



## Effectiveness of Solution Focus Brief Counseling (SFBC) for Psychological Well-being of Adolescent Girls in Toxic Relationships

Aminatuz Zahro<sup>1\*</sup>, Ika Ariyati<sup>2</sup>, Kus Hendar<sup>3</sup>, Aprezo Pardodi Maba<sup>4</sup>

<sup>1,2,3</sup> Universitas Ma'arif Lampung, Metro, Indonesia

<sup>4</sup> University of Queensland, Queensland, Australia

<sup>1</sup>[aminahazzahro41@gmail.com](mailto:aminahazzahro41@gmail.com), <sup>2</sup>[ikaariyati72@gmail.com](mailto:ikaariyati72@gmail.com), <sup>3</sup>[kushendarumala@gmail.com](mailto:kushendarumala@gmail.com),

<sup>4</sup>[aprezopm@gmail.com](mailto:aprezopm@gmail.com)

\*Correspondence

### Article Information:

Received: March 2025

Revised: April 2025

Accepted: April 2025

Published: April 2025

### Keywords:

Adolescents, Counseling,  
Psychological Well-being,  
SFBC, Toxic Relationships

### Abstract

Adolescent psychological well-being is frequently compromised by toxic relationships, which are associated with increased stress, anxiety, and social isolation. This quasi-experimental study evaluated the efficacy of Solution-Focused Brief Counselling (SFBC) in enhancing psychological well-being among adolescents experiencing such relationships. A sample of 24 participants was purposively selected and assigned to the experimental and control groups. The instruments included the Toxic Relationship Scale (validity = 0.40–0.79,  $\alpha$  = 0.934) and the Psychological Well-Being Scale (validity = 0.6–0.95,  $\alpha$  = 0.543–0.828). A pre-test post-test design was implemented. Pre-test and post test data met the assumptions of normality and homogeneity ( $p < .05$ ), permitting the use of a paired-samples t-test. Analysis revealed a significant increase in psychological well-being scores for the experimental group (pre-test  $M = 44.00$ , post-test  $M = 100.67$ ) compared to the control group (pre-test  $M = 44.25$ , post-test  $M = 59.25$ ). These results demonstrate that SFBC is an effective intervention for improving the psychological well-being of adolescents in toxic relationships. The findings underscore the utility of SFBC's future-oriented, solution-building framework, which aligns with adolescents' preference for pragmatic and immediate counselling outcomes.

### How to Cite this Article

Zahro, A., Ariyati, I., Hendar, K., & Maba, A. P. (2025). Effectiveness of Solution Focus Brief Counseling (SFBC) for Psychological Well-being of Adolescent Girls in Toxic Relationships. *Al-Musyrif: Jurnal Bimbingan Dan Konseling Islam*, 8(1), 52–61. <https://doi.org/10.38073/almusyrif.v8i1.2490>

## INTRODUCTION

Adolescent development is profoundly influenced by peer relationships, which are central to social interaction and identity formation (Julianto et al., 2020). However, these friendships are not always beneficial; some devolve into toxic relationships characterized by harmful behaviours such as exclusion, belittlement, and verbal attacks (Forth et al., 2022). Exposure to such dynamics can induce significant psychological stress, adversely affecting mental health. This is particularly critical during adolescence, a period marked by the search for self-identity and a heightened susceptibility to negative group influences (Dafiq et al., 2023).

Friendship circles, also conceptualized as a "circle of friends," represent specific social groups formed through close, informal relationships (Alsarve, 2020; Ford et al., 2024; Soemarsono & Tutiasri, 2023). These networks are characterized by openness and flexibility, as membership is contingent on ongoing acceptance by peers (Tianingrum, 2019). During adolescence, individuals typically form these circles by selecting peers who share similar characteristics and with whom they experience emotional closeness (Hanifa & Lestari, 2021). The resulting peer dynamics are influential, with the potential to either support or hinder developmental outcomes based on the quality of interactions (Sardi & Ayriza, 2020). Consequently, the social and emotional development of adolescents is significantly shaped by the complex dynamics within their immediate friendship circles (Ruaidah, 2023).

