

Group Counseling Based on the Siri Na Pacce Values Using the Reframing Technique to Improve Self-Esteem Among High School Students

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Abstrak. Penelitian ini dilatarbelakangi oleh rendahnya *self-esteem* yang dialami sebagian siswa SMA Negeri 10 Jenepono. Kondisi tersebut ditunjukkan oleh kurangnya rasa percaya diri, ketakutan dalam mengemukakan pendapat, serta kecenderungan memandang kemampuan diri secara negatif yang dapat menghambat perkembangan akademik dan sosial siswa. Penelitian ini bertujuan untuk mengetahui pengaruh bimbingan kelompok berbasis budaya Siri' na Pacce dengan teknik reframing terhadap peningkatan *self-esteem* siswa. Penelitian ini menggunakan pendekatan kuantitatif dengan metode kuasi eksperimen dan desain *Non-Equivalent Control Group Design*. Sampel penelitian berjumlah 20 siswa kelas XI yang terdiri atas 10 siswa pada kelompok eksperimen dan 10 siswa pada kelompok kontrol. Teknik pengumpulan data menggunakan skala *self-esteem* dan observasi. Data dianalisis menggunakan uji *Independent Sample t-test* dengan bantuan IBM SPSS Statistics. Hasil penelitian menunjukkan bahwa bimbingan kelompok berbasis budaya Siri' na Pacce dengan teknik *reframing* berpengaruh signifikan terhadap peningkatan *self-esteem* siswa, yang ditunjukkan oleh nilai signifikansi sebesar $0,000 < 0,05$ serta peningkatan rata-rata gain score kelompok eksperimen sebesar 25,5 poin. Berdasarkan hasil tersebut, dapat disimpulkan bahwa bimbingan kelompok berbasis budaya Siri' na Pacce dengan teknik *reframing* efektif dalam meningkatkan *self-esteem* siswa. Kebaruan penelitian ini terletak pada integrasi nilai kearifan lokal Siri' na Pacce dalam layanan bimbingan kelompok untuk meningkatkan *self-esteem* peserta didik.

Abstract. This study was motivated by the low self-esteem experienced by some students at SMA Negeri 10 Jenepono. This condition is characterized by a lack of self-confidence, fear of expressing opinions, and a tendency to perceive their own abilities negatively, which may hinder students' academic and social development. This study aimed to examine the effect of Siri' na Pacce culture-based group guidance with the reframing technique on improving students' self-esteem. The study employed a quantitative approach using a quasi-experimental method with a *Non-Equivalent Control Group Design*. The sample consisted of 20 eleventh-grade students, comprising 10 students in the experimental group and 10 students in the control group. Data were collected through a self-esteem scale and observation and were analyzed using an independent samples *t-test* with the assistance of IBM SPSS Statistics. The results showed that Siri' na Pacce culture-based group guidance with the reframing technique had a significant effect on improving students' self-esteem, as indicated by a significance value of $0.000 < 0.05$ and an average gain score increase of 25.5 points in the experimental group. Therefore, it can be concluded that Siri' na Pacce culture-based group guidance with the reframing technique is effective in improving students' self-esteem. The novelty of this study lies in the integration of Siri' na Pacce local wisdom values into group guidance services to strengthen students' self-esteem.

Key word: Self-esteem; Group Guidance; Siri'na Pacce; Reframing Technique.

INTRODUCTION

Adolescence is a developmental phase characterized by various physical, social, emotional, and psychological changes. At this stage, individuals face complex developmental tasks, such as forming a sense of self, achieving emotional independence, developing healthy social relationships, and accepting themselves as they are (Wulandari & Wijayanti, 2023). Sakinah, Habibi, & Miftahurrahmi, (2024) also explain that adolescents' success in fulfilling their developmental tasks is greatly influenced by how they view and value themselves. Mas'ud, Slamet, & Darajat (2024) further note that one of the psychological aspects playing a crucial role in the process of adolescent self development is self-esteem.

