THE EFFECTIVENESS OF GROUP COUNSELING SERVICES A CLIENT-CENTERED APPROACH TO INCREASE THE CONFIDENCE OF STUDENTS WHO ARE VICTIMS OF BODY SHAMING

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Abstract	This quantitative research with an experimental approach aims to determine the effectiveness of group counseling using a client-centered approach to increase the self-confidence of students who are victims of body shaming at MTs 2 Medan. The study population consisted of 150 students, and the sample was taken using purposive sampling. Data was collected by performing pre-tests and post-tests before and after the group counseling sessions using the client-centered approach. The data were analyzed using the Wilcoxon Signed Rank Test with SPSS. The results showed that after the group counseling sessions, there was an increase in self-confidence among the students: 5 students experienced an increase in self-confidence to the high category, and three other students experienced an increase to the very high category. The data analysis using the Wilcoxon Signed Rank Test revealed that the sig (2-tailed) value was less than 0.05, specifically 0.011, indicating that group counseling using the client-centered technique effectively enhances the self-confidence of students who experience body shaming.
Keywords	Body Shaming, Client-Centered, Confidence, Group Counseling, MTsN 2 Medan.

INTRODUCTION

Education is an institution that improves human capabilities by motivating and facilitating learning activities to create a conducive learning atmosphere in developing the potential to achieve optimal potential. Regulation of the Minister of Education Number 20 of 2003 (article 1), namely Education, is a conscious and planned effort to create a learning atmosphere and learning process so that students can actively develop their potential to have religious spirituality, self-control, personality intelligence, noble character, and good skills needed by themselves, society, nation, and state. Law Number 35 of 2014, concerning Amendments to Law Number 23 of 2002 concerning Child Protection, also emphasizes the need to increase criminal sanctions for perpetrators of crimes against children to provide a deterrent effect and encourage concrete steps to restore children's physical, psychological, and social recovery. Victim. Or the perpetrator's children. To prevent teenage victims and criminals from becoming perpetrators, this must be done. Thus, education seeks to create a conducive learning atmosphere to develop individual potential, while the law emphasizes child protection and increased sanctions for perpetrators of crimes against children.

Students are one of the most important elements and the main subjects in the learning process. Students are individuals who undergo change and development because they are in a period of transition from childhood to adulthood or from elementary and secondary school. Meanwhile, according to Kartini Kartono, adolescence is a transition period from early childhood to adulthood, entering at approximately 10 to 12 years and ending at 18 to 22 (Albanjari, 2018). It can be concluded that students are an important element and the main subject in the learning process where a student is in a period of change from children to adults, which includes changes in social perception.

During this period, many turmoils arise in students, so they still need guidance and direction from parents and teachers to shape students' personalities and be part of the structural process of education. Students who are still teenagers are starting to show a form of concern for appearance. Students always want to appear attractive in front of their peers. This is often a difficult problem to overcome (Albanjari, 2018). It is undeniable that physical assessment is often done when meeting someone. Some physical assessments are positive, and some are negative. Negative physical assessment causes *Body Shaming*.

Body shaming Refers to the act or practice of commenting, judging, criticizing, shaming, or teasing another person because of his physical appearance, especially his weight. This happens when the person does not seem to fit their body. The beauty standards of society are because there is a certain 'perfect' figure that a person must achieve to be considered acceptable (Zainal, 2021). Body shaming is a common occurrence in junior and senior high school. The negative impacts include tension, despair, and self-doubt. Victims of body shaming struggle to conform to society's beauty standards. Discrimination and verbal abuse can occur as a result of physical humiliation (Ikmal & Holifah, 2024). Body shaming in students can lead to deep sadness and prolonged shame towards their bodies, as well as significantly lower their confidence in various aspects of life (Melizza et al., 2023). The higher the level of verbal bullying and body shaming, the lower the confidence of high school students. Therefore, it is important to reduce these negative practices to increase students' confidence (Ayu et al., 2022).

