
EFFECTIVENESS PROBLEM SOLVING TECHNIQUES THROUGH GROUP GUIDANCE SERVICES TO PREVENT SELF-INJURY BEHAVIOR IN ADOLESCENTS

Fadira Al Mefa¹, Ahmad Syarqawi²

¹²Universitas Islam Negeri Sumatera Utara; Indonesia

Correspondence email; fadira0303202021@uinsu.ac.id

Submitted: 06/01/2024

Revised: 16/03/2024

Accepted: 23/05/2024

Published: 24/07/2024

Abstract

This research aims to determine the effectiveness of problem-solving techniques through group guidance services in preventing self-injury in adolescents. The research method used is quantitative with a pre-experiment, one-group pretest, and posttest design. The data used in this research are primary and secondary. Secondary data was obtained from documentation, while primary data was obtained through a questionnaire with a Likert scale. The population of this study was class VII at MTs Islamiyah Hessa Air Genting, with as many as 63 people. The number of samples was eight people who had self-injury in the very high and high categories. The sampling technique uses a purposive sampling technique. The data analysis technique for testing the hypothesis uses the Wilcoxon Signed Ranks Test with an asymp significance value, Sig (2-tailed) of 0.012 (<), from a significance level of 0.05. This means that problem-solving techniques through group guidance services effectively prevent self-injury behavior in teenagers.

Keywords

Group Guidance, Problem Solving, Self-Injury.



© 2024 by the authors. Submitted for possible open access publications under the terms and conditions of the Creative Commons Attribution-NonCommercial 4.0 International License (CC BY NC) license (<https://creativecommons.org/licenses/by-nc/4.0/>).

INTRODUCTION

An important aspect of human life is education. Education is a series of learning for students so that they can understand that the environment of individuals influences education and can produce lasting changes in behavior, thoughts, and attitudes. Education is seen not only as a way to plan the future but as a way of living in the present (Rahmat, 2014). Individuals can develop reasoning power to solve every problem they face through education. Education is an important foundation for students and society in optimizing potential and achieving better self-quality (Widodo & Nursalim, 2023). Students enter adolescence at the educational level, especially Madrasah Tsanawiyah (MTs).

In Latin, adolescence means growing towards maturity. Adolescence is usually a transition period between childhood and adulthood, ages 12 to 21. At this time, teenagers enter a period full of turmoil. Developmental tasks during adolescence must be completed. If individuals do not fulfill age-appropriate developmental tasks, then the next stage of development can be disrupted, causing problems in adolescents. This is because teenagers are unstable in controlling their emotions. Teenagers will face problems to control themselves (Diananda, 2019).

Adolescents are entering a vulnerable age period. Each stage of adolescent development has its own problems. Various kinds of problems with oneself and others will be encountered during adolescence. Teenage problems sometimes become problems that cannot be handled, so many teenagers do negative things that endanger themselves (Purnomo et al., 2024). Teenagers' inability to solve problems creates stress and pressure, which creates negative emotions. If teenagers experience negative emotions, it can lead to behavior that will harm them, such as self-injury.

Self-injury is included in the *Non-Suicidal Self-Injury* (NSSI) category, which means the act of intentionally injuring the body without having the intention of committing suicide. *Self-injury* is an act carried out intentionally by injuring oneself without having the aim of committing suicide. For *self-injurers*, this method is the right alternative for venting negative emotions (Rukmana, 2021). It can be concluded that *self-injury* is an act of hurting oneself that is done intentionally as a way to vent emotions. *Self-injury* behavior is as follows: (1) Scratching, pinching with nails and using other sharp objects until bleeding occurs and marks on the skin ; (2) Cutting, tearing, carving symbols on body parts; (3) Banging and hitting yourself until you get bruised and bleeding (conscious if you hurt yourself) ; (4) Biting parts of the body until they bleed and leave marks on the skin ; (5) Pulling hair vigorously, plucking eyelashes and eyebrows to hurt oneself ; (6) Deliberately preventing

wound healing; (7) Burning the skin; and (8) Implanting objects into the skin. The purpose of *self-injury* is to vent the negative emotions that individuals are experiencing. These negative emotions include sadness, disappointment, and sorrow. Usually, individuals who commit acts of self-injury are caused by family factors, such as lack of parental love, violence, parental divorce, and so on, as well as individual factors, such as psychological influences and personality (Tanthawi, 2023).