Adolescent bullying and relational aggression within friendships are often linked to a negative self-concept (Nihaya et al., 2022). These behaviors, sustained by social pressures and harmful environmental influences (Ramadhan & Noorizki, 2024), constitute a significant psychosocial concern. Although not always physically manifest, such victimization can severely impact mental health by fostering profound feelings of inferiority and diminished self-esteem (Wahyudi & Burnamajaya, 2020). Consequently, affected adolescents frequently experience social exclusion, a loss of socialization skills, a lack of close friendships, and significant impediments to achieving personal and social goals (Wijayanto & Hidayati, 2021).

Recent data from the Indonesian Ministry of Health indicate a 6.2% prevalence of depression among adolescents and young adults aged 15 to 24, with unhealthy peer relationships identified as a contributing factor (Praptiningsih & Putra, 2021). Therefore, understanding the dynamics of these relationships and developing effective intervention strategies are critical for mitigating their adverse psychological effects (Fitriyah, 2020).

Toxic behavior within adolescent friendships is a documented concern, including in the context of Islamic boarding schools or *Pesantren* (Fitriyani, 2024). Despite these institutions' emphasis on religious values, factors such as seniority hierarchies, ethnic differences, and exclusive peer groups can foster unhealthy relational dynamics (Fitriyani, 2024). These dynamics, which often manifest as bullying and social pressure, can lead to student exclusion and diminished self-confidence (Fitriyani, 2024). Unaddressed, such experiences pose a significant risk to adolescents' mental health (Fitriyani, 2024). Consequently, safeguarding psychological well-being is a critical

priority (Rahimah, 2022). As defined by Ryff (1989), psychological well-being comprises multiple dimensions, including self-acceptance, positive relations with others, and a sense of purpose in life (Fadhil, 2021). Exposure to harmful relationships can disrupt these core components, underscoring the need for targeted interventions to mitigate adverse effects and foster adaptive functioning (Fadhil, 2021).

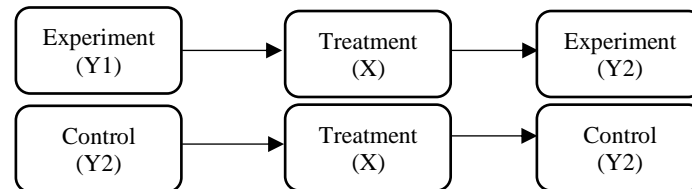
Adolescent psychological well-being is a critical determinant of healthy development, underscoring the need for effective counseling interventions. A growing body of research underscores the efficacy of Solution-Focused Brief Counseling (SFBC) in enhancing key adolescent competencies. For instance, SFBC has been demonstrated to improve student resilience significantly (Lombu et al., 2023), openness (Wusqa, 2023), morale (Khoiriyah et al., 2021), career adaptability (Nugroho et al., 2018), and social competence, with effects sustained at a three-month follow-up (Ateş, 2016). Furthermore, SFBC is effective in mitigating maladaptive behaviors; studies report its success in reducing general aggression (Fitriyah, 2020) and specifically in decreasing online aggressive behavior by fostering positive, self-generated solutions to digital conflicts (Mulawarman et al., 2016). This focus on client competencies allows adolescents to overcome frustrations and develop constructive behaviors (Fridiyanto, 2020).

The applicability of brief, strengths-based approaches is further evident in addressing complex interpersonal challenges such as toxic relationships, which often originate within an adolescent's immediate environment (Praptiningsih & Putra, 2021). In such cases, Cognitive Behavioral Therapy (CBT) has been utilized to help victims rebuild self-confidence and self-love through positive affirmations, thereby reducing anxiety and negative self-perceptions (Habsy et al., 2024). Collectively, this evidence positions SFBC and CBT as vital modalities for promoting adolescent psychological well-being across diverse life domains.

