

## How does group counselling increase the self-confidence of adolescent survivors of sexual violence

Yulia Tri Nugrahaini

Universitas 17 Agustus 1945, Jl Sunter Permai Raya, Jakarta 14350, Indonesia

[yuliatrinugrahaini.bohay@gmail.com](mailto:yuliatrinugrahaini.bohay@gmail.com)

\* Corresponding Author.

*Received: 22 July 2021; Revised: 12 September 2021; Accepted: 16 December 2021*

**Abstract:** The level of self-confidence of survivors of sexual violence needs to get proper attention and treatment. This study aims to determine the effectiveness of group counselling in increasing self-confidence in adolescent sexual violence survivors in Surabaya. The data collection tool used is a self-confidence scale. The subjects of this study were 5 (five) teenagers who had experienced sexual violence and had received psychosocial assistance from the Hotline Surabaya Foundation and the Embun Surabaya Foundation. The research design used is the One Group Pretest-Posttest Design. The analytical method used is the Wilcoxon non-parametric data test. The results showed that group therapy effectively increased self-confidence in adolescent survivors of sexual violence with a significance of  $p=0.021$  ( $p<0.05$ ).

**Keywords:** Group Counseling, Self-confidence, Sexual Violence

**How to Cite:** Nugrahaini, Y. T. (2022). How does group counseling increase the self-confidence of adolescent survivors of sexual violence. *Psychology, Evaluation, and Technology in Educational Research*, 4(1), 36-43. <https://doi.org/10.33292/petier.v4i1.116>



### INTRODUCTION

The case of sexual violence against children has been increasing and multiplying in the big cities throughout Indonesia. According to the Unit Head of Women and Children Protection, the Resort Police Department of Surabaya Ipda Tri Wulandari, since 2019, sexual violence alone has been increasing with approximately 65 – 70 cases. Then, in 2020 there were approximately 100 cases. Even in 2021, the number of cases has been more than 100 cases, and most of the victims are underage children. In relation to these findings, many factors influence the high rate of sexual violence in Surabaya. Of all these factors, the most prominent ones are related to the neighbourhood: home, circle of friendship, school, and alike (Salman & Kurniati, 2021).

The results of a study by Zareen (2020) show that the factors of an unsafe environment will provide significant negative predictors for the academic performance of Pakistani adolescents. Due to the unsafe environment for the adolescents who go to their schools on foot, they often suffer from unusual activities or abuses and such situations impact the academic performance of these adolescents due to fear and being threatened. In this regard, environment-related factors are very significant in supporting the optimum development of the children by means of the Child-Friendly City Movement. Therefore, through such a movement that has been implemented in Surabaya, it is expected that the rate of sexual violence against both children and adolescents can be decreased.

Similarly, Masitoh et al. (2016) study show that most adolescents still commit high-risk or deviating relationships. The percentage of deviating behaviours in relationship commitment has been dominated by adolescents who think it is natural for them to hug their date, kiss their date, and even spend time alone with their date, leading to the occurrence of sexual violence. Adolescents with high-risk behaviors are influenced by reproductive health knowledge, exposure to pornography, influence from peers, gender, and parents' educational background.

The sexual violence that adolescents suffer from has several mental, physical, and social impacts. The mental impacts that have resulted are, for example, depression, restlessness, self-harming, nightmare, post-traumatic stress, and suicidal encouragement. Then, the physical impacts that might take place are namely unwanted pregnancy, exposure to sexually transmitted diseases, and abortion.

Last but not least, the social impacts that can also appear to the surface are having difficulties trusting other people, frequently performing self-isolation, and even being afraid of committing intimate relationships with other people (Amarilisya, 2021).

The Municipal Government of Surabaya City has activated the Integrated Service Centre of Women and Children Protection or also known as P2TPA, which stands for *Pusat Pelayanan Terpadu Perlindungan Perempuan dan Anak*, and has also established networks with other institutions that focus on the issues of sexual violence, especially the ones which victims are children and adolescents. Through this Integrated Service Centre, the victims of sexual violence will have assistance and will take shelter in the P2TPA, the Hotline Foundation Surabaya, or the Embun Foundation. Then, the victims will be provided with counseling from both the experts and the social workers, such as doctors or psychologists who partner with each institution.

