



INNOVATIVE: Journal Of Social Science Research

Volume 3 Nomor 6 Tahun 2023 Page 4258-4268

E-ISSN 2807-4238 and P-ISSN 2807-4246

Website: <https://j-innovative.org/index.php/Innovative>

## The Effectiveness of Group Guidance to Develop A Positive Body Image For High School Students

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### Abstrak

Istilah "citra tubuh" menggambarkan bagaimana seseorang merasakan, berpikir, dan mempersepsikan tubuhnya. Semuanya tergantung pada bagaimana perasaan seseorang terhadap tubuhnya dan seberapa baik atau buruknya mereka merawat dirinya sendiri. Tujuan dari penelitian ini adalah untuk menguji dan mengevaluasi seberapa baik bimbingan kelompok di SMA Negeri 62 Jakarta meningkatkan body image positif siswa. Desain eksperimen kuasi kelompok pre-test-post-control non-ekuivalen adalah metodologi penelitian yang digunakan. Siswa kelas sebelas di SMA Jakarta berpartisipasi dalam penelitian ini. Metode purposive sampling digunakan untuk proses pengambilan sampel. Kuesioner body image yang telah melalui uji validitas dan reliabilitas digunakan untuk mengumpulkan data. Statistik nonparametrik uji Mann-Whitney U digunakan untuk menganalisis data. Temuan penelitian menunjukkan bahwa bimbingan kelompok dapat membantu siswa mengembangkan citra tubuh yang positif (Sig.(2-tailed)=0).

Kata Kunci: *Citra tubuh, teori citra tubuh Cash, bimbingan kelompok dalam intervensi*

## Abstract

The term "body image" describes how someone feels, thinks, and perceives their body. It all comes down to how someone feels about their body and how well or poorly they take care of themselves. The aim of this study is to examine and evaluate how well group guidance at SMA Negeri 62 Jakarta improves students' positive body image. A non-equivalent pre-test-post-control group quasi-experimental design is the research methodology employed. Students in the eleventh grade at Jakarta's Senior High School participated in this study. Purposive sampling methods were used for the sampling process. A body image questionnaire that has undergone validity and reliability testing is used to collect data. The Mann-Whitney U test's nonparametric statistic was used to analyze the data. The study's findings demonstrate that group guidance can help students develop a positive body image (Sig.(2-tailed)=0).

Keyword: *Body image, Cash's theory of body image, group guidance in intervention*

## INTRODUCTION

Physical appearance is the most important representation that is seen from a person. As a result, everyone aspires to have an attractive body, also known as the ideal body. The perfect body that everyone aspires to is known as the ideal body, or as we like to refer to it, "body goals" (Bestiana, 2012). Teenagers are people who worry a lot about their appearance and the appearance of an ideal body, according to Hasmalawati (2017). Teenagers will therefore feel more confident and superior to their peers when they have an ideal body (Claudia & Marnelly, 2016).

Talk about Regarding the ideal body, the standard for the ideal body in our society is getting progressively irrational. As a result, he develops excessive opinions and perceptions of his physical appearance, which may hinder his ability to accept his physical appearance (Bestiana, 2012). People compare their physical attributes to ideal standards set by their culture and environment, which shapes their perception of their bodies (Rochelle & Hu, 2017). Adolescence is a common time when people develop the habit of comparing themselves to others (Santrock, 2014). This results from teenagers adjusting to their social groups and their surroundings as well as their peers. Teenagers who are involved in social interactions start to understand the value of appearance, which causes them to pay more attention to it. Teenagers also frequently criticize their own appearance.

The effect of globalization, which brings about change and unfiltered standards of life from many countries, is dissatisfaction with one's body image. In an era where social media is indispensable and plays a significant part in daily life. The ideal physical standards that are created in the culture in which people live have an impact on everyone's mental and emotional health. Men's ideal bodies are described as slim, muscular, stocky, tall, and fit,

whereas women's ideal bodies are described as thin, white skinned, curvaceous, strong, and healthy (Strandbu & Kvalem, 2014).