While Solution-Focused Brief Counseling (SFBC) has been established in individual settings, its efficacy within group formats for addressing unhealthy relationships among adolescent girls in Islamic boarding schools remains underexplored. SFBC is distinguished by its future-oriented, solution-building focus, which contrasts with the problem-centered nature of conventional therapies (Dartina et al., 2024). This emphasis on practical and rapid change aligns with the preferences of Generation Z, who often seek efficient interventions (Dartina et al., 2024). The present study aims to evaluate the effectiveness of SFBC group counseling in mitigating toxic relationship dynamics among female students in this specific context. The SFBC model facilitates client empowerment by guiding individuals to construct their own solutions without extensive analysis of problem etiology (Mulawarman, 2019; Özer, 2023). This methodology is particularly suitable for a boarding school environment, where students have constrained schedules and are geographically separated from their primary familial support systems (Fatmawati, 2024). Consequently, this research hypothesizes that the SFBC group intervention will significantly enhance the psychological well-being of adolescent girls experiencing toxic relationships.

## METHOD

This study used a quasi-experimental, pretest-posttest control-group design. A purposive sampling method was employed to select 24 ninth-grade female adolescents from MTs Wali Songo. Participants were selected from a total population of 110 and assigned to either the experimental or the control group. Selection was contingent upon a score of 6.0 or higher on a toxic relationship screening scale, which served as the primary inclusion criterion. The research design is presented in Figure 1.



**Figure 1. Pretest-Posttest Control Group Research Design**

Data were collected using two instruments. The first was the Toxic Relationship Scale (Rahimah, 2022), a 29-item measure assessing five domains: lack of trust, emotional and aggressive behaviors, self-manipulation, lying, and the use of violence in relationships. This instrument demonstrated high internal consistency ( $\alpha = .934$ ) and a reliability coefficient of .543. The second instrument was the Psychological Well-Being (PWB) Scale (Fadhil, 2021), which comprises 29 items measuring six dimensions of psychological well-being. Its subscales showed acceptable internal consistency, with Cronbach's alpha coefficients ranging from .543 to .828, and a composite reliability of .828. Both measures employed a 4-point Likert scale, from 1 (Strongly Disagree) to 4 (Strongly Agree) (Fadhil, 2021).

The internal consistency of the toxic relationship scale was assessed using Cronbach's alpha. The analysis yielded a coefficient of .934 for the 29 items, which exceeds the recommended threshold of .70 (Cronbach, 1951). This indicates excellent reliability, supporting the scale's use as a consistent measure in the present study.

The study employed a three-phase procedure. First, a pre-test was administered to both the experimental and control groups. Subsequently, the experimental group ( $n = 12$ ) received six group counselling sessions based on the Solution-Focused Brief Counselling (SFBC) model, facilitated by the researcher. The control group ( $n = 12$ ) received an equivalent number of regular group counselling sessions. Finally, a post-test was administered to all participants. This quasi-experimental study was conducted over three months at MTs Wali Songo in Central Lampung. Following checks for normality and homogeneity, the data were analysed using an independent-samples t-test in SPSS (Version X; IBM Corp., 2020).

## RESULTS AND DISCUSSION

The participants' levels of toxic relationship characteristics were assessed using the Toxic Relationship Questionnaire (TRQ), as follows:

**Table 1. Results of the Toxic Relationship Scale Categorization Test**

		Score	Frequency	Percent
Valid	Very Low	$\leq 74$	9	8.2%
	Low	75 – 94	35	31.8%
	Hight	95 – 114	53	48.2%
	Very High	$\geq 115$	13	11.8%

Table 1 summarizes the distribution of toxic relationship intensity among the student participants (N=110). The sample was categorized as follows: very low (n=9, 8.2%), low (n=35, 31.8%), high (n=53, 48.2%), and very high (n=13, 11.8%). From the high and very high categories (n=66), 24 participants were selected for the intervention phase. These participants were randomly assigned to either a control or an experimental group. The experimental group received group counseling based on the Solution-Focused Brief Counseling (SFBC) approach, which was implemented to enhance their psychological well-being within the context of toxic friendships.