World Health Organization (2018) states that *self-injury* is the second highest cause of death rates in the 18-29 year age range throughout the world. World Health Organization (2022) states that *self-injury* and suicide are the second highest factors causing death in the age range 15 - 29 years. As many as 703,000 people a year are estimated to commit suicide worldwide. Therefore, *self-injury* requires deeper attention, especially during adolescence.

Riza et al. (2019) state that (1) Basically, students who commit *self-injury* are caused by family problems; (2) Before carrying out *self-injury*, the perpetrator feels hurt, sad, and disappointed, then after acting, the perpetrator feels calm as if he did not feel anything from the behavior that has been carried out; (3) The perpetrator commits *self-injury* when alone, and (4) Slashing the wrist with a sharp object is a form of *self-injury behavior* that is commonly carried out. Faried et al. (2019) stated that there is no correlation between introverted personality type and *self-injury behavior*. The factors that influence teenagers to commit acts of *self-injury* are not because they have introverted personalities but because of family and psychological factors. Based on this case, it can be seen that *self-injury* is not a minor problem. *Self-injury* behavior must be addressed immediately because quite a few teenagers engage in this behavior.

Based on the results of a preliminary study conducted at MTs Islamiyah Hessa Air Genting, there were students who engaged in *self-injury behavior*. Students who commit *self-injury* are generally women. They made barcodes by scratching their wrists with sharp objects, pulling their hair, hitting walls, and pinching themselves. The reason the perpetrator carries out *self-injury* behavior is because of family problems. Lack of attention from parents and family members makes perpetrators vent stress by hurting themselves. Adolescents' self-development will be problematic if they have a bad relationship with their parents. Apart from that, parental separation is also a trigger for this behavior. Perpetrators of *self-injury* feel more satisfied because they can channel their pent-up emotions. The perpetrator's view is that it is better to feel physical pain than psychological pain. Physical pain is easier to overcome than emotional pain. Physical pain can indicate that the emotional pain experienced is more real. However, this action only provides temporary calm and

cannot solve the problem.

Based on the problems above, the role of guidance and counseling teachers is very much needed in providing preventive and curative efforts against perpetrators of *self-injury*. If efforts are not made against the perpetrator of *self-injury*, it will result in negative effects, which, if the action is carried out frequently, can lead to death. The efforts provided are in the form of group guidance services. Group guidance is an activity of conveying information carried out by an expert or guidance counselor to a group of people by utilizing group dynamics to achieve certain goals (Syarqawi et al, 2022).

Group guidance has a preventive function by providing information to individuals, increasing potential, and preventing problems from arising (Suranata, 2019). Group counseling services have an important role in overcoming this problem. Not only that, group members will get a lot of information. By carrying out group guidance, individuals can be more honest and open about their problems without fear of being known by others because this service has a principle of confidentiality.

The implementation of group guidance services has several techniques. Techniques used when carrying out group guidance are group discussions, providing information, creating a family atmosphere (*homeroom*), problem-solving, simulation games, role-playing, and field trips. In this research, the researcher's focus is group guidance through *problem-solving techniques* (Irawan, 2013). *Problem-solving* is a way to find out and find efficient solutions to the problems being addressed (Kistomi, 2023). This ability is very important for teenagers to develop thinking abilities. *Problem-solving* can provide the best solution to the problems faced. The aim of *problem-solving techniques* is to guide teenagers in critical, analytical, and reflective thinking, developing reasoning power and in the process of solving problems and making the right decisions.

Based on the explanation above, it is necessary to implement group guidance services with *problem-solving techniques* to provide information and make students more honest and open about the problems they are experiencing to create problem-solving to prevent *self-injury behavior*. The implementation of this research aims to prevent *self-injury behavior* and find out how effective *problem-solving techniques* through group guidance services are to prevent *self-injury behavior*.