Self-esteem is an individual's evaluation of themselves that reflects the level of appreciation, acceptance, and confidence in their own abilities (Nopitasari & Nursalim, 2026). Individuals with high self-esteem tend to exhibit self-confidence, optimism, the ability to face challenges, and more positive social relationships. Conversely, individuals with low self-esteem tend to view themselves negatively, feel worthless, give up easily when facing difficulties, and experience obstacles in their social and academic development (Pahlevi & Oktavia, 2024). Zhao et al. (2021) explain that low self-esteem can cause students to doubt their own abilities, reduce their motivation to learn, and result in lower academic achievement..

The issue of self-esteem among adolescents is becoming an increasingly important concern. Various studies indicate that many students struggle to accept and value themselves due to social pressures, academic demands, and a tendency to compare themselves to others (Ganny & Indarwati, 2026). Ariyanti et al. (2023) and Mizan & Uce (2025) also note that individuals who feel worthless and incompetent tend to withdraw from social settings, struggle to manage negative emotions, and are more vulnerable to psychological stress. This condition is further exacerbated by the phenomenon of social media use, which allows adolescents to constantly engage in social comparison with others perceived as superior. Liu, Kvintova, and Vachova (2025) explain that the tendency toward upward social comparison can lower self-esteem and trigger feelings of inferiority in adolescents.

The phenomenon of low self-esteem was also observed at Jenepono State High School No. 10. Based on preliminary observations and interviews with guidance and counseling teachers, it was found that some students exhibited symptoms of low self confidence, fear of expressing their opinions in public, a tendency to give up easily when facing academic difficulties, and a habit of frequently comparing themselves to peers they perceive as superior. These findings were reinforced by the results of a questionnaire survey, which showed that the majority of students still fall into the low-to-moderate self esteem category. This situation highlights the need for intervention efforts that can help students develop a more positive and realistic self-assessment.

One service that can be used to help improve students' self-esteem is group counseling (Mandiri, Hidayat, & Novianty, 2024). Group counseling provides students with the opportunity to learn through group interaction, share experiences, offer mutual support, and develop a more positive understanding of themselves. Zamzanah and Yusra (2023) explain that group counseling has a significant impact on helping students understand themselves, improve their social skills, and develop positive attitudes toward themselves and their environment. Through group dynamics, students have the opportunity to learn from the experiences of other group members, allowing the process of change to occur more effectively. Group counseling is an effective service for boosting self-esteem. Through group dynamics, students have the opportunity to develop their abilities, interests, talents, and positive values. In addition to helping individuals overcome various problems they face, this service also plays a role in optimizing their potential so that students can develop more fully (Yusuf & Harahap, 2024).

However, the effectiveness of group guidance services is determined not only by the methods used but also by the alignment of the services with students' social and cultural characteristics. Latif et al. (2023) state that guidance and counseling services that disregard students' cultural backgrounds have the potential to create cultural bias, thereby making the service's objectives less effective. Therefore, integrating local cultural values into guidance and counseling services is one strategy that can be implemented to enhance the meaningfulness of these services for students (Daulay, Suhaili, & Firman, 2025). This aligns with the perspective of Wahyuni et al. (2023), who argue that

cultural values or interaction patterns developed through a culturally-based strategic approach have proven highly effective in enhancing individuals' self-management skills.

In the context of Bugis-Makassar society, one cultural value that remains alive and thriving is "Siri' na Pacce." "Siri'" is understood as a concept encompassing self-respect, honor, integrity, and moral responsibility, while "Pacce" embodies the values of empathy, solidarity, social concern, and a strong sense of humanity. Atjana et al. (2025) explain that the value of Siri' plays a role in shaping individuals' awareness to maintain their dignity and honor through positive behavior. Meanwhile, the value of Pacce encourages individuals to care for others and build harmonious social relationships (Ardi & Az Zahra, 2024). Both values are closely linked to the aspects that shape self-esteem specifically, the dimensions of significance, competence, influence, and virtue, as outlined by Coopersmith (1967).