Adolescent girls more often experience body shaming, although it is not uncommon for this to be experienced by adolescent boys as well. Shape *Body-Shaming* is Included in the form of verbal bullying, namely bullying, by using insulting words to mock or mock the condition of a person's body. (Widodo & Hakiki, 2022). Simple case examples of *Body Shaming* that young women often experience include giving nicknames, black, short, fat, thin, and so on. Without realizing it, this action will affect the individual's view of himself and how others perceive him. Impact *Body-Shaming* women's psychology is quite large, ranging from feelings of embarrassment, insecurity, and stress to excessive stress, who can end up depressed and want to end their life (Fauzia & Rahmiaji, 2019). If b*ody Shaming* is done for a long time, it will cause feelings of shame, low self-esteem, and lack of confidence.

A sense of confidence does not just arise in a person. Believing in oneself is influenced by several factors that trigger body shaming: a self-concept, which is a person's view or attitude towards oneself; self-esteem, which is an assessment of oneself, physical condition, and gender. (Amri, 2018). According to (Lestari, 2019), research shows that body shaming behavior can be significantly positively correlated to victims related to the deterioration of physical health, meaning that the higher the level of *Body Shaming* In students, the more they will worsen their physical condition. Often compared to others, criticized for their appearance, this has to do with the image and ideal standards embedded in the public, and dissatisfaction with the fat or thin body shape does not meet the ideal standard.

Impact of treatment *Body-Shaming* It has a very negative effect on individuals. One of them is to give individuals a very low level of confidence. Angelis (Rochmah, 2018) argues that self-confidence is a positive attitude that allows an individual to develop a positive assessment of himself or the environment or situation he faces. Lauster defines confidence as being gained from life experiences. Self-confidence is one of the aspects of personality in the form of confidence in self-ability, optimism, objectivity, responsibility, and realism (Ghufron, M. N., & Suminta, 2010).

Previous research on body shaming in school-age students, including those written by (Hariyati et al., 2022), showed that body shaming affected self-blaming in students of SMP Negeri 27 Banjarmasin. This study found that body shaming among students of SMP Negeri 27 Banjarmasin is widespread and causes students who are victims to blame themselves. Body shaming causes the informant to examine his body, feel humiliated, worried, stressed by the conversation, and withdraw from his peers (Dewi et al., 2023). Prosocial behavior plays a protective factor in self-harm without suicide (Nonsuicidal self-injury / NSSI) of students. Trauma-related shame after childhood abuse can reduce prosocial behaviors, which can ultimately increase NSSI (Zhang et al., 2023). 49% of students have been humiliated at least once a year, and more often than not, male students (Gam et al., 2020). Body shaming is rampant among adolescents across social media. It hinders the achievement of the SDGs, i.e., to achieve what the UN proposes: good health and well-being, peace, justice, and institutions (Mustafa et al., 2022).

From the observations in class IX MTsN 2 Medan, several students experience a lack of confidence, which shows body shaming, which tends to be managed. This can be seen when asked in the future; students look shy, unsure of their abilities, always compare themselves with their classmates, and like being alone. Students who are victims of body shaming feel ashamed of their physical appearance, especially their weight and skin color with their peers, often criticize their appearance, their body parts, namely the face and skin, give a negative impression of themselves, prefer to be alone and avoid the surrounding environment for fear of being exposed to *body shaming* behavior of the people around him, feeling depressed by his body shape unlike most other students, and experiencing eating disorders.

The negative actions taken by students evidence this. When negative views and attitudes towards the quality of the abilities possessed, students perceive their body shape as something difficult to solve. Individuals with low self-confidence will not arise by themselves, but there are factors that affect it, namely internal factors and external factors. In individuals with low confidence,

the peacock is always silent, which causes a person to think irrationally, just like the feeling that everyone around him does not appreciate him, always feels blamed, and always remains silent without wanting to interact with others.

This results in the characteristics of the victim: *Body-Shaming*, becoming ashamed of themselves, not confident in their body condition, and closing themselves. This problem is because students do not have a sense of confidence. Many things can be done to increase student confidence through group counseling guidance services. Guidance and counseling provide assistance so that individuals can understand and adapt to optimize their abilities. Counseling is a process that occurs between an expert to help the individual overcome their problems (Harahap, 2021).