METHOD

Quantitative research was used in this research. Quantitative research measures and analyzes cause-and-effect relationships between different variables rather than a process. Research is seen in a value-free framework (Priadana & Sunarsi, 2021). The method used is experimental. The type of research used is pre-experiment. This experimental method was carried out to test whether the variables were effective or not. This research uses pre-experiment pretest-posttest design.

Pretest and posttest design is used so that the treatment results can be known with certainty because there is a comparison with the situation before the treatment was given (Sugiyono, 2013). This research was conducted at MTs Islamiyah Hessa Air Genting. The population in this study was 63 class VII students. The research sample was eight people. The purposive sampling technique is the technique used to take samples. Purposive sampling is a sample taken deliberately. The data collection technique uses a questionnaire. The measurement scale uses a Likert scale.

A questionnaire is a technique that contains a collection of written statements or questions that must be answered by respondents (Adawiyah et al, 2022). The Likert scale is a scale that measures attitudes, opinions, and perceptions of a person and a group of people towards certain phenomena (Abdullah et al., 2022). There are three steps taken to collect data: (1) pretest data collection, (2) implementation of problem-solving techniques through group guidance services, and (3) collection of post-test data. The data analysis technique uses the Wilcoxon Signed Ranks Test with support from SPSS statistical software.

FINDINGS AND DISCUSSION

Findings

The research results on *the pretest* collected by the researcher through a *self-injury questionnaire* on students at MTs Islamiyah Hessa Air Genting showed that students were in the "very high" and "high" categories. Eight of the 63 people who made up the research population fell into the "very high" and "high" categories. The students consisted of 7 women and one man. Following are the *pretest* results:

Table 1. Frequency Distribution of *Pretest Self-injury Categories*

Category	Score	Frequency	Percentage (%)
Very high	102-124	1	12.5
Tall	78-101	7	87.5
Low	55-77	0	0
Very low	31-54	0	0
Amount		8	100

Based on the table above shows that before being given treatment, students' *self-injury* was in the "very high" category; there was one person with a percentage of 12.5%, and there were seven students in the "high" category with a percentage of 87.5%. Furthermore, eight people who have "very high" and "high" levels of *self-injury will be provided with services*.

Researchers provide a service in the form of group guidance services using *problem-solving techniques*. Group guidance services are carried out in 4 meetings. Group guidance services aim to prevent *self-injury behavior*. A post-test was conducted after carrying out the group guidance service for four meetings, which was expected to reduce *self-injury*. Following are the *posttest* results:

Table 2. Frequency Distribution of *Posttest elf-Injury Categories*

Category	Score	Frequency	Percentage (%)
Very high	102-124	0	0
Tall	78-101	0	0
Low	55-77	5	62.5
Very low	31-54	3	37.5
Amount		8	100

Based on the results of data analysis, it was found that there was a significant reduction in students' *self-injury behavior* after receiving group guidance services using *problem-solving techniques*. After being given treatment, out of 8 people, five were in the "low" category with a percentage of 62.5%, and three others were in the "very low" category with 37.5%. In the next stage, analysis is applied using *the Wilcoxon Test Signed Ranks Test* with the help of SPSS. Here are the results:

Table 3. Wilcoxon Test Results Signed Ranks Test

Test Statistics ^a	
	<i>Posttest – Pretest</i>
Z	-2,524 ^b
Asymp. Sig. (2-tailed)	0.012

Based on the results of *the Wilcoxon test, The Signed Ranks Test* above shows obtained an asymp, Sig (2-tailed) significance value of 0.012 (<) from the predetermined significance level of 0.05. Thus, the alternative hypothesis (Ha) can be accepted. These results indicate that *problem-solving techniques* through group guidance services can effectively prevent *self-injury behavior*.

Discussion

The research results showed that *self-injury behavior* was in the "very high" and "high" categories. There are two causes of teenagers committing *self-injury*, namely family factors and individual factors. Researchers found forms of *self-injury behavior* commonly carried out by teenagers, namely scratching their hands with sharp objects, hitting walls, pulling their hair, and pinching. Fiqria (2021) states That the common forms of *self-injury* carried out are cutting, scratching sharp objects on the body until it bleeds, and burning the skin. Walsh (2007) states that slicing, scratching, and burning body parts cause scars when teenagers carry out forms of behavior.