Following the recruitment phase, both the control and experimental groups will participate in group counselling sessions. The control group will receive a non-specific, supportive group counselling intervention, while the experimental group will receive counselling based on the Solution-Focused Brief Counselling (SFBC) model. Prior to the intervention, all participants will complete a pre-test using the Psychological Well-Being Scale. Upon completion of the counselling sessions, all participants will complete the same scale as a post-test to measure changes in psychological well-being attributable to the SFBC intervention.

The data for the toxic relationship scale met the assumptions for parametric analysis, with a normality value of 0.080 and a homogeneity value of 0.354

**Table 2. Normality and Homogeneity Test Results for the Control Group**

Normality	Sig.	Statistic	Homogeneity	Sig.	Levene Statistic
pretest	0.075	.875	Pretest	0.975	0.001
posttest	0.416	.933	posttest	0.975	0.001

The results of the normality and homogeneity tests for the control group, as detailed in Table 2, indicate that all data were normally distributed and homogeneous ( $< 0.05$ ). This satisfies the key parametric assumptions for the subsequent statistical analyses.

**Table 3. Normality and Homogeneity Test Results for the Experimental Group**

Normality	Sig.	Statistic	Homogeneity	Sig.	Levene Statistic
pretest	0.940	.973	Pretest	0.119	2.636
posttest	0.376	.930	posttest	0.119	2.636

The data for the experimental group met the assumptions of normality and

homogeneity, as indicated by significance values of  $< 0.05$  (see Table 3). Given that the control group data also satisfied these assumptions, a paired-sample t-test was deemed appropriate for analyzing the pre-test and posttest differences.

**Table 4. Hypothesis Test Descriptive Statistics**

Group	Mean Pretest	Mean Posttest	Std. Deviation Pretest	Std. Deviation Posttest
Control	44.25	59.25	5.73	5.15
Experiment	44.00	100.67	2.59	4.66

As shown in Table 4, the experimental group's mean score increased substantially from 44.00 to 100.67, whereas the control group's increased only modestly from 44.25 to 59.25. Furthermore, the lower pre-test standard deviation in the experimental group indicates greater initial homogeneity among its participants relative to the control group.

**Table 5. Hypothesis Test (Paired Sample T-Test)**

Group	t	df	P value	Correlation	Significance	Cohen's d	Hedges' correction
Control	14.462	11	<0.001	0.788	0.002	-4.175	-3.882
Experiment	35.588	11	<0.001	-0.083	0.798	-10.273	-9.554

The experimental group demonstrated a substantially greater improvement in scores (from 44.00 to 100.67) than the control group (from 44.25 to 59.25) (see Table 5). Independent-samples t-tests confirmed a statistically significant difference in post-test scores between the groups. Furthermore, the very low correlation between pre-test and post-test scores within the experimental group suggests that the SFBC intervention was a more influential factor in the outcome than pre-existing individual characteristics. This is supported by a considerable effect size (Cohen's  $d = -10.273$ ), underscoring the intervention's potent impact.

Solution-Focused Brief Counseling (SFBC) is a therapeutic modality that emphasizes clients' strengths and future solutions rather than past problems (Hendriani & Mulawarman, 2020; McNulty & Smith, 2021). The approach facilitates change by constructing positive expectations, identifying personal resources, and promoting actionable steps toward goals (Holland, 2022; Mulawarman, 2019). For individuals experiencing toxic relationships, SFBC may empower them to develop effective coping strategies, thereby mitigating the adverse emotional effects of such dynamics (Franklin et al., 2011).