The integration of the Siri' and Pacce values into group counseling services is believed to help students develop a more positive self-image. Through the Siri' value, students are encouraged to recognize their potential, responsibilities, and self-worth. Meanwhile, through the Pacce value, students gain experiences of social support, empathy, and acceptance from group members, which can strengthen their sense of self-worth. Fadilah et al. (2025) state that the Pacce value contributes to creating a supportive social environment that can reduce demeaning behavior and enhance respect for both oneself and others.

To support a more effective process of internalizing these cultural values, techniques are needed that can help students change their perspective on various negative experiences that have influenced their self-assessment. One technique that can be used is reframing. Reframing is a technique within the cognitive approach that aims to help individuals reinterpret an experience or event from a more positive, rational, and adaptive perspective (Nuroini et al., 2025).

Through this technique, students can identify their negative thoughts and then replace them with a more constructive perspective, thereby increasing their self-esteem. Previous research has shown that the reframing technique is effective in helping individuals transform negative thought patterns into more positive and adaptive ones

(Zahidah et al., 2026). Other studies have also demonstrated that integrating local cultural values into counseling services can enhance the relevance and effectiveness of these services because they are better aligned with students' characteristics (Hidayah et al., 2023). However, research that specifically integrates Siri' na Pacce values into group counseling services using reframing techniques to improve students' self-esteem remains very limited. Most previous studies have focused solely on applying local cultural values in character development or on using reframing techniques in isolation, without combining them with local cultural values.

Given these circumstances, there is a research gap that requires further investigation: few studies have examined the effectiveness of Siri' na Pacce-value-based group counseling combined with reframing techniques in enhancing students' self-esteem. Therefore, this study was conducted to examine the effect of Siri' na Pacce-value-based group counseling combined with reframing techniques on improving students' self-esteem at Jeneponto State High School 10. The results of this study are expected to contribute to the development of Guidance and Counseling services based on local wisdom that is relevant to students' characteristics, as well as to serve as an alternative intervention for improving students' self-esteem.

METHOD

This study employed a quantitative approach using a quasi-experimental design with a pretest-posttest Non-Equivalent Control Group Design. The study aimed to examine the effect of Siri' na Pacce value-based group counseling using reframing techniques on the improvement of students' self-esteem. The study involved two groups: an experimental group that received the treatment group counseling based on the values of Siri' na Pacce using the reframing technique and a control group that did not receive the treatment. Both groups took pretests and posttests to determine changes in self-esteem levels before and after the treatment (Pandang & Anas, 2019).

The study was conducted at Jeneponto State High School No. 10. The study population consisted of 11th-grade students with low self-esteem levels based on the results of the self-esteem scale distribution. Of the 85 11th-grade students, 40 were

classified as having low self-esteem and were designated as the study population. The research sample consisted of 20 students, comprising 10 students in the experimental group and 10 students in the control group. Proportional random sampling was used, and the sample was then divided into the experimental and control groups. The research design used can be illustrated as follows.

Table 1. Research Design

Group	Pretest	Treatment	Posttest
Eksperiment	O ₁	X	O ₂
Control	O ₃	–	O ₄

Notes:

O₁ = pretest for the experimental group

O₂ = posttest for the experimental group

O₃ = pretest for the control group

O₄ = control group posttest

X = Siri' na Pacce values-based group counseling using the reframing technique

Data collection techniques used a self-esteem scale and an observation sheet. The self-esteem scale was developed based on the aspects of self-esteem proposed by Coopersmith (1967), which include significance, power, competence, and virtue, using a four-point Likert scale with the following response options: Strongly Agree (SS), Agree (A), Disagree (D), and Strongly Disagree (SD). The observed aspects included students' active participation in group activities, their ability to express opinions, their involvement in the reframing process, interactions among participants, and participation at each stage of the service. The observational data were analyzed descriptively by calculating scores and the percentage of implementation for each aspect; these were then used as supporting data to describe the quality of service delivery and to strengthen the interpretation of research results obtained from the self-esteem measurement. Before being used in the study, both instruments first underwent validity and reliability testing. The validity test results showed that all 24 items on the self-esteem scale were valid and suitable for use as research instruments. Furthermore, the reliability test yielded Cronbach's Alpha value of 0.700, indicating that the instrument has a good level of reliability.