According to Lyness, sexual violence against children includes touching or kissing the sexual organs of the children, raping the children, displaying porn items/media, showing genitals to the children and alike (Maslihah, 2006). In almost every case of sexual violence disclosed, the perpetrators have been the close associates of the survivors or the ones who have dominance over the victims, such as parents and teachers. One of the subjects within the study, a 17 years old female adolescent from the City of Surabaya, says that she suffered from sexual violence committed by her school principal in December 2019. According to her information, this case of sexual violence has made her ashamed of herself, helpless, and inferior to her friends. Due to the incident, the female adolescent decided to resign from her vocational high school.

Based on the results of observation and counseling at the early screening that has been performed individually toward the subjects in the Embun Foundation Surabaya, one of the foundations that focus on the treatment of sexual violence victims in the city, it is found that 5 out of 15 survivors of sexual violence display the symptoms such as being ashamed of themselves, being silent for most of the time, being terrified, being awkward, and unwilling to share their feeling or their identity. On this occasion, the survivors of sexual violence will tend to be more vulnerable to a crisis of self-confidence.

According to Triwijati (2007), many factors underline why the survivors of sexual violence have difficulties identifying and admitting the sexual violence they have experienced. These factors are: (1) being confused (not understanding how to describe what has happened to themselves); (2) being ashamed of themselves; (3) being blamed by other people and being positioned as the “culprit” due to several attributions such as clothing manner, lifestyle, and open personal life instead of investigating the perpetrator of the sexual violence; (4) blaming themselves; (5) being underestimated (being unable to admit that they are the survivors of sexual violence or having the feeling that they should have stopped the sexual violence from happening); (6) being denial (not willing to admit that the sexual violence has happened); and (7) minimizing or performing defence mechanism (telling themselves that “it is not a big deal,” “I am just way too sensitive,” or “I am a timid person”).

The lack of self-confidence within an individual will cause the individual to less trust the capacity that he or she has and to close themselves even more from other people. As has been explained by Thantawy (2005), self-confidence refers to the mental or psychological conditions that strongly encourage an individual to perform an action. Similarly, Widjaja (2016) argues that self-confidence refers to the belief that an individual has in being able to behave in accordance with his or her desire or expectation. Suppose an individual does not have any sense of self-confidence. In that case, many problems will appear to the surface since self-confidence is an aspect of personality that serves to actualize the potentials that an individual has. Indeed, self-confidence can be considered as an aspect of personality that has been shaped through the interaction between an individual and his or her surroundings. Thus, the absence of self-confidence within individuals can lead to difficulties in developing the potential within possession and being complete individuals with societal life (Rifki, 2008).

Numerous techniques can be deployed in order to boost self-confidence among adolescent survivors of sexual violence. With regards to the statement, one of the techniques that have been frequently implemented is group counseling. Group counseling refers to an interpersonal process that has been established dynamically and centered on the conscious mind and behavior. According to Latipun (2010), group counseling is one of the counseling types that benefit the assistance of a group in providing feedback and learning experiences. On the contrary, according to Hastuti and Winkel (2006), group counseling is a special form of counseling service, namely an interview done by a

professional counselor with several people who have been assigned into a small group together at the same time. Despite the various definitions, the process of group counseling has the following therapeutic characteristics: (1) having flexible discovery of mind and feeling; (2) being truth-oriented; (3) being self-open toward the in-depth feelings that have been experienced; (4) showing mutual trust; (5) showing mutual care; (6) showing mutual understanding; and (7) showing mutual support. These counselees can mutually benefit the atmosphere of interpersonal communication within the group in order to improve the understanding and the acceptance of the life values and all life objectives, as well as to learn and eliminate certain attitudes and behaviors (Jacobs et al., 2015).