The reason why students engage in *self-injury behavior* is usually due to high curiosity and family factors. Negative emotions experienced by students from family problems can turn into stress. . (2019) stated that students display self-injury due to curiosity and family problems. Family problems faced include parents who cannot control their emotions, divorce, and making other people's children proud. Family problems influence the actions teenagers will take to deal with them.

Family relationships have a big influence on the way teenagers express negative emotions. Teenagers choose to carry out *self-injury* because they cannot control their emotions (Chasqueira et al., 2022; Cox & Marsh, 2022). Teenagers also deliberately carry out this action to channel pent-up emotions. Kurniawaty (2012) stated the parenting and teaching patterns applied in the family play a very important role in the initial formation of *self-injury behavior*.

Self-injury is effective in reducing feelings of anxiety, anger, sadness, depression, and shame (Walsh, 2007). *Self-injury* behavior is a form of venting negative emotions resulting from the psychological pain felt by the perpetrator, which cannot be conveyed through words. Teenagers' inability to control and vent negative emotions makes them commit *self-injury* (Maidah, 2013). Teenagers try to vent negative emotions by committing acts of *self-injury*.

Teenagers who can control their emotions will not engage in *self-injury behavior*. Zhafira & Qodariah (2024) Found a positive relationship between emotional regulation and *self-injury behavior*. If emotional regulation is low, *self-injury behavior* will be high, and vice versa. Rini (2022) states that *self-injury* is carried out because of an inability to control emotions, low self-esteem, inability to find a solution to the problem being experienced, and inability to achieve something that was expected. Teenagers prefer not to be open about their *self-injury behavior* (Akpınar, 2021; Kololi et al., 2024; Rucklidge et al., 2022).

Adolescents who have low self-esteem will be vulnerable to unstable conditions and become

easily depressed. High self-esteem will create teenagers who are more confident in their abilities. Prastuti et al. (2019) state that teenagers carry out *self-injury* based on feeling worthless. This feeling of worthlessness is caused by a lack of attention from parents, inability to accept oneself, conflicts with parents and friends, failure in academic activities, and social interactions.

Guidance and counseling teachers play a crucial role in preventing self-injury behavior among students in schools. They are responsible for providing services that help students develop optimally, ensuring they grow into independent and well-rounded individuals. By fostering a supportive environment, these teachers can address various emotional and psychological challenges that students might face (Lemana II et al., 2024; Sharma et al., 2024; Wang, 2024). To combat the high levels of self-injury among adolescents, researchers have implemented group guidance services that utilize problem-solving techniques. These techniques are designed to equip students with the skills needed to cope with their issues in a healthier manner. By participating in these group sessions, students can share their experiences, learn from one another, and develop strategies to manage their emotions and behaviors effectively (Gomes et al., 2024; Jiang et al., 2024; Verona et al., 2024). The goal is to reduce the incidence of self-injury by empowering students with the tools and support they need to navigate their challenges. This collaborative approach not only addresses immediate concerns but also promotes long-term emotional well-being and resilience among students (Rad & Mirzaei, 2024; Yang et al., 2023).

Group guidance is an activity guided by the guidance and counseling teacher to provide information and lead discussions so that group members become social and achieve certain goals (Amalia & Ismanto, 2023). Group guidance services discuss various personal, social, academic, or career-related problems collectively. This approach allows participants to share experiences and insights, fostering a supportive environment. Group dynamics are crucial, as interactions among members can elicit diverse emotional reactions (Brosnan & Knapska, 2024; Huang & Gu, 2024; Zhou et al., 2024). These reactions can include empathy, understanding, frustration, or disagreement, depending on the issues discussed and the personalities involved. By listening and sharing, group members can see their problems from new perspectives, helping them find solutions and grow personally (Abadie et al., 2024; Albert et al., 2023; Fitzmaurice-Brown, 2024).

Through group guidance services, students' self-disclosure can be helped using problem-

solving techniques (Heydari et al., 2024; Tian & Yi, 2024; Zou et al., 2024). This is based on the assumption that using *problem-solving techniques* through group guidance services has various purposes. The aim is for group members to be able to speak in front of other people and dare to express opinions, ideas, suggestions, responses, and feelings. Respect other people's ideas, be responsible for opinions, restrain themselves and control emotions, know each other, and discuss common perceived problems and topics.