Data collection was conducted by administering a pretest to the experimental and control groups, followed by the implementation of Siri' na Pacce values-based group counseling using the reframing technique in the experimental group. After all counseling sessions were completed, both groups were given a posttest to determine changes in the students' self-esteem levels. The research data were analyzed using descriptive and inferential statistics with the aid of IBM SPSS Statistics. Before hypothesis testing was conducted, the data were first tested for normality and homogeneity. Hypothesis testing was performed using an independent samples t-test at a significance level of 0.05 to determine the difference in self-esteem improvement between the experimental and control groups.

RESULTS AND DISCUSSION

The 11th-grade students at Jeneponto State High School No. 10 are students with varying levels of self-esteem. Based on the results of the self-esteem scale administered to all 85 11th-grade students, 40 students were found to fall into the low self-esteem category. This indicates that there are still students who have a less-than-positive self-image, lack confidence in expressing their opinions, and tend to doubt their own abilities. Based on the results of the scale distribution, 20 students who met the research criteria were subsequently selected as the sample.

Based on the research objective—to examine the effect of Siri' na Pacce value based group counseling using the reframing technique on students' self-esteem—the research sample was divided into two groups: an experimental group and a control group. The experimental group consisted of 10 students who received Siri' na Pacce value-based group counseling using the reframing technique, while the control group consisted of 10 students who did not receive the intervention. Both groups were administered pretests and posttests to determine changes in self-esteem levels before and after the intervention was administered.

Table 2. Pre-test and Post-test Results for Research Subjects in the Experimental Group

No	Respondent	Pre-test	Category	Post-test	Category	Description
1	AG	32	Very Low	60	Moderate	Increasing
2	AN	50	Low	70	High	Increasing
3	FZ	49	Low	76	High	Increasing
4	FTR	51	Low	82	High	Increasing
5	IA	60	Moderate	89	Very High	Increasing
6	IR	38	Very Low	63	Moderate	Increasing
7	MI	58	Moderate	84	Very High	Increasing
8	MSG	45	Low	74	High	Increasing
9	MAM	49	Low	68	High	Increasing
10	MFS	41	Low	62	High	Increasing
Amount		473		728		
Average		47,3		72,8		

Based on the pretest and posttest results for the experimental group of 10 students, all students showed an increase in their self-esteem scores after participating in the Siri' na Pacce values-based group counseling using the reframing technique. In the pretest results, 6 students (60%) were in the low category, 2 students (20%) were in the moderate category, and 2 students (20%) were in the very low category. Meanwhile, the posttest results showed an improvement in self-esteem categories: 2 students (20%) were in the very high category, 5 students (50%) were in the high category, and 3 students (30%) were in the moderate category. Additionally, all students in the experimental group experienced an increase in their self-esteem scores, with an average gain score of 25.5. These results indicate that students who received the Siri' na Pacce values-based group counseling service using the reframing technique experienced an increase in self-esteem after participating in the entire series of service activities.

Table 3. Pre-test and Post-test Results for Control Group Research Subjects

No	Respondent	Pre-test	Category	Post-test	Category	Description
1	AP	43	Low	47	Low	Increasing
2	US	43	Low	46	Low	Increasing
3	AM	56	Moderate	62	Moderate	Increasing
4	DA	49	Low	47	Low	Decreasing
5	HA	51	Low	55	Moderate	Increasing
6	IR	47	Low	48	Low	Increasing
7	IS	57	Moderate	60	Moderate	Rising
8	MAN	58	Moderate	67	Moderate	Increasing
9	MRS	38	Very Low	40	Low	Increasing
10	MRA	34	Very Low	38	Very Low	Increasing
Amount		476		510		
Average		47,6		51,0		