The results from several studies have also shown the success of group counseling implemented to boost self-confidence among adolescents. For example, one of these studies finds that group counseling that benefits the REBT approach is able to boost the self-confidence of children who fall victim to violence (Siahaan, 2020). Then another study has also found that group counseling has been effective in boosting the self-confidence of junior high school students (Imro'atun, 2017). Furthermore, the results of a study by Siswadi and Ulumudin (2018) show that the implementation of group counseling has been very helpful to the students in boosting their self-confidence. The results of a study by Ekasari et al. (2021) show that the CBT-based group counseling with cognitive restructuring technique and the REBT-based group counseling with self-talk technique has been effective in improving the social adjustment of adolescents. Last but not least, the results of a study by Marlina (2017) show that group counseling can boost the self-confidence of adolescents who have fallen victim to domestic violence.

Departing from the literature reviews and the theoretical foundations that have been previously explained, the hypothesis that will be proposed in the study is that "Group Counseling is effective for boosting the self-confidence in Surabaya." Then, based on the background of the study that has also been previously explained, the study aims to identify the effectiveness of group counseling in boosting self-confidence among adolescent survivors of sexual violence in Surabaya.

## METHODS

The study is quantitative research with an experimental method, namely the one group pre-test post-test design. In practice, the samples in the study are assigned to one group only, namely the experimental group (Azwar, 2004). This design is adopted in the study in order to directly identify the influence of a treatment that has been measured by using a data-gathering tool, namely the self-confidence scale that has been administered before and after the provision of the treatment. In the first step, the pre-test is administered to the experimental group to measure the subjects' preliminary condition prior to the provision of the treatment. Then, in the second step, the treatment, namely the group counseling, is administered to the experimental group. Next, in the third step, the post-test is administered to the experimental group, and a comparison is made between the results before and after the treatment.

There are two variables in the study: self-confidence (dependent variable) and group counseling (independent variable). The operational definition of each variable can be outlined as follows: (1) self-confidence refers to the attitude or the belief in the self-capacity within the encouragement to gain achievement and to understand the strengths and the weaknesses of one's self during the interaction with other people, and (2) group counseling refers to the technique of assisting a client in dealing with the problems related to his or her daily life through the mastery of several experts in order to maximize the potentials that each individual communally attains. Therefore, each individual is invited to be more open, trust each other, and learn experiences from their peers within the group in relation to the manners that can be used to solve their problems.

The subjects in the study consist of five people who have suffered from sexual violence and who have been provided with psychosocial assistance from Hotline Foundation Surabaya and Embun Foundation Surabaya. In order to be selected, the prospective subjects should have the following characteristics: (1) subjects adolescents who suffer from sexual violence; and (2) subjects who have an inclination to withdraw themselves and to be timid.

Within the study, the close-ended scale, namely the scale that has been presented in such a way that the respondents will only need to cross (X) the available alternatives, is used (Azwar, 2010). Then, the instrument that has been designed for the purpose of the study is the self-confidence scale which refers to the concept that the experts have established. The guidelines of the self-confidence scale are

developed based on the aspects of self-confidence according to Lauster. After the items have been completely developed, a scoring technique should be developed in order to measure the high and the low sense of self-confidence among the adolescent survivors of sexual violence. The type of scale that has been selected for the instrument is the Likert Scale. This Likert Scale consists of five alternatives, namely Highly Relevant (HR), Relevant (R), Uncertain (U), Irrelevant (IR), and Highly Irrelevant (HIR). Based on the alternatives that have been gathered from each research subject, the scoring process can be undergone. The scoring guidelines are, thus, developed as follows: (1) for each favorable statement, the score will be 5 for HR (Highly Relevant), 4 for R (Relevant), 3 for U (Uncertain), 2 for IR (Irrelevant), and 1 for HIR (Highly Irrelevant); and (2) for each unfavorable statement, the score will be 1 for HR (Highly Relevant), 2 for R (Relevant), 3 for U (Uncertain), 4 for IR (Irrelevant), and 5 for HIR (Highly Irrelevant).

The data analysis within the study is performed qualitatively by using the non-parametric statistical analysis through Wilcoxon Test. The data analysis technique with Wilcoxon Test is selected because of the relatively small number of the subjects, namely five people.