Thus, to overcome the problem of high levels of student *self-injury*, researchers conducted a study by conducting a treatment to reduce the high level of student *self-injury* by providing *problem-solving techniques* through group guidance services to prevent *self-injury behavior* in adolescents. Using problem-solving techniques through group guidance services can help students who have high levels of self-injury decrease, so *this group guidance service can be used to reduce the level of self-injury*.

CONCLUSION

Based on the research results, it can be concluded that before *treatment was given*, there was one person who was in the category of having "very high" *self-injury* and seven people in the "high" category. Then, after being given *treatment* to the eight people, there was a decline. A total of 5 people experienced a decrease in *self-injury* until they fell into the "low" category, and three other people also experienced a decrease *in self-injury* until they reached the "very low" category. From the data analysis obtained using the *Wilcoxon Signed Ranks Test pretest* and *posttest* obtained an asymp significance value, Sig (2-tailed) 0.012, which is smaller (<) than 0.05, indicating that the acceptance of the alternative hypothesis (Ha) is acceptable. This means that *problem-solving techniques* through group guidance services have proven effective in preventing *adolescent self-directed behavior injury*.

REFERENCES

- Abadie, A., Chowdhury, S., & Mangla, S. K. (2024). A shared journey: Experiential perspective and empirical evidence of virtual social robot ChatGPT's priori acceptance. *Technological Forecasting and Social Change*, 201, 123202. <https://doi.org/https://doi.org/10.1016/j.techfore.2023.123202>
- Abdullah, K., Misbahul, J., Aiman, U., Hasda, S., Fadilla, Z., Taqwin, Masita, Ardiawan, K. N., & Sari, M. E. (2022). Metodologi Penelitian Kuantitatif. In *Yayasan Penerbit Muhammad Zaini*. Yayasan Penerbit Muhammad Zaini.
- Adawiyah, B. Al, Suryani, I., & Syarqawi, A. (2022). Pengaruh Layanan Konseling Individu Dengan Teknik Operant Conditioning Terhadap Penanggulangan Perilaku Agresif Siswa Kelas VIII Di