The data were found to be generally distributed via a one-sample Kolmogorov-Smirnov test, with a significance value of 0.08 ( $< 0.05$ ). The toxic relationship scale demonstrated excellent internal consistency, with a Cronbach's alpha of  $\alpha = 0.934$ . A paired-samples t-test revealed significant differences between pre-test and posttest scores for both the control and experimental groups. For the experimental group, Cohen's  $d$  value was -10.273, indicating a substantial effect size (Cohen's criteria, 1988, where  $d =$

0.2 is small, 0.5 is medium, and 0.8 is large). These results suggest that the SFBC intervention effectively enhanced the psychological well-being of the adolescent participants.

This study demonstrates that Solution-Focused Brief Counseling (SFBC) effectively enhances adolescents' psychological well-being in toxic relationships, thereby reinforcing prior treatment studies. SFBC offers a structured, goal-oriented alternative to traditional approaches that primarily emphasize problem exploration. The significant post-intervention improvements in the experimental group, compared to the control group, confirm the efficacy of this specific methodology. Notably, these gains were most pronounced in the domains of self-esteem and subjective happiness, suggesting SFBC techniques directly facilitate positive psychological change. For practitioners, particularly in school settings, these findings indicate that SFBC provides a viable and efficient framework for group counseling interventions aimed at helping adolescents navigate unhealthy relationships.

## CONCLUSION

This study demonstrates the efficacy of Solution-Focused Brief Counseling (SFBC) in enhancing the psychological well-being of adolescents experiencing toxic relationships. Post-intervention data revealed a statistically significant improvement in the experimental group compared to the control group. These findings affirm SFBC as an efficient and practical intervention for mitigating the adverse effects of such relationships. The model's emphasis on constructing solutions, rather than analyzing problems, aligns with adolescents' frequently observed preference for counseling that yields prompt, tangible outcomes. Consequently, SFBC represents a viable intervention strategy for school counselors and educational institutions to address relationship-related psychological distress among adolescent populations.

## REFERENCES

- Alsarve, J. (2020). Friendship, reciprocity and similarity: Lone mothers and their relationships with friends. *Community, Work & Family*, 23(4), 401–418. <https://doi.org/10.1080/13668803.2019.1649636>
- Ateş, B. (2016). The Effect of Solution-focused Brief Group Counseling upon the Perceived Social Competences of Teenagers. *Journal of Education and Training Studies*, 4(7), 28–36. <https://doi.org/10.11114/jets.v4i7.1443>
- Dafiq, N., Camela, M. M., Akur, M. F., & Jeniati, E. (2023). Toxic Relationship Pada Remaja: Studi Literatur. *Jwk*, 8(1), 2548–4702.
- Dartina, V., Nabila, S., Alfaiz, A., & Maharani, I. F. (2024). Systematic Literature Review: Penerapan Layanan Konseling Kelompok Solution Focused Brief Therapy (SFBT) pada Peserta Didik di Sekolah Menengah. *Indonesian Journal of Educational Counseling*, 8(1), 36–46. <https://doi.org/10.30653/001.202481.319>
- Fadhil, A. (2021). Evaluasi properti psikometris skala psychological well-being (pwb) versi indonesia. *Jurnal Pendidikan Tambusai*, 5(2), 4666–4674.