Based on the pretest and posttest results for the control group of 10 students, the change in self-esteem scores was relatively smaller compared to the experimental group. In the pretest results, 5 students (50%) were in the low category, 3 students (30%) were in the moderate category, and 2 students (20%) were in the very low category. Meanwhile, in the posttest results, 5 students (50%) were in the low category, 4 students (40%) were in the moderate category, and 1 student (10%) was in the very low category. Of the 10 students in the control group, most experienced only a relatively small increase in their scores, and one student experienced a decrease in their score. The average gain score for the control group was 3.4. These results indicate that the increase in self-esteem in the control group was not as significant as the increase observed in the experimental group. After collecting the pretest and posttest data from the experimental and control groups, the next step was to test the hypothesis using an Independent Samples t-test to determine the difference in self-esteem improvement between the experimental and control groups following the intervention.

Based on the pretest and posttest results for the experimental and control groups, a difference in the increase in self-esteem between the two groups was observed. However, to determine whether this difference was statistically significant or merely due to chance, a hypothesis test was conducted using an independent samples t-test. This test was used to compare the mean increases in self-esteem between the experimental group, which received Siri' na Pacce-based group counseling using reframing techniques, and the control group, which did not receive the intervention. The results of the hypothesis testing are presented in Table 4.

Table 4. Results of the Independent Samples t-test

Independent Samples Test						
		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	Sig. (2-tailed)	Mean difference
Self Esteem	Equal variances Assumed	2.282	.148	13.738	.000	22.10000
	Equal variances not asumed			13.738	.000	22.10000

Based on the results of the independent samples t-test in Table 3, a significance value of 0.000 was obtained, which is less than 0.05. These results indicate that there is a significant difference in the increase in self-esteem between the experimental group and the control group after the intervention. Thus, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected, proving that Siri' na Pacce value-based group counseling using the reframing technique is effective in improving the self-esteem of 11th grade students at Jeneponto State High School 10.

The difference in the increase in self-esteem between the experimental group and the control group indicates that Siri' na Pacce value-based group counseling using the reframing technique has a more effective impact compared to services that do not use this intervention. Students who participated in the intervention in the experimental group demonstrated changes in how they view themselves; they became better able to recognize their strengths, more confident in social interactions, and more optimistic in facing various situations encountered in the school environment and daily life. In contrast, the improvement observed in the control group was relatively lower because the students did not receive a service specifically designed to help enhance self-esteem.

The increase in self-esteem in the experimental group indicates that group counseling services provide students with opportunities to learn through positive social interactions (Nduru, 2024). In group activities, students have the opportunity to share experiences, express opinions, listen to the experiences of other members, and receive support and constructive feedback. This situation helps students understand that every individual has strengths and weaknesses that can be accepted as part of who they are. Through these experiences, students begin to develop a more positive and realistic self-assessment, thereby increasing their confidence in their own abilities. These findings align with Armila's (2021) research, which states that group counseling services are effective in enhancing self-esteem.

In addition to being influenced by group dynamics, the increase in self-esteem is also influenced by the application of reframing techniques, which form the core of the approach provided by Nuroini et al. (2025). Reframing techniques help students identify the negative thoughts and beliefs that have long influenced how they view themselves.

These findings align with research by Gemilang (2022), which showed that reframing techniques in group counseling can help students recognize and change negative self-perceptions. Through the reframing process, students are encouraged to revisit experiences they perceive as weaknesses or failures from a more positive and rational perspective. Consequently, students no longer view themselves as incapable individuals but rather as individuals with the potential to grow and improve. This shift in thinking is one of the factors contributing to an increase in students' self-esteem.