## RESULTS AND DISCUSSIONS

### Results

The results of data analysis calculation by using the Wilcoxon technique show that the pre-test means the score is 3.30 and the post-test mean score is 7.70, with the significance value  $p = 0.021$  ( $p < 0.05$ ). The statement implies that the hypothesis of the study has been accepted. Therefore, it can be explained that group counselling is effective for boosting self-confidence among adolescent survivors of sexual violence.

**Table 1.** Results of Data Analysis by Using Wilcoxon Test

Test Statistics <sup>a</sup>	
	self_confidence
Mann-Whitney U	1.500
Wilcoxon W	16.500
Z	-2.305
Asymp. Sig. (2-tailed)	.021
Exact Sig. [2*(1-tailed Sig.)]	.016 <sup>b</sup>
a. Grouping Variable: Pre_post	
b. Not corrected for ties.	

At the same time, the study results show that all subjects have boosted their self-confidence after attending the group counseling session.

**Table 2.** Differences between the Pre-Test Score and the Post-Test Score among the Subjects

	Ranks			
	Pre-Post	N	Mean Rank	Sum of Rank
Self-Confidence	Pre-Test	5	3.30	16.50
	Post-Test	5	7.70	38.50
	Total	10		

### Discussions

Based on the quantitative analysis using the Wilcoxon Test, it is found that the pre-test means the score is 3.30 and the post-test mean score is 7.70, with a significant p-value of 0.021 ( $p < 0.051$ ). The statement implies that group counseling is effective in boosting self-confidence among the victims of sexual violence. In addition, the results of the study also show that the subjects have gained some benefits from the group counseling activities. The statement is confirmed by the increasing self-confidence score on the comparison between the situation before the treatment and the situation after the treatment. Thus, these results supported the argument proposed by [Jacobs et al. \(2015\)](#); according to them, group counseling is a quite appropriate manner for assisting the adolescent survivors of sexual violence. Group counseling helps the adolescent survivors of sexual violence be more empowered since every member has the freedom to share their experiences openly by keeping them secret among the members of the group. Such condition has made the adolescent survivors more productive



compared to the time when they attended the individual therapy since they can gain lessons from the behaviors of their peers.

Low self-confidence is one of the impacts that the victims of sexual violence have perceived. Individuals with a low sense of self-confidence will: (1) have difficulties establishing communication; (2) have difficulties sharing opinions and tend to be conformist (in order to be admitted within the group); (3) tend to keep the fear and the concern toward denial; (4) have difficulties in accepting the self-reality (especially in accepting the self-weaknesses); and (5) and will underestimate themselves. On the contrary, individuals with a low sense of self-confidence will: (1) set unrealistic expectations of themselves, be pessimistic, negatively value all aspects; (2) be afraid of failures by avoiding all risks and unwilling to set success targets; (3) tend to resist sincerely delivered compliments (due to the self-undervalue itself); (4) always put or position themselves as the last one (due to the inclination toward self-underestimation); and (5) have an external locus of control (being easily submitted to the fate, being highly dependent to the situation, the admittance, or the acceptance and the assistance of other people) (Widoyoko, 2015).

The different types of sexual violence cases are also analyzed within the study. The results of the analysis show that the impacts that have been perceived and the perpetrators have become the factors that play a role in influencing the self-confidence of the sexual violence survivors. The subjects who have survivors of sexual violence can suffer from the traumatic conditions in which the individuals will psychologically: (1) lose their sense of self-confidence; (2) lose their self-esteem; (3) suffer from excessive concerns; (4) perform physically or psychologically harmful behaviors; and (5) suffer from humiliation or liberty deprivation. As having been shown by the five adolescent survivors as the subjects in the study, sexual violence has resulted in a lack of self-confidence toward the future because these subjects have not been able to accept the reality after they have lost hope in their life and, consequently, they have not been able to witness the existing realities (Iswindharmajaya, 2014). Indeed, the subjects tend to be silent, introverted, gloomy, timid and withdrawn in their surroundings. For these survivors, to continue their life in the middle of society after the occurrence of sexual violence is not easy. The statement itself has been confirmed by the impacts that the five subjects have suffered. As a result, these subjects have not been able to think realistically and let go of the incident. This is the reason why they have a low sense of self-confidence.