Social media platforms like Facebook, Instagram, and TikTok have a significant impact on the information that is shared about body image. Every day, they feature content and pictures of people, including celebrities, who are thought to have the perfect body type (Aristantya & Helmi, 2019). The use of social media is on the rise every day, particularly in light of the COVID-19 pandemic. According to the Hoot Suite (We are Social) report's findings, Indonesians are using the internet more than they did a year ago. There will be 204.7 million internet users worldwide in 2020, which equates to 73.7% of the total population. There will be 86.7% Instagram users and 81.3% Facebook users in 2022. In contrast, 82% of Facebook users and 80% of Instagram users in 2019 indicated a notable increase in social media use (Andi. Link, 2020). An increase in student discontent has been made possible by the increased use of social media during the pandemic.

There needs to be improvement because there are still a lot of students who have a negative body image, according to reports from various research studies. According to Hendarini's (2018) research findings, up to 51.5% of students have a negative body image. bolstered by research findings by Wiranatha & Supriyadi (2015), which revealed that the majority of high school students in Denpasar had negative body image conditions, with a percentage of 50.4%, meaning they did not view their bodies in accordance with expected ideal standards. Additionally, 31% of 175 students in Nursya'bani's research (2020) had a negative body image, indicating that nearly a third of students are unhappy with their physical appearance. 92 students, or 61% of the 151 students in the class XI at SMA Negeri 62 Jakarta for the academic year 2021–2022, were in the positive category, and 59 students, or 39% of the students, were in the negative category, according to a preliminary study. This indicates that while the majority of students at this school have a positive body image, many still do not.

Students who have a negative body image may experience adverse mental conditions as they grow and develop. According to Sari's (2017) research, students' ability to adapt to their social environment is influenced by their body image. Findings from a number of other studies also demonstrate the impact of body image on extreme dieting, steroid use, low self-esteem, self-control, life satisfaction, and, in more severe cases, the development of body dysmorphic disorder (BDD) (Smolak, 2011; Eisenberg, 2017; Sari, 2017). If this situation is allowed to persist, the students may experience more severe issues. Depression is one of the long-term consequences of having a negative body image (Goldfield, Moore, Henderson, Obied, & Flamement, 2010). In order to stop more serious issues from

developing, an educational program and intervention services are required. Offering guidance and counseling services in schools is one of the interventions that can be used to promote positive body image.

The purpose of guidance and counseling services is to assist students in realizing their potential and completing more ideal developmental tasks. In Permendikbud 111 of 2014 it is stated that "The general purpose of guidance and counseling services is to help students/counselees to achieve maturity and independence in their lives and carry out their developmental tasks which include aspects of personal, social, learning, career as a whole and optimally" . In keeping with Yusuf's (2017) assertion that the goal of guidance and counseling in schools is to support students in realizing their full potential and internalizing the values that are important to them. As a result, alternative forms of support such as guidance and counseling can be employed to help students develop a positive body image while they are in school.

#### RESEARCH METHOD

This study uses quasi-experimental techniques and quantitative research methodology. The Non-Equivalent Pretest-Posttest Control Group was the study's design. The purpose of this design is to ascertain how group counseling affects students' perceptions of their bodies. There was a control group and an experimental group in this study. First, pretests were administered to both groups to determine the baseline state of their body image. Following the pretest, five sessions of group counseling were provided to the experimental group, while the control group received no treatment at all. A posttest was administered to both the experimental and control groups following the completion of all treatments. The purpose of the posttest was to ascertain the students' ultimate state of body image following treatment. The following is an illustration of the Non-Equivalent Group Pretest-Posttest Design.

Table 1

Non Equivalent Group Pretest-Posttest Research Design

|         |    |    |    |
|---------|----|----|----|
| Group 1 | O1 | X  | O2 |
| Group 2 | O3 | X1 | O4 |

(Wiersma, 1995)

Information:

Group 1 : Control Group

Group 2 : Experimental Group

O1 and O3 : initial measurement of student body image (Pretest)

O2 and O4 : final measurement of student body image (Pretest)

X : not given treatment

X1 : treatment with group guidance

The source of the data for this study was class XI students of SMA in Jakarta who were aged of 16-17 years. Several factors were taken into account when selecting these students as research subjects, including: 1) High school students' bodies are still changing due to their ongoing growth and development as teenagers. 2) Being able to accept physical conditions and use their bodies effectively is one of the developmental goals of adolescence. 3) Students frequently experience body dissatisfaction and discomfort with their physical appearance. The preliminary study that used the body image questionnaire shows this. The findings indicate that SMA in Jakarta students' body image needs to be improved. Purposive sampling was the method used for sampling. Purposive sampling involves taking specific criteria into account in order to decide how many samples need to be examined. The goal of purposeful sampling is to ensure that the samples chosen accurately reflect the population in order to draw conclusions that provide a population estimate.