In guidance and counseling to overcome problems only a small part, every student has the right to receive services to optimize their potential. Group counseling guidance services can assist students. Prayitno 2014 (Harahap, 2021) explained that group counseling is a support service provided by an expert or counselor to a group of people to help them develop themselves through the implementation of different types of services and supporting activities in the learning process. Group counseling provides opportunities and encouragement for individuals considering changing their attitudes and behaviors to harmonize with their environment. In the results of group counseling in the form of conclusions and various understandings, more importance is given to the process of change that occurs due to the role of group dynamics. The goal to be achieved in group dynamics is the personal development of all participants through changes and deepening of students' problems. Meanwhile, group activities are techniques in group counseling that provide opportunities for each student to understand the mind and develop a sense of responsibility. The purpose of group counseling is so that students can discuss and understand the problems experienced by several subjects (students) through group dynamics.

One of the efforts to increase the confidence of students who are victims of body shaming is by providing group counseling services with a client-centered approach. Carl R. Rogers developed the approach of Client-Centered Therapy. Approach *Client-centered therapy can help students determine important problems that exist in them and help them determine solutions to problems that occur* to achieve an effective life themselves (Hasni, 2021). Approach *Client-centered* is a type of counseling approach that can help students grow their potential. It is used to train individuals experiencing difficulties to reveal that they are human beings, valuable people, important people, and people who have positive potential with unconditional acceptance (*unconditional positive regard*). The main goal of this

approach is to achieve independence and self-integration, as well as proper and correct deeds.

Based on the background of the problem, the researcher was interested in a study entitled "The Effectiveness of Group Counseling Services with *a Client-Centered* Approach to Increase the Confidence of Students Victims *of Body Shaming*."

METHOD

This study uses a quantitative approach with an experimental method. According to (Sugiyono, 2018), Experimental research methods can be interpreted as research methods used to determine the influence of certain treatments on others under controlled conditions. It can be understood that experimental research is carried out by providing treatment to the research subjects. The research design used is a *Pre-experimental design* with a design model *one group Pretest-Posttest design*. The design of one group pretest and posttest is carried out to one group if there is a group *Control* or comparators. In this design, a pretest is given before the researcher provides treatment in the form of techniques Client Centered on students, and a posttest is given after the researcher provides technical treatment *Client Centered* on students. Thus, the treatment results can be known to be more accurate because they can be compared with the state before it was given *treatment*. The design of this study can be described as follows:

Table 1. *One-group Pretest-posttest Design*

Pretest	Treatment	Posttest
O1	X	O2

Information:

O1: Value *pretest* (The first measurement of students' confidence level before group counseling is carried out with the approach *Client Centered*).

X: Treatment (implementation of group counseling services with an approach to *Client-Centered*).

O2: Value *posttest* (the second measurement of students' confidence level after being given group counseling services with the approach *Client Centered*).

This research was conducted at MTs Negeri 2 Medan for the 2024 school year at Jalan Peratun No. 3, Kenangan Baru, Percut Sei Tuan District, Deli Serdang Regency, North Sumatra. It is held from February to March. Quantitative data can be measured and calculated directly regarding information or explanations in the form of numbers or statistics (Purwono et al., 2019). Primary data is obtained directly from research sources (Pramiyati et al., 2017). This study uses primary data

sources derived from measuring the confidence of students who experience *body shaming.*

The population in this study is all students of grade IX (Nine), totaling 150 students consisting of class IX[1] (31 students), IX2 (29 students), IX3 (35 students), IX4 (28 students), IX5 (27 students) with a total of 150 students. With a sample of 8 (eight) people taken by students with low confidence. Sampling was carried out using *the purposive sampling* technique: students with low confidence. The *purposive sampling technique* is a technique for determining samples with certain considerations.

The data collection technique used in the quantitative approach in this study was carried out using a scale with a Likert model. Validity is data that can be trusted to be true following reality. Valid means that the scale can be used to measure what it is supposed to measure (Sugiyono, 2018). The instrument was first tested in other classes to measure the confidence of students who experienced Body-Shaming confidence measurement scales that professionals' judgment has previously tested. *As many as 50 students were* assisted by using the SPSS 23 program.