In this study, the experimental group comprises five subjects with various cases of sexual violence. The fewer the number of subjects that belong to the group counseling activities, the more effective the group counseling activities will be (Jacobs et al., 2015). Prior to being selected as the group members, the subjects underwent an early screening process through individual counseling with the researcher. This technique is implemented in order to attain a preliminary description of the conditions of the subjects and to have their consent to attend the group counseling process.

In the first stage, the members can understand the objective of holding group counseling sessions, follow through with the researcher's directions, and participate in group counseling activities. In this stage, the members are invited to list the weaknesses, self-lacks, and obstacles they have to deal with. This activity is performed to identify how far the members have valued themselves and the obstacles that the members should deal with so that the proper solutions can be identified through discussions. The convenience of the group members becomes the preliminary target that the researcher would like to achieve because they will progress together within the group.

In the subsequent stage, the members learn to share their experiences to let go of the burdens that they bear on their own and train themselves to express all of their feelings in relation to the bitter incident they used to experience. In addition, the members learn to trust and keep the secret of their peers. This kind of situation will encourage each member to tell their stories and learn that they are not alone anymore and can be grateful for their situations now.

Within the study, group counseling puts emphasis on group cohesiveness, self-introduction, and the understanding toward the self-confidence boost. With the cohesive group members within the group counseling, the relationship among the group members will be friendly, cooperative, and democratic. According to Johnson and Johnson (1991), a cohesive group is a source of a sense of security among the members so that the members can reduce their anxiety and improve their self-esteem. Individuals with self-esteem improvement will believe in their own capacity, develop the desire to succeed, be persistent, be responsible for their own decisions, be open, and be comfortable establishing social relationships with other people.

Furthermore, the results of the study also show that peer influence through group counseling has played a significant role in the development of the adolescent personality, especially in terms of boosting self-confidence among the adolescent survivors of sexual violence. The group members' participation can reduce the sense of being isolated among the members. The openness and togetherness of all group members can eliminate the sense of anxiety and encourage each group member to share their internal feelings/emotions wholeheartedly. This finding is in line with the results of a study by [Logren et al. \(2019\)](#), which states that any response that shares admittance and experience is able to normalize the experience and build unity among the group members. By doing so, the response from the peer within the group can result in social support. In addition, the response is able to offer a different perspective from the ones that have been displayed in the self-disclosure. The supporting or challenging response that has been made and the attitude that has been taken within the preliminary self-disclosure can connect the personal and individual experience in general. By responding to the experience of each group member, the group counseling is able to create a more intimate atmosphere so that the group members can be more open and be more motivated to be better people in accordance with the counseling aspiration and a healthy life. Not only that, a peer group is the source of meaningful social support for adolescents, especially adolescent survivors of sexual violence. As having been explained by [Cohen and Syme \(1985\)](#); [Hall and Wellman \(1985\)](#), social support will be effective if: (1) the frequency is sufficient; (2) the booster holds a very important role within the process of social encouragement; (3) the individuals who have been engaged in the group have a high sense of warm relationship; (4) the individuals who have been engaged in the group establish a mutual relationship; and (5) all of the aspects that have been previously mentioned last in a long period of time. The process within the group counseling meets all of the requirements and, therefore, group counseling can be effective in serving as a source of social support for the adolescents in relation to their personality development, specifically in terms of self-confidence.

All of the subjects or the adolescent survivors in the study gather their courage to share the sexual violence they have suffered from within the group counseling because there are not any people who stigmatize them. The statement is in line with the results of a study by [Markwei and Tetteh \(2021\)](#), which show that most sexual violence survivors cannot tell anyone about what has happened to them due to many reasons, but these survivors will be more open to their peers or their fellow survivors; indeed, the survivors are more comfortable to share their burden with the peers or the fellow survivors because they are not being judged. The discussion that has taken place in the group counseling can take off the tension and will reduce the reaction since what happens in the group tends to bring back a number of emotional incidents. Along with the emotion reduction, self-confidence can be boosted in order to share what the sexual violence survivors have experienced. The trait of mutually completing and strengthening each other can make all of the group members aware that they should recover themselves. In addition, the members can understand, identify, and comprehend what they should do in order to be free and self-confident individuals.