Data were gathered using a body image questionnaire that included the following: Appearance evaluation, Appearance orientation, Body area satisfaction, and Self-classified weight (Cash & Pruzinsky, 2002). The MNSQ Ideal Value, ZSTD Ideal Value, and Pt. Measure Corr were used to assess the validity of the instrument using the Rasch modeling Winsteps application (Sumintono & Widhiarso, 2014). 35 of the 43 items that were given to the students were valid, and the remaining 8 were invalid. We kept the invalid items and used the valid ones for this investigation. Additionally, the instrument's reliability is measured using Alpha Crombach's value, which yielded a very high category value of 0.90.

To find out how well group guidance worked at improving students' positive body image, data analysis was done. Non-parametric statistical tests, such as the Mann-Whitney U Test, were used to analyze the data. The average pretest and posttest scores between the experimental group and the control group were also compared in order to analyze the data.

## RESULT AND DISCUSSION

### RESULT

The following table displays the findings from the data analysis done to address the research question.

Table 2  
Results of the Effectiveness Test

|                  | Asymp. Sig. (2-tailed) | $\alpha$ | Keterangan |
|------------------|------------------------|----------|------------|
| <i>Post Test</i> | 0.000                  | 0.05     | Signifikan |

As can be seen in Table 3,  $H_0$  is rejected because the posttest's significance value (Asymp. Sig., 2-tailed) is 0.000, less than 0.05. As a result, the test results indicate that students in the experimental group and those in the control group had different body images. We can draw the conclusion that group counseling helps students at school have a more positive body image.

Analysis was also done to compare the average scores on the pretest and posttest for the experimental group and the control group in order to corroborate the previously mentioned data. The table below displays the data.

Table 3  
The outcomes of comparing the experimental and control groups' pretest and posttest mean scores

| Group      | <i>Pretest</i> | <i>Posttest</i> | Category |
|------------|----------------|-----------------|----------|
|            | Average        | Average         |          |
| Experiment | 78.9           | 117.8           | Positive |
| Control    | 79.8           | 88.4            | Negative |

Table 4 displays the experimental pretest average, with the control group falling into the negative category. After receiving five sessions of group guidance therapy, the experimental group's posttest average score rose and entered a positive category. Although the students' average scores improved for the control group as well, they remained in the negative range. We can draw the conclusion that group counseling helps students feel better about their bodies.

The experimental group's improved body image is visually represented below.

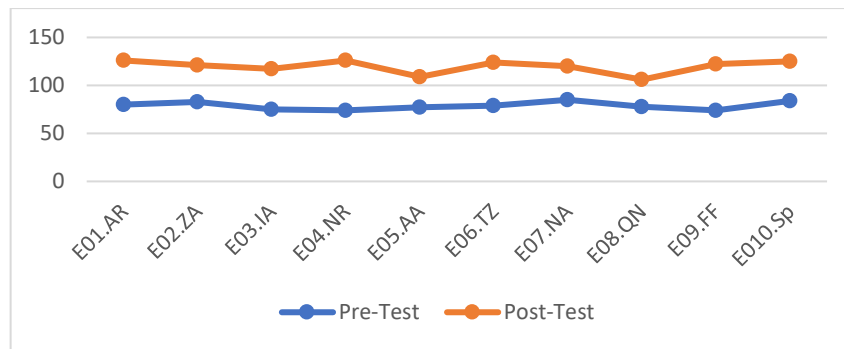


Chart 1

Students in the Experimental Group's Better Body Image

## DISCUSSION

Teens start noticing their physical appearance during puberty because they are different from before due to the physical changes that occur in specific areas. According to Santrock (2003), adolescence is a time when an excessive concern for body shape arises. Teenagers' bodies and physical attributes play a significant influence in the development of body love in both their own and other people's perspectives (Amalia, 2007). Teenagers aim to achieve their ideal body image, and one goal in doing so is body image. Teenagers are, however, hindered by factors that impact body image in their quest to realize their ideal body.

