kneisl, Wilson, & Trigoboff, 2016). According to research by Endang, (2016), group intervention significantly increased self-concept ($p < 0.05$) between 2-9 points Adolescence Self Concept Scale (ASCS). The results before and after the intervention showed that two respondents remained in the low self-concept category but experienced an increase in points, three respondents from low to medium self-concept, one person remained in the medium self-concept category and two respondents remained in the high self-concept category. Meanwhile, according to Hasanuddin's research (2019), therapeutic group therapy significantly improves the family's cognitive and psychomotor abilities in providing stimulation for early childhood development. Therapeutic group therapy has the opportunity to increase cognitive and psychomotor abilities by 45.5% and 38.5% after controlling for other factors, and families who receive therapeutic group therapy have significantly higher abilities than the group that does not receive therapeutic group therapy. (2019) Therapeutic group therapy significantly improves the cognitive and psychomotor abilities of families in providing stimulation for early childhood development. Therapeutic group therapy has the opportunity to increase cognitive and psychomotor abilities by 45.5% and 38.5% after controlling for other factors, and families receiving therapeutic group therapy have significantly higher abilities than the group that does not receive therapeutic group therapy. (2019) Therapeutic group therapy significantly improves the cognitive and psychomotor abilities of families in providing stimulation for early childhood development. Therapeutic group therapy has the opportunity to increase cognitive and psychomotor abilities by 45.5% and 38.5% after controlling for other factors, and families receiving therapeutic group therapy have significantly higher abilities than the group that does not receive therapeutic group therapy.

Efforts to promote community-based adolescent mental health in South Labuhanbatu city are also not optimal. Based on the results of an initial study at the South Labuhanbatu City Health Office on December 15, 2020, information was obtained from the person in charge of the health service program that the work area of the South Labuhanbatu City Health Office covers five sub-districts, namely Kampung Rakyat, Kota Pinang, Sungai Kanan, Silangkitang, and Torgamba with 17 health centers located under his coordination. Mental health programs implemented at the puskesmas are still limited to receiving visits/referrals from mental patients. There have been no efforts to promote mental health and the application of therapeutic group therapy to adolescents in the community. Health services for adolescents that have been carried out are activities to eradicate drug abuse in collaboration with the City Narcotics Agency (BNK), School Health Business (UKS), and adolescent reproduction programs. The mental health program is not a mandatory program for puskesmas and is not a separate program, but only part of the health service program. CMHN (community mental health nursing) in the work area of the South Labuhanbatu City Health Office has not been specifically implemented but is part of PHN (Public Health Nursing) activities.

2. Method

This study uses a type of pre-experiment with a one group pretest and posttest design. The number of the research population was 150 people from several seventh grade students who had negative self-concepts. The number of samples is 16 people, using the Non Probability technique,

the instrument used is the TSCS Questionnaire whose validity has been tested by previous researchers.

3. Results and Analysis

3.1 Overview of Research Place

Madrasah Tsanawiyah Private Islamiyah Kota Pinang is one of the educational facilities in South Labuhanbatu Regency. Located at Jl.Mesjid Raya No.13. Kota Pinang District, South Labuhanbatu Regency and is a Madrasah with B Accreditation. Madrasah Tsanawiyah Swasta Islamiyah Kota Pinang, North Sumatra, was established in 1988-01-01 and has been around for 33 years. This research was conducted in Madrasah Tsanawiyah Swasta Islamiyah, Kota Pinang, North Sumatra, Medan because the Madrasah had never conducted Therapeutic Group Therapy for students at the Madrasah Tsanawiyah Private and in this research location had never conducted a self-concept study of students.

3.2 Research result

a. Demographic Data

Table 1
Frequency Distribution Based on Characteristics of Respondents

NO	Demographic Data	Amount	Percentage (%)
1	Gender		
	Man	8	50
	Woman	8	50
	Amount	16	100
2	Age		
	13	14	87.5
	14	2	12.5
	Amount	16	100

Based on Table 4.1 above, it is known that the number of respondents was 16 respondents, with male sex as many as 8 people (50%) female sex as many as 8 people (50%), with age 13 years as many as 14 people (87.5%) and age 14 years A total of 2 people (12,5%).

Table 2.
Student Self-Concept VII Prior to Therapeutic Group Therapy at the Islamic Private Tsanawiyah Madrasah, Pinang City, North Sumatra in 2021.

No	Self concept	F	%	mean	SD
1.	Low	16	100		
2.	Currently	0	0	1.97	177
3.	Tall	0	0		
4.	Amount	16	100		

Based on the table of data analysis results above, it was found that the majority of respondents before the Therapeutic Group Therapy had low self-concept, as many as 16 people (100%).