In the research of the results of the trial and obtained the results of 30 statements, there were 19 valid items and 11 invalid items. Then, the result of the measurement of realism was obtained at 0.631, which is reliable. The data analysis method in this study uses nonparametric statistical analysis. The analysis used in this study is the *Wilcoxon Signed Rank Test*, a comprehensive nonparametric test analyzing the significance of the difference between two paired data on the ordinal scale but not normally distributed (Sugiyono, 2018). The basis for making decisions to accept or reject the Wilcoxon signed rank test and the results of the score are *significant. Sig* (2-*taled)* by 0.005 is smaller (<) than 0.05. The validated confidence scale questionnaire determines the scale score category to obtain samples with very low confidence before being given client-centered services.

The hypothesis that will be tested in this study is to answer the question: is there a difference in student confidence in MTs Negeri 1 Medan before and after being given counseling services? To answer this question, the hypothesis constructed is as follows:

- **H1:** There is a difference in student confidence in MTs Negeri 1 Medan before and after being given counseling services.
- **H0:** There is no difference in student confidence in MTs Negeri 1 Medan before and after being given counseling services.

This study aims to evaluate the effectiveness of counseling services provided to students at

MTs Negeri 1 Medan in increasing their confidence. In this context, counseling services are expected to have a positive impact on the development of student confidence.

FINDINGS AND DISCUSSION

Findings

The results of the study showed that in the *pretest* conducted by the pre-research through the confidence scale obtained by the confidence scale, the confidence data of the students who were victims *of body shaming* was in the low category. The results can be seen in the table below:

Table 2. *Pretest* Distribution Frequency of Student Confidence Category

Score	Category	Pretest	
		F	%
Very high	83 – 95	0	0%
Tall	67 – 82	0	0%
Keep	51 - 66	0	0%
Low	35 – 50	8	100%
Very low	19 – 34	0	0%
Sum		8	100%

After being given *group* counseling treatment four times, respondents were given the same scale as the scale at the time of taking *the pretest*. The results of *the Posttest* scale of treatment can be seen in the following table:

Table 3. *Posttest* Frequency Distribution of Confidence Category

Score	Category	Posttest	
		F	%
Very high	83 – 95	3	37%
Tall	67 - 82	5	63%
Keep	51 - 66	0	0%
Low	35 – 50	0	0%
Very low	19 - 34	0	0%
Sum		8	100%

A data analysis test was carried out to find out the difference in the confidence condition of students who experienced body shaming before and after receiving group counseling services with a client-centered approach. Using *the Wilcoxon signed ranks test*. The results of the Wilcoxon signed ranks test can be seen in the following table:

Table 4. *Wilcoxon* Signed Rank Test Results

	Postest - Pretest
Z	-2.530b
Asymp. Sig. (2-tailed)	0.011

The table above shows the results of the Wilcoxon test where the probability of asymp is high. *Sig (2-tailed)* 0.011 is less than (<) 0.05, then H0 is accepted, so it can be concluded that group counseling services with *a client-centered approach* are effective in increasing the confidence of students who experience *body shaming*.

Discussion

Table 2 shows that before getting the treatment of group counseling services with *Client-Centered*, student confidence was in the low category, with a presentation of 100%, consisting of 8 (eight) students. From the results, *Pretest* 8 respondents were included in the low category as a sample for *treatment* in group counseling *Client-centered.* Based on the data of Table 3 above, after being given the counseling services of the approaching group, Client-Centered experienced the condition of confidence of the victim students. *Body Shaming* significantly increased. Judging by the results of the *Posttest,* The confidence score in the "Very High" category reached 37% with a total of 3 students, while the score in the high category reached 63% with a total of 5 students.