- Fatmawati, C. F. (2024). *Efektifitas Layanan Konseling Kelompok dengan Solution Focused Brief Counseling ( SFBC ) untuk Menurunkan*. 3(2), 257–264.
- Fitriyah, F. K. (2020). *Reducing Aggressive Behavior Using Solution-Focused Brief*. *Reducing Aggressive Behavior Using Solution-Focused Brief Counseling ( Sfbc )*. 2(January), 34–39.
- Fitriyani, Y. (2024). *Wawancara Pengurus Pondok Pesantren Wali Songo*.
- Ford, A., Douglas, J. M., & O'Halloran, R. (2024). From the Inner Circle to Rebuilding Social Networks: A Grounded Theory Longitudinal Study Exploring the Experience of Close Personal Relationships from the Perspective of People with Post Stroke Aphasia. *Aphasiology*, 38(2), 261–280. <https://doi.org/10.1080/02687038.2023.2185480>
- Forth, A., Sezlik, S., Lee, S., Ritchie, M., Logan, J., & Ellingwood, H. (2022). Toxic Relationships: The Experiences and Effects of Psychopathy in Romantic Relationships. *International Journal of Offender Therapy and Comparative Criminology*, 66(15), 1627–1658. <https://doi.org/10.1177/0306624X211049187>
- Franklin, C., Trepper, T. S., McCollum, E. E., & Gingerich, W. J. (2011). *Solution-Focused Brief Therapy*. Oxford University Press. <https://doi.org/10.1093/acprof:oso/9780195385724.001.0001>
- Fridiyanto, F. (2020). Dinamika Sosial Pesantren di Indonesia. *Al Mashaadir : Jurnal Ilmu Syariah*, 1(1), Article 1. <https://doi.org/10.52029/jis.v1i1.1>
- Habsy, B. A., Malora, P. I., Walidah, Z., & Livi, R. N. (2024). Analisis Efektivitas Teknik Pendekatan Cognitive Behavioral Therapy in the Zone Toxic Relationship. *TSAQOFAH*, 4(3), 2075–2086. <https://doi.org/10.58578/tsaqofah.v4i3.3059>
- Hanifa, S., & Lestari, T. (2021). Pengaruh Teman Sebaya Terhadap Perkembangan Emosional Anak. *Jurnal Pendidikan Tambusai*, 5, 1429–1433.
- Hendriani, W., & Mulawarman, M. (2020). The Alignment of Solution-Focused Brief Counseling in Helping to Achieve Resilience. *Islamic Guidance and Counseling Journal*, 3(2), 100–107. <https://doi.org/10.25217/igcj.v3i2.860>
- Holland, C. E. B. (2022). Using Solution-Focused Brief Counseling. In *School-Based Family Counseling with Refugees and Immigrants*. Routledge.
- Julianto, V., Cahayani, R. A., Sukmawati, S., & Aji, E. S. R. (2020). Hubungan antara Harapan dan Harga Diri Terhadap Kebahagiaan pada Orang yang Mengalami Toxic Relationship dengan Kesehatan Psikologis. *Jurnal Psikologi Integratif*, 8(1), 103. <https://doi.org/10.14421/jpsi.v8i1.2016>
- Khoiriyah, U., Indiati, I., & Kurniati, A. (2021). Efektivitas Konseling Kelompok Melalui Pendekatan Sfbc (Solution Focused Brief Counseling) Untuk Meningkatkan Budi Pekerti Siswa. *Proceeding of The URECOL*, 1, 215–221.
- Lombu, J., Nugroho, A. R., & Gunawan, R. (2023). Keefektifan Konseling Kelompok SFBC dalam Meningkatkan Resiliensi Siswa. *Indonesian Journal of Educational Counseling*, 7(2), 322–331. <https://doi.org/10.30653/001.202372.300>
- McNulty, C. P., & Smith, L. W. (2021). Experiencing the future: Preservice teacher perceptions of the solution-focused brief coaching approach. *International*