Table 3.
The self-concept of class VII students after doing Therapeutic Group Therapy at Madrasah Tsanawiyah Private Islamiyah, Pinang City North Sumatra in 2021

No	Self concept	F	%	mean	SD
1.	Low	2	12.5		
2.	Currently	14	87.5	11.176	44,703
3.	Tall	0	0		
4.	Amount	16	100		

Based on the table of data analysis results above, it was found that the majority of respondents after the Therapeutic Group Therapy had a low self-concept of 2 people (12.5) while those who had a moderate self-concept were 14 people (87.5%) and those who had a high self-concept were 0 People (0).

b. Data analysis**1) Self-Concept of Class VII Students Before Therapeutic Group Therapy Is Done**

Results of Research on Self-Concept of Class VII Students Before Therapeutic Group Therapy was Conducted at Madrasah Tsanawiyah Swasta Islamiyah, Pinang City, North Sumatra in 2021.

2) The Effect of Therapeutic Group Therapy on Improving the Self-Concept of Class VII Students.**Table 4.**

The Effect of Therapeutic Group Therapy on Improving the Self-Concept of Class VII Students of the Islamic Private Tsanawiyah Madrasah of Pinang City in 2021.

Student Self-Concept Before and After Therapeutic Group Therapy Dilakukan	mean	SD	T	p value
	8.885	35,541	-10,242	0.000

Data analysis regarding the effect of Therapeutic Group Therapy on improving the self-concept of Class VII Madrasah Tsanawiyah Private Pinang City, North Sumatra in 2021 was carried out using the Paired Test, with the average score before and after therapeutic group therapy was 8.885, with the results of the analysis obtained p value 0.000 ($p < 0.05$) which indicates that there is a significant increase in self-concept in class VII students after being given Therapeutic Group Therapy.

3.3 Discussion**a. Self-Concept of Class VII Students Before Therapeutic Group Therapy was carried out.**

This research was conducted on students who have a negative self-concept. The results of pretest data analysis with self-concept, it was found that the majority of respondents before the Therapeutic Group Therapy had low self-concept, as many as 16 people (100%). This can be seen from the attitude of respondents who are shy because their appearance is not good compared to other friends, the results of the frequency distribution of respondents by gender that respondents who are female are more shy than respondents who are male, because ideally women are more concerned about their appearance, And some respondents feel that they are not appreciated by their peers, this is based on the expressions of some respondents who feel ostracized by their friends because they have physical limitations,

The results of this study are supported by the self-concept theory of Kozier et al (2017), where there are four components that influence the self-concept to be positive or negative, namely:

1) Personal Identity

Personal identity is a conscious and continuous sensation of individuality and uniqueness that appears throughout life. Personal identity also includes beliefs and values, personality and character. Personal identity consists of real and factual identities, such as name and gender, and intangibles such as values and belief. Identity is something that distinguishes oneself from others.

2) Body Image

Body image is the way individuals perceive the size, appearance and function of the body and its parts. Body image includes the functions of the body and its parts including clothes, makeup, hairstyles, jewelry and other things that are attached to the individual. During adolescence, attention to body image is a major concern. The portrayal of the "ideal" individual by the media is an unrealistic goal for many. Individuals who have a healthy body image usually show concern about both health and appearance. Meanwhile, individuals with impaired body image may hide or not touch body parts whose structures have changed due to illness or trauma.

3) Role Performance

Role performance is a set of expectations about how individuals who occupy a certain position behave. Role performance relates what individuals do in a particular role with the behavior expected by that role. Role mastery means that an individual's behavior meets social expectations. Self-concept is also influenced by role tension and role conflict. Individuals who experience role tension are frustrated because they feel or are made to feel inadequate or unfit for a role. Role conflict arises from conflicting or inappropriate expectations. In interpersonal conflict, individuals have different expectations about a particular role. For example, a grandmother may have different expectations from a mother regarding how she should raise their children.

4) Pride

Self-esteem is an individual's assessment of his self-worth, that is, how his standards and appearance compare with the standards and appearance of others and with his own ideal. There are two types of self-esteem, namely general self-esteem and specific self-esteem. General self-esteem is how much an individual likes himself as a whole. Specific self-esteem is how much an individual accepts a certain part of himself. If a person's self-esteem does not match his ideal self, there is a decrease in self-concept.

Respondents' self-concept in this study can be influenced by four components of self-concept Kozier et al (2017). In accordance with the stage of development, namely adolescents with an age range of 12-17 years. Adolescence is an important age where physical and mental development occurs so that adjustments are needed in forming new attitudes, values and interests.

b. Self-Concept of Class VII Students After The Therapeutic Group Therapy dilakukan

The results showed that the respondents' self-concept after the Therapeutic Group Therapy was mostly positive. The results of data analysis showed that after the Therapeutic Group Therapy the respondents had a low self-concept of 2 people (12,5) while those who had a moderate self-concept were 14 people (87.5%) and those who had a high self-concept were 0 people (0) . The ability of adolescent self-development has increased so that it can have a significant influence in increasing the ability of adolescent self-development. This can be seen from the answers of respondents who chose more Most of the incorrect statements "I often feel awkward", "I am nobody" and "I feel my family doesn't trust me".