The hypothesis that has been proposed in the study is that "Group Counseling is effective for boosting the self-confidence in Surabaya." With regards to the hypothesis, the results of the study confirm that group counseling can influence the boosting of self-confidence, and therefore, the hypothesis has been accepted. The acceptance of the hypothesis shows that group therapy is effective for boosting self-confidence.

The results of the interview with the researcher at the end of the group therapy serve as the results of monitoring and evaluation, and these results show that the type of behaviors that make these survivors have a low sense of self-confidence are as follows: (1) being accused of something that they have never done; (2) still recalling the incident of sexual violence deep inside their mind; (3) feeling that they do not deserve to be loved; (4) having the image of bad women; (5) being raped out of their desire; and (6) feeling unworthy. On top of it, the most difficult thing is that people will not believe them. Such a situation makes them confirm all of the negative things that they have been accused of and, therefore, they develop an internal image that they are the "culprit." In addition, these survivors feel like being isolated from their families and friends because of such a situation. These survivors seem to lose the support system that should actually support them. Therefore, after they are being open with themselves, these survivors expect to gain knowledge through their fellow adolescent survivors in order to learn and proceed together as they gather support from each other.

After the group counseling process has been done, the members seem to be more open and smile happily; in fact, the members are not timid anymore, and they start to joke around with the researcher and the other group members. At the same time, the members also show a change of spirit. After attending group counseling, they admit that they want to continue their lives with lots of optimism and try to be better.

## CONCLUSIONS

Group counseling can boost self-confidence among adolescent survivors of sexual violence in Surabaya. The reason is that the subjects have shown their willingness and preliminary commitment to attending to the group counseling process from the beginning until the end. Then, the effectiveness of group counseling can be achieved because of openness, togetherness, mutual trust, the mutual secret-keeping, mutual listening, mutual understanding, and mutual support. Therefore, in accordance with the hypothesis that has been proposed, namely “Group Counseling is effective for boosting the self-confidence in Surabaya”, it has been confirmed. The boost of self-confidence can be seen from the comparison of self-confidence before the treatment (pre-test mean score) and after the treatment (post-test mean score). In order that the group counseling can achieve maximum results, future researchers should perform the measurement three times at a minimum. Last but not least, future researchers should also pay attention to the following aspects, namely: (1) more thorough preparation, (2) a well-prepared research schedule, and (3) technical arrangement. Specific to the research schedule and the technical arrangement, the schedule should be agreed upon by all of the group members, while the technical arrangement should accommodate the survivors, especially if the survivors are still at school (Maslihah, 2006).

## REFERENCES

- Amarilisya, A. (2021). *Dampak kekerasan seksual terhadap fisik, psikis, dan sosial korban*. Bisnis.Com. <https://lifestyle.bisnis.com/read/20210903/106/1437616/dampak-kekerasan-seksual-terhadap-fisik-psikis-dan-sosial-korban>.
- Azwar, S. (2004). *Metode penelitian*. Pustaka Pelajar.
- Cohen, S. E., & Syme, S. I. (1985). *Social support and health*. Academic Press.
- Ekasari, A., Japar, M., & Kurniati, A. (2021). Efektivitas konseling kelompok CBT teknik restrukturisasi kognitif dan rebt teknik self talk untuk meningkatkan penyesuaian sosial remaja. *Proceeding of The URECOL*, 194–198.
- Hall, A., & Wellman, B. (1985). *Social networks and social support*.
- Hastuti, S., & Winkel, W. S. (2006). *Bimbingan dan konseling di institusi pendidikan*. Grasindo.
- Imro'atun, S. (2017). Keefektifan layanan konseling kelompok untuk meningkatkan kepercayaan diri siswa sekolah menengah pertama. *Jurnal Kajian Bimbingan Dan Konseling*, 2(2), 50–57. <https://doi.org/10.17977/um001v2i22017p050>
- Iswindharmajaya, J. D. (2014). *Satu hari menjadi lebih percaya diri*. Elex Media Komputindo.
- Jacobs, E. E., Schimmel, C. J., Masson, R. L. L., & Harvill, R. L. (2015). *Group counseling: Strategies and skills*. Cengage learning.
- Latipun, L. (2010). *Psikologi konseling*. UMM Press.
- Logren, A., Ruusuvuori, J., & Laitinen, J. (2019). Peer responses to self-disclosures in group counseling. *Text & Talk*, 39(5), 613–647. <https://doi.org/10.1515/text-2019-2042>
- Markwei, U., & Tetteh, P. M. (2021). ‘To speak or not to speak’: Exploring the reasons and channels of (non)disclosure of child sexual abuse in the Ga community in Ghana. *Children and Youth Services Review*, 121, 105796. <https://doi.org/10.1016/j.childyouth.2020.105796>
- Marlina, A. (2017). Konseling kelompok untuk meningkatkan kepercayaan diri remaja korban kekerasan dalam rumah tangga (KDRT). *Persona: Jurnal Psikologi Indonesia*, 6(1), 11–20. <https://doi.org/10.30996/persona.v6i1.1625>
- Masitoh, F., Ernawati, E., Nur, A. Z., & Rahman, M. I. (2016). Perilaku berpacaran remaja Kota Surabaya sebagai indikator penyimpangan batas-batas normatif pergaulan budaya timur.