From the results obtained through the test *Wilcoxon, it turns out that there is a difference between* before and after the service is given. Lauster revealed that confidence can be seen in its manifestation (Rini Risnawati & Ghufron, 2022). Data *pretest* shows that there is a lack of confidence in the *Body-Shaming* victim's students Seen from several aspects, namely: First, self-belief in ability, which is a person's positive attitude towards himself that understands what he is doing (Malik, 2023). These results align with the research (Alawiyah, 2019; Choi, 2013; Kane, 2018), that the informants experienced such behavior as *Body Shaming and had or evaluated* themselves negatively until the individual did not have Self-esteem and confidence in their ability to be positive; the informant experienced various negative impacts due to negative self-confidence. As a result of self-confidence, such as experiencing stress and affecting aspects of life (Bahufite et al., 2023; Guo et al., 2024)

Second, optimism is a positive attitude that a person views as responding to everything about himself, his abilities, and his expectations for others. I agree with this (Rahmawati & Zuhdi, 2022) argue that the informant or student who has experienced *body shaming* cannot respond to the shame of the body. Third, the objective is to look at someone who can see the problem using existing facts and not based on their perception. Researchers found the results of a study that revealed that

informants who experienced *Body Shaming* could see the problem with the facts that happened to them. (Alini & Meisyalla, 2021) Revealed that the informant who experienced *Body-Shaming* preferred to be alone at home rather than with his friends. This is due to insecurity (Laxton, 2017; Lehna, 2015; Oktafiani et al., 2022).

Fourth, responsibility is the ability and willingness of the individual to be given to himself and bear all the consequences that will be accepted. (Zhafirah, & Dinardinata, 2020) Shows that the informants who experienced *Body Shaming* were unable to meet the demands imposed on them by the environment around them, resulting in low self-esteem, which results in a decrease in mastery of thinking skills in solving problems that occur to themselves and are unable to analyze their thoughts (Gilbert, 2014; Ratto Vaquer, 2023). Fifth, rational and realistic is the analysis of problems, events, and various uses of reasoning following the existing truth. According to the opinion (Rahmawati & Zuhdi, 2022), Revealing what the informant experienced about the treatment of *Body Shaming* will be able to think in real situations. Thus, the informant will be able to appreciate and give appreciation about what is happening to his own body. A person who experiences body shaming will feel inferior to other friends who meet the ideal body shape standards (Aslam, 2022; Maro, 2022; Murphy, 2018).

From the results of the victim's student confidence indicator *Body Shaming* After being carried out, the results *post-test* can show that the aspect of self-ability confidence is the highest aspect, where self-ability confidence is a person's positive attitude about himself, he can seriously do what he does. This is in line with the opinion (Komariyah & Nuryanto, 2020), that students who have confidence they will have confidence in their abilities and that they have some strength in themselves to achieve success in their abilities (Bramante, 2015; Green et al., 2022; Hong et al., 2019).

Providing Group Counseling Services to Address the Problem of Low Student Confidence *Body-Shaming Victims* The research conducted the *treatment* to increase the confidence of victim students *Body Shaming* by providing group counseling services using client-centered services*.* (Komariyah, S., & Nuryanto, 2020; Stenov, 2018; Wunderlich et al., 2023) He stated in his research that group counseling services using *client-centered therapy can* direct their behavior to develop feelings, thoughts, perceptions, insights, attitudes, and the ability to communicate and socialize by having good self-management (Wulandari & Suwarjo, 2022). This can be strengthened by the results of previous research, where *posttest* Results of providing treatment in the form of group counseling services with a *Center* showed an increase in the confidence of *Body-Shaming* victim students

(Dertavitian, 2020; Joseph, 2023; Nieforth & Craig, 2021). In this study, three students had a confidence level in the "very high" category, and five students had a confidence level in the "high" category. Based on these results, it can be concluded that group counseling using a client-centered approach effectively increases the confidence of victim students *Body-Shaming* grade IX at MTs Negeri 2 Medan for the 2023/2024 academic year.

CONCLUSION

Based on the study using the Wilcoxon Signed Rank Test results, there was a significant difference in student confidence in MTs Negeri 1 Medan before and after being given group counseling services with *client-centered techniques.* Before counseling services were provided, students' confidence was in the low category. After receiving services, there was a significant increase where some students reached the "high" category, and others achieved the "very high" category in confidence. These results show that this client-centered counseling service effectively increases the confidence of students who experience *body shaming*.

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