According to Kozier (2010), self-concept is an individual's mental image. A positive self-concept is important for an individual's mental and physical health. Individuals who have a positive self-concept are better able to develop and maintain interpersonal relationships and are more resistant to psychological and physical illnesses. may happen throughout his life. The way an individual views himself affects his interactions with others. This is in accordance with the results of the pretest which shows that students with negative self-concepts are still difficult to socialize with their peers. Respondents in this study showed positive changes in self-concept after being given the opportunity to develop their abilities, especially in the learning process. This is in line with Kozier's (2010) statement that self-concept is also influenced by role tension and role conflict. Individuals who experience role tension are frustrated because they feel or are made to feel inadequate or not suitable for a role. Role is a set of expectations about how individuals who occupy a certain position behave. Role performance relates what individuals do in a particular role with the behavior expected by that role. Role mastery means that individual behavior meets social expectations.

Likewise in this study, Therapeutic Group Therapy provides opportunities for students to develop their own abilities to exchange ideas about a problem a group of people who feel interacted with each other and have some similarities, both in terms of age, thinking patterns, interests or other things. This is in accordance with the opinion of Santrock (2007) that Therapeutic Group Therapy functions as an emotional source, to express self-expression and identity. When entering early adolescence, the amount of time in their daily activities is mostly used to interact with their peers. The things experienced by these teenagers are about sharing information about interesting things from interests, hobbies, lifestyles and others which of course tend to be fun.

c. The Effect of Therapeutic Group Therapy on Improving the Self-Concept of Class VII Students of Private Madrasah Tsanawiyah, Pinang City, North Sumatra in 2021.

The results of data analysis showed that at the pretest there were 16 people (100%) who had low self-concept, while at the posttest there were 2 people (12.5%) while those who had moderate self-concept were 14 people (87.5%) and Those who have a high self-concept 0 People (0). So that there is a significant increase in self-concept, which means that there is an effect of therapeutic group therapy on improving the self-concept of seventh grade students of Madrasah Tsanawiyah Private, Pinang City, North Sumatra in 2021 with a p value of 0.000 ($p < 0.05$). From these data we can conclude that therapeutic group therapy has an influence on increasing students' self-concept.

According to Keye and Pidgeon, (2013), the positive results obtained if people have good resilience are alleviation of the negative effects of stress, improvement in adaptation, development of effective coping skills so that the self-efficacy of children can increase. According to Murphey, (2013), adding that the characteristics of humans who have high resilience are: tend to be easygoing and easy to socialize, have good thinking skills (traditionally called intelligence, which also includes

social skills and the ability to judge things), have people around who support them. , have one or more talents or strengths, believe in themselves and believe in their ability to make decisions and have spirituality or religiosity. The results of this study are in accordance with the results of research conducted by Hasanudin (2019) showing that Therapeutic group therapy significantly improves self-concept through the family's cognitive and psychomotor abilities in providing stimulation for early childhood development. Therapeutic group therapy has the opportunity to increase cognitive and psychomotor abilities by 45.5% and 38.5% after controlling for other factors, and families who receive therapeutic group therapy have significantly higher abilities than the group that does not receive therapeutic group therapy.

According to Santrock (2007) in many teenagers, how they are seen by their peers is the most important aspect in their lives. Even teenagers will do anything, to be included as a member. For those who do not follow the rules of the group will be ostracized and mean stress, frustration, and sadness. In this study, it was shown that the opportunity given to students to express their feelings and show their abilities was proven to improve self-concept. Respondents feel valued and are also able to respect others. Respondents also interacted well with fellow group members so that there was no longer any sense of shame, hesitation and fear in expressing themselves.

3.4 Research limitations

Although this research has been designed and carried out based on scientific research guidelines/methods, this is not without its shortcomings and limitations. Limitations in this study are:

- a. The limitation is that the time span between the Therapeutic Group Therapy intervention and the post-test self-concept assessment is too short (1 day) so that it does not describe self-concept stabilization as the effect of the given intervention.
- b. The existence of research limitations using research questionnaires has not been able to describe the true self-concept of adolescents.
- c. The number of respondents is very minimal, because seeing the conditions during a pandemic like this it is not possible to carry out large group activities.

4. Conclusions

Based on research conducted on the effect of Therapeutic Group Therapy on improving the self-concept of Class VII students of Madrasah Tsanawiyah Swasta Islamiyah Kota Pinang, North Sumatra in 2021 on 16 respondents, the following conclusions can be drawn:

- a. The self-concept of class VII students before the Therapeutic Group Therapy was carried out for Class VII students of Madrasah Tsanawiyah Private Islamiyah, Pinang City, North Sumatra in 2021, the majority were negative, as many as 16 people
- b. The self-concept of class VII students after the Therapeutic Group Therapy was carried out for Class VII students of Madrasah Tsanawiyah Private Islamiyah, Pinang City, North Sumatra in 2021, the majority were positive, as many as 14 people
- c. There is a significant effect on increasing the self-concept of seventh grade students after therapeutic group therapy for seventh grade students of Madrasah Tsanawiyah Private Islamiyah, Kota Pinang, North Sumatra in 2021 with p value 0.000 ($p < 0.05$).

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