Cash (2012) argues that peer pressure, family, peers, and cultural socialization all play a role in how a person forms their body image. Adolescents who experience positive family and peer support, positive interpersonal relationships within the social environment, and socio-cultural support are more likely to have a positive body image. These factors can result in two different perceptions regarding the body image of adolescents. Teenagers tend to have a negative body image, on the other hand, if they receive poor support from peers, parents, the media, the social environment, and social culture. According to Aristantya & Helmi (2019), people who experience positive reinforcement from their environment are less likely to worry about unfavorable opinions from the outside world.

The study's findings indicate that a significant number of students continue to have unfavorable opinions about their physical appearance. Group guidance was used in this study in an effort to assist students in escaping their self-defeating ideas about their bodies. As a component of counseling and guidance services, group guidance can assist students in realizing their full potential by putting them in a group setting (Romlah, 2001). Group services can be used as a means of information transfer and decision-making support for students, which is anticipated to positively influence the development of a

positive body image. When people are conscious of their mental capacity, they can cultivate and apply it to overcome issues pertaining to unfavorable body image. Group guidance is used to assist students in exploring ideas and emotions that they have never previously expressed. After attending group counseling, students are better able to identify their areas of weakness and accept the way their bodies look, which gives them more confidence to express it.

Based on the data analysis, it appears that student body image is generally rising. The average pretest and posttest scores show an increase, and the findings are noteworthy. Additionally, the examination of students' daily journals following group guidance revealed a shift in the way group members were evaluated on their physical appearance.

The findings of earlier studies, including those of Fazriah et al. (2017), concerning group counseling using a body image cognitive behavioral therapy approach to improve student body image, are supported by the present study. Through group guidance, students can show courage in expressing their appearance by exploring their feelings about body appearances that they are unable to express. This research aims to support students in this process. This study thus demonstrates how group counseling influences improving one's body image.

This study differs from earlier studies in that it is structured as group counseling aimed at enhancing students' body image; its application is tailored to the circumstances and requirements surrounding students' body image at school. Group guidance services involve facilitating discussions and showing inspirational videos to students, which can boost their confidence in their physical appearance. At a time when teenagers' perceptions of their physical appearance are greatly influenced by the media. Adolescents frequently make comparisons between their appearance and that of celebrities they follow on social media. The selection of video as the medium tries to convey to the group members that the media can show much more than just physical attractiveness. Members can also pick up problem-solving techniques from the characters in the video.

A number of factors contributed to the success of this intervention in improving the students' body image. The first is the circumstances surrounding the guidance's implementation. These circumstances and conditions include the group members' and counselors' preparedness for activity participation, as well as the students' internet connection, surroundings, and physical state. Good-humored group members and counselors will demonstrate that things are going smoothly. Additionally, in order to assess the success of the intervention, researchers also consider the traits of the group members.

Sulisowati (2020) describes the traits of group members in group guidance as people who are honest, fearlessly voice their opinions, and highly motivated to find solutions to their problems. Throughout the activity, study participants expressed their opinions in an open and proactive manner. This demonstrates their commitment to finding solutions for their body image issues. Finally, the accuracy of the approaches and techniques employed will determine how well the intervention improves body image.

Group guidance is a type of preventive, curative, and convenience-oriented help that people receive in a group setting as they develop and mature (Nurihsan, 2006). The goal of group guidance is to assist students in healing from or overcoming obstacles that stand in the way of their potential development. Because they receive support from one another, group guidance gives each member the will to change. Thus, group counseling gives people the chance to work through issues on their own.

## CONCLUSION

The majority of students who received the group guidance intervention saw a shift in their average score and category from negative to positive, according to the findings of the statistical analysis. This demonstrates how group counseling services affect students' ability to have a positive body image. As a result, even though the group guidance intervention in this study has changed students' attitudes and perspectives, it hasn't yet changed how they behave when it comes to how they feel about their bodies.

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