- MTs Negeri 1 Deli Serdang. *Ikatan Alumni Bimbingan Dan Konseling Islam (IKABKI)*, 4(1), 42–52.
- Akpinar, A. (2021). How perceived sensory dimensions of urban green spaces are associated with teenagers' perceived restoration, stress, and mental health? *Landscape and Urban Planning*, 214, 104185. <https://doi.org/https://doi.org/10.1016/j.landurbplan.2021.104185>
- Albert, M., Scott, C. E., & Rincon, M. (2023). Can even one adult please listen to me? Rethinking the mentoring of beginning teachers by positioning secondary students as guides. *Teaching and Teacher Education*, 128, 104111. <https://doi.org/https://doi.org/10.1016/j.tate.2023.104111>
- Amalia, F., & Ismanto, H. S. I. (2023). Pengaruh Layanan Bimbingan Kelompok Dengan Teknik Problem Solving Terhadap Kecerdasan Emosional Siswa Kelas XI SMA Negeri 1 Bangsri. *JCOSE (Jurnal Bimbingan Dan Konseling)*, 5(2), 132–140. <https://doi.org/10.33084/suluh.v5i1.1309>
- Brosnan, A., & Knapska, E. (2024). Cheerful tails: Delving into positive emotional contagion. *Neuroscience & Biobehavioral Reviews*, 161, 105674. <https://doi.org/https://doi.org/10.1016/j.neubiorev.2024.105674>
- Chasqueira, A., Neves, M., Rafael, S., & Melo, A. (2022). Kub-E: An interactive design device for children with panic disorder. *International Journal of Child-Computer Interaction*, 31, 100423. <https://doi.org/https://doi.org/10.1016/j.ijcci.2021.100423>
- Cox, L. J., & Marsh, A. N. (2022). *Chapter 6 - Trauma & externalizing behaviors* (A. N. Marsh & L. J. B. T.-N. J. B. K. Cox (eds.); pp. 193–243). Academic Press. <https://doi.org/https://doi.org/10.1016/B978-0-12-818954-2.00025-0>
- Diananda, A. (2019). Psikologi Remaja Dan Permasalahannya. *Journal Istighna*, 1(1), 116–133. <https://doi.org/10.33853/istighna.v1i1.20>
- Dwianti, I. N., Rekha, R. ulianti dan, & Rahayu, E. T. (2021). Pengaruh Media Power point dalam pembelajaran jarak jauh terhadap aktivitas Kebugaran jasmani siswa. *Jurnal Ilmiah Wahana Pendidikan*, 7(4), 295–307. <https://doi.org/10.5281/zenodo.5335922>
- Fariad, L., Noviekayati, I., & Saragih, S. (2019). Efektivitas Pemberian Ekspresif Writing Therapy Terhadap Kecenderungan Self Injury Ditinjau Dari Tipe Kepribadian Introvert. *Psikovidya*, 22(2), 118–131. <https://doi.org/10.37303/psikovidya.v22i2.108>
- Fiqria, P. M. (2021). *Hubungan Antara Regulasi Emosi Dengan Kecenderungan Self Injury Pada Mahasiswa Universitas Islam Sultan Agung Semarang*. Universitas Islam Sultan Agung Semarang.
- Fitzmaurice-Brown, L. (2024). Whakarongo Mai: Listening to the views of tamariki, whānau and kaimahi within the Aotearoa New Zealand child protection system. *Child Abuse & Neglect*, 148, 106392. <https://doi.org/https://doi.org/10.1016/j.chiabu.2023.106392>
- Gomes, S. da S., Ferreira, P. da C., Pereira, N., & Simão, A. M. V. (2024). A comparative analysis of adolescents' emotions and emotion regulation strategies when witnessing different cyberbullying scenarios. *Heliyon*, 10(9), e29705. <https://doi.org/https://doi.org/10.1016/j.heliyon.2024.e29705>
- Heydari, H., Pordelan, N., Hosseinian, S., Safaei, M., & Khorrami, M. (2024). Impact of online psychological services on academic achievement and Covid-19 fear in students with addicted parents. *Emerging Trends in Drugs, Addictions, and Health*, 4, 100153. <https://doi.org/https://doi.org/10.1016/j.etdah.2024.100153>
- Huang, C., & Gu, S. (2024). Effectiveness of music therapy in enhancing empathy and emotional