*Prosiding Seminas Nasional Psikologi Indigenous Indonesia 2016.*

[http://digilib.mercubuana.ac.id/manager/t!@file\\_artikel\\_abstrak/Isi\\_Artikel\\_704842837083.pdf](http://digilib.mercubuana.ac.id/manager/t!@file_artikel_abstrak/Isi_Artikel_704842837083.pdf)

Maslihah, S. (2006). Kekerasan terhadap anak: Model transisional dan dampak jangka panjang.

*Edukid: Jurnal Pendidikan Anak Usia Dini*, 1(1), 25–33.

Rifki, M. (2008). *Pengaruh rasa percaya diri terhadap prestasi belajar siswa di SMA Islam Almaarif Singosari Malang*. Universitas Islam Negeri Maulana Malik Ibrahim.

Salman, G., & Kurniati, P. (2021). *Kasus kekerasan seksual di Surabaya meningkat selama pandemi, rata-rata menimpa anak di bawah umur*. Kompas.Com.

<https://regional.kompas.com/read/2021/11/19/150741278/kasus-kekerasan-seksual-di-surabaya-meningkat-selama-pandemi-rata-rata>.

Siahaan, D. N. A. (2020). Konseling kelompok dengan pendekatan REBT untuk meningkatkan kepercayaan diri anak korban kekerasan. *AL-IRSYAD*, 10(1), 8. <https://doi.org/10.30829/al-irsyad.v10i1.7507>

Siswadi, A. A., & Ulumudin, F. (2018). Efektivitas konseling kelompok dalam meningkatkan kepercayaan diri siswa. *FOKUS (Kajian Bimbingan & Konseling Dalam Pendidikan)*, 1(2), 58.

<https://doi.org/10.22460/fokus.v1i2.4167>

Thantawy, R. (2005). *Kamus istilah bimbingan dan konseling*. Grasindo.

Triwijati, N. K. E. (2007). Pelecehan seksual: Tinjauan psikologis. *Masyarakat, Kebudayaan Dan Politik*, 4, 303–306. [http://journal.unair.ac.id/filerPDF/abstrak\\_216115\\_tpjua.pdf](http://journal.unair.ac.id/filerPDF/abstrak_216115_tpjua.pdf)

Widjaja, H. (2016). *Berani tampil beda dan percaya diri*. Araska.

Widoyoko, S. E. P. (2015). *Evaluasi program pembelajaran: panduan praktis bagi pendidik dan calon pendidik* (Cet. ke-3). Pustaka Pelajar.

Zareen, M. (2020). Effect of insecure environment on the academic performance of female students in Pakistan. *Psychology, Evaluation, and Technology in Educational Research*, 3(1), 9–16.

<https://doi.org/10.33292/petier.v3i1.55>