The findings of this study align with the research by Zahidah et al. (2026), which showed that reframing techniques effectively help individuals transform negative interpretations of their experiences into more adaptive and constructive ones. The results of this study explain that the shift in mindset brought about by reframing can help individuals build a more positive self-perception. Similar findings were also reported by Nuroini et al. (2025), who stated that reframing can help individuals develop healthier ways of thinking, thereby leading to increased self-esteem. The consistency of these research findings indicates that a shift in mindset is a key factor in the development of positive self-esteem.

The success of the intervention in this study was also influenced by the integration of the Siri' na Pacce values into the group counseling process. The siri' value teaches the importance of maintaining self-respect, honor, and responsibility toward oneself. These values encourage students to realize that every individual possesses dignity that must be preserved and respected. Meanwhile, the pacce values teach empathy, solidarity, and care for others, enabling students to build more positive social relationships with their surroundings. Through the internalization of these two sets of values, students not only learn to change negative thought patterns, but also learn to value themselves as individuals of worth who play a role in social life.

The findings of this study support the results of the research by Anjana et al. (2025), which explain that the values of Siri' na Pacce play an important role in the formation of self-identity, self-esteem, and healthy social relationships. These findings are also consistent with the research by Hidayah et al. (2023), which found that the integration of local culture into counseling services can enhance the meaningfulness of

those services because they are more closely aligned with students' life experiences. Thus, the use of Siri' na Pacce values in this study serves not only as a cultural context but also as a source of values that reinforces the cognitive change process facilitated through reframing techniques. This aligns with the findings of Wicaksono (2025), who noted that integrating local wisdom into guidance and counseling services is an effective strategy for instilling relevant cultural values and fostering students' culturally aware character.

Furthermore, the results of this study indicate that Guidance and Counseling services that utilize local wisdom have the potential to produce more contextual and sustainable change. These findings support the views of Latif et al. (2023) and Zamoni et al. (2024), who state that counseling approaches based on local culture tend to be more relevant to students' backgrounds and life experiences, making them easier to accept and apply in daily life. In this study, students not only learned to transform negative thought patterns into more positive ones but also gained an understanding of cultural values that promote self-respect and care for others.

The novelty of this study lies in the integration of reframing techniques with the values of Siri' na Pacce in group counseling services to enhance students' self-esteem. Previous studies generally examined the effectiveness of reframing techniques or the utilization of local culture separately, whereas this study combines both within a single service model. This integration results in a more contextual approach that aligns with the cultural characteristics of the students, so that the changes that occur are not limited to the cognitive aspect but are also reinforced by the cultural values that are alive in the students' environment (Qisthi, Maghfiroh, & Ulwiyah, 2025).

The findings of this study contribute to the development of Guidance and Counseling science, particularly in the development of services based on local wisdom. In practical terms, the research results can serve as an alternative for Guidance and Counseling teachers in designing services that not only focus on cognitive change but also utilize local cultural values as a source of psychological reinforcement for students. Thus, Guidance and Counseling services can be implemented in a more contextual, meaningful, and developmentally appropriate manner for students.

CONCLUSION

This study demonstrates that group guidance based on the Siri' na Pacce values, combined with reframing techniques, has a positive effect on improving the self-esteem of 11th-grade students at Jeneponto State High School 10. The implementation of group guidance services integrated with reframing techniques helps students transform negative self-perceptions into more positive ones, thereby enhancing their selfconfidence, self-esteem, and belief in their own abilities. The integration of Siri' na Pacce values into the counseling process also strengthens the effectiveness of the intervention by providing a cultural foundation closely aligned with students' lives, making the process of change more meaningful and contextual. The findings of this study indicate that the utilization of local wisdom in Guidance and Counseling services can serve as an effective alternative to support students' personal development, particularly in the area of self-esteem. Therefore, Guidance and Counseling teachers are advised to develop services that integrate local cultural values in accordance with students' characteristics, while future researchers may examine the application of Siri' na Pacce-based group guidance using reframing techniques across different educational levels, student characteristics, or other psychological variables to expand upon these findings and advance the field of Guidance and Counseling.

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