- recognition in adolescents with intellectual disabilities. *Acta Psychologica*, 243, 104152. <https://doi.org/https://doi.org/10.1016/j.actpsy.2024.104152>
- Irawan, E. (2013). Efektivitas Teknik Bimbingan Kelompok Untuk Meningkatkan Konsep Diri Remaja. *Jurnal Bimbingan Dan Konseling Psikopedagogia*, II(1), 44–54.
- Irawan, L. N. F., Lesmana, S., & Wibowo, D. E. (2022). Efektivitas Bimbingan Kelompok Dengan Teknik Problem Solving Terhadap Peningkatan Self Disclosure. *Guidance*, 19(02), 99–105. <https://doi.org/10.34005/guidance.v19i02.2251>
- Jiang, A. L., Sun, K., & Qin, T. L. (2024). Unraveling the relationships among EFL teacher emotions, immunity, and teaching quality: A multilevel structural-equation modeling analysis. *System*, 124, 103356. <https://doi.org/https://doi.org/10.1016/j.system.2024.103356>
- Kistomi, J. (2023). *Berdamai dengan Quarter Life Crisis* (p. 161).
- Kololi, G., Okenwa-Vincent, E. E., & Sum, T. J. (2024). Factors influencing contact lens uptake among school-going children and teenagers with myopia attending selected eye clinics in Kenya. *AJO International*, 1(2), 100033. <https://doi.org/https://doi.org/10.1016/j.ajoint.2024.100033>
- Kurniawaty, R. (2012). Dinamika Psikologis Pelaku Self-Injury (Studi Kasus Pada Wanita Dewasa Awal). *JPPP - Jurnal Penelitian Dan Pengukuran Psikologi*, 1(1), 13–22. <https://doi.org/10.21009/jppp.011.03>
- Lemana II, H. E., Ulla, M. B., & Kohnke, L. (2024). 'TikTok for language teachers': Affordances of TikTok on teachers' identity and emotional vulnerability. *Heliyon*, e34388. <https://doi.org/https://doi.org/10.1016/j.heliyon.2024.e34388>
- Maidah, D. (2013). Self Injury in Students (Case Study of Students Perpetrating Self Injury). *Developmental and Psychology*, 2(1), 6–13.
- Prastuti, I. Y., Purwoko, B., & Hariastuti, R. T. (2019). Overview of Self-Esteem in Adolescent Behavior that do Self-Injury (Case Studies). *International Journal of Multicultural and Multireligious Understanding*, 6(3), 1017. <https://doi.org/10.18415/ijmmu.v6i3.926>
- Priadana, S., & Sunarsi, D. (2021). Metode Penelitian Kuantitatif. In *Jurnal Sains dan Seni ITS* (Vol. 6, Issue 1). Pascal Books.
- Purnomo, H., Agustin, E. A., Priliana, W. K., Robert, D., Citrawati, N. K., Yanti, R. D., Hesty, Yufdel, Heryana, N. R., Adam, Y., Warouw, H. J., Susanti, S., Ermawati, M., Setiawan, B., Yuniyanti, T. A., & Mangun, M. (2024). *Bunga Rampai Psikologi Remaja dan Permasalahannya*. PT Media Pustaka Indo.
- Putri, N. R., & Nusantoro, E. (2020). Pengaruh Harga Diri Terhadap Kecenderungan Perilaku Self Injury Pada Siswa Smp Negeri Di Kecamatan Tembalang Tahun Pelajaran 2019/2020. *JURNAL EDUKASI: Jurnal Bimbingan Konseling*, 6(2), 139. <https://doi.org/10.22373/je.v6i2.6324>
- Rad, H. S., & Mirzaei, A. (2024). Developing feedback literacy, scaffolded writing, and resilience through intervention in feedback processes for L2 writing students. *Studies in Educational Evaluation*, 81, 101354. <https://doi.org/https://doi.org/10.1016/j.stueduc.2024.101354>
- Rahmat, A. (2014). Pengantar Pendidikan Teori, Konsep, Dan Aplikasi. In *Ideas Publishing*.
- Resti, D. S., Putra, F., & Chandra, Y. (2023). Bimbingan Kelompok Teknik Problem Solving Dalam Meningkatkan Ketercapaian Tugas Perkembangan Peserta Didik Sma. *Jurnal Bikotetik (Bimbingan Dan Konseling: Teori dan Praktik)*, 7(02), 95–103.

<https://doi.org/10.26740/bikotetik.v7n02.p95-103>

- Rini. (2022). Perilaku Menyakiti Diri Sendiri Bentuk, Faktor dan Keterbukaan Dalam Perspektif Perbedaan Jenis Kelamin. *Ikra-Ith Humaniora: Jurnal Sosial Dan Humaniora*, 6(3), 115–123. <https://doi.org/10.37817/ikraith-humaniora.v6i3.2213>
- Riza, Anwar, K., & Aminah. (2019). Studi Layanan Bimbingan dan Konseling yang Dapat Mengatasi Perilaku Self Injury Pada Siswa Kelas 8 di SMP N 13 Banjarmasin. *Jurnal Mahasiswa BK An-Nur: Berbeda, Bermakna, Mulia*, 5(3), 1–5.
- Rucklidge, J. J., Blampied, F. M., Manna, L., Sherwin, A., Bagshaw, S., Mulder, R. T., & Boden, J. (2022). Protocol for a randomized placebo-controlled trial investigating the efficacy and safety of a vitamin-mineral formula targeting dysregulated emotions in teenagers: The balancing emotions of adolescents with micronutrients (BEAM) study. *Contemporary Clinical Trials Communications*, 30, 101027. <https://doi.org/https://doi.org/10.1016/j.conctc.2022.101027>
- Rukmana, B. (2021). *Faktor-faktor Penyebab Terjadinya Perilaku Self Injury Pada Mahasiswa Yang Berkuliah Di Universitas Swasta Di Kota Pekanbaru*. 1–142.
- Sembiring, A. A. L. B., & Syarqawi, A. (2023). *Pelaksanaan Layanan Bimbingan Kelompok Dengan Diskusi Untuk Meningkatkan Sikap Jujur Siswa Di Sma N 4 Tebing Tinggi*. 6(2), 102–111. <https://doi.org/https://doi.org/10.30596/bibliocouns.v6i2.15120>
- Sharma, M., Chakraborty, A., & Singh, N. C. (2024). Measuring teacher beliefs about factors that promote Classroom Social and Emotional Learning (CSEL). *Social and Emotional Learning: Research, Practice, and Policy*, 3, 100049. <https://doi.org/https://doi.org/10.1016/j.sel.2024.100049>
- Sugiyono. (2013). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabeta CV.
- Syarqawi, A., Abdillah, C. A., Rambe, F. H., Harahap, J. S., & Nasution, K. R. (2022). Pelaksanaan Bimbingan Kelompok dalam Meningkatkan Motivasi Belajar Siswa di Desa Stabat Lama. *Jurnal Pendidikan Dan Konseling*, 4, 1349–1358.
- Tanthawi, M. A. (2023). *Hubungan Kecenderungan Self Injury dengan Emotional Stability pada Remaja di Desa Aikmel Kabupaten Lombok Timur*. 1–23.
- Tian, Z., & Yi, D. (2024). Artificial intelligence based on sensor networks can be applied to student mental health support systems and crisis prediction. *Measurement: Sensors*, 32, 101056. <https://doi.org/https://doi.org/10.1016/j.measen.2024.101056>
- Verona, E., McDonald, J. B., Fournier, L. F., Brown, M. E., & Elisa Carsten, E. (2024). Adapting a Dialectical Behavior Therapy Skills Group Within a Jail Setting: Implementation Challenges and Considerations. *Cognitive and Behavioral Practice*. <https://doi.org/https://doi.org/10.1016/j.cbpra.2024.05.001>
- Walsh, B. (2007). Clinical Assessment of Self-Injury: A Practical Guide. *Journal of Clinical Psychology*, 63, 1057–1068. <https://doi.org/10.1002/jclp>
- Wang, Y. (2024). An interactive online educational environment to reduce anxiety and improve emotional well-being and critical thinking for college students. *Acta Psychologica*, 248, 104347. <https://doi.org/https://doi.org/10.1016/j.actpsy.2024.104347>
- Whitlock, J. (2009). The Cutting Edge: Non-Suicidal Self-Injury in Adolescence. *Act For Youth Center Of Excellence, December 2009*, 1–9.
- Widodo, N. A. P., & Nursalim, P. D. M. M. S. (2023). Penerapan Konseling Rational Emotive

- Behavior Untuk Mengurangi Self-Injury Pada Peserta Didik Kelas X di SMKN 1 Dlanggu Mojokerto. *BK Unesa*, 13(5), 600–606.
- Yang, M., Oh, Y., Lim, S., & Kim, T. (2023). Teaching with collective resilience during Covid-19: Korean teachers and collaborative professionalism. *Teaching and Teacher Education*, 126, 104051. <https://doi.org/https://doi.org/10.1016/j.tate.2023.104051>
- Zhafira, & Qodariah. (2024). Hubungan Regulasi Emosi dan Self Injuries Behavior Perempuan Dewasa Awal di Kota Bandung. *Bandung Conference Series: Psychology Science*, 4(1), 65–71. <https://doi.org/10.29313/bcsp.v4i1.9793>
- Zhou, S., Yi, N., Rasiah, R., Zhao, H., & Mo, Z. (2024). An empirical study on the dark side of service employees' AI awareness: Behavioral responses, emotional mechanisms, and mitigating factors. *Journal of Retailing and Consumer Services*, 79, 103869. <https://doi.org/https://doi.org/10.1016/j.jretconser.2024.103869>
- Zou, W., Tang, L., Zhou, M., & Zhang, X. (2024). Self-disclosure and received social support among women experiencing infertility on Reddit: A natural language processing approach. *Computers in Human Behavior*, 154, 108159. <https://doi.org/https://doi.org/10.1016/j.chb.2024.108159>