- Journal of Mentoring and Coaching in Education*, 11(1), 35–51.  
<https://doi.org/10.1108/IJMCE-01-2021-0026>
- Mulawarman. (2019). *SFBC (Solution-Focused Brief Counseling) Konseling Singkat Berfokus Solusi: Konsep, Riset, dan Prosedur*. Kencana.
- Mulawarman, M., Munawaroh, E., & Nugraheni, E. P. (2016). Effectiveness of solution focus brief counseling approach (SFBC) in developing student career adaptability. *COUNS-EDU/ The International Journal of Counseling and Education*, 1(1), 10.  
<https://doi.org/10.23916/10-15.0016.11-i33b>
- Nihaya, U., Winata, A. V. P., & Yulianti, T. (2022). Bulletin of Counseling and Psychotherapy 48 Penerimaan Diri Korban Toxic Relationship Dalam Menumbuhkan Kesehatan Mental. *GHAIDAN Jurnal Bimbingan Konseling Islam & Kemasyarakatan*, 5(2), 48–55.
- Nugroho, A. H., Puspita, D. A., & Mulawarman, M. (2018). Penerapan Solution-Focused Brief Counseling (SFBC) untuk Meningkatkan Konsep Diri Akademik Siswa. *Bikotetik (Bimbingan Dan Konseling Teori Dan Praktik)*, 2(1), 93.  
<https://doi.org/10.26740/bikotetik.v2n1.p93-99>
- Özer, İ. Ö. (2023). Applicability of Solution-Focused Brief Counseling in Turkish Culture: A Contextual Perspective. *Türk Psikolojik Danışma ve Rehberlik Dergisi*, 13(71), 453–464. [https://doi.org/10.17066/tpdrd.1259599\\_4](https://doi.org/10.17066/tpdrd.1259599_4)
- Praptiningsih, N. A., & Putra, G. K. (2021). Toxic Relationship Dalam Komunikasi Interpersonal Di Kalangan Remaja. *Communication*, 12(2), 132.  
<https://doi.org/10.36080/comm.v12i2.1510>
- Rahimah, S. (2022). *Pengaruh Toxic Relationship dalam Pertemanan Terhadap Psychological Well-Being Pada Mahasiswa UIN Antasari Banjarmasin* [Undergraduate Thesis, Universitas Islam Negeri Antasari]. <https://idr.uin-antasari.ac.id/20144/>
- Ramadhan, N. A., & Noorizki, R. D. (2024). Dampak Bullying terhadap Konsep Diri Pelajar: Sebuah Kajian Literatur. *Flourishing Journal*, 4(6), Article 6.  
<https://doi.org/10.17977/um070v4i62024p274-278>
- Ruaidah, N. H. Z. (2023). Pengaruh Teman Sebaya Terhadap Psikososial Remaja. *Jurnal Penelitian Ilmu Pendidikan Indonesia*, 2(2), 146–152.
- Sardi, L. N., & Ayriza, Y. (2020). Pengaruh Dukungan Sosial Teman Sebaya terhadap Subjective Well-Being Pada Remaja yang Tinggal di Pondok Pesantren. *Acta Psychologia*, 2(1), 41–48. <https://doi.org/10.21831/ap.v1i1.34116>
- Soemarsono, R. P. D., & Tutiasri, R. P. (2023). Fenomena Seleksi Circle Pertemanan pada Remaja Awal di Surabaya. *JiIP - Jurnal Ilmiah Ilmu Pendidikan*, 6(12), 10300–10306. <https://doi.org/10.54371/jiip.v6i12.3415>
- Tianingrum, N. A. dan U. N. (2019). Pengaruh Teman Sebaya terhadap Perilaku Kenakalan Remaja Sekolah di Samarinda. *Jurnal Dunia Kesmas*, 8, 275–282.
- Wahyudi, U., & Burnamajaya, B. (2020). Konsep Diri dan Ketidakberdayaan Berhubungan dengan Risiko Bunuh Diri pada Remaja yang Mengalami Bullying. *Jurnal Keperawatan Jiwa*, 8(1), 1. <https://doi.org/10.26714/jkj.8.1.2020.1-8>

- Wijayanto, G. A., & Hidayati, E. (2021). Konsep Diri pada Remaja yang Mengalami Bullying. *Jurnal Keperawatan Silampari*, 4(2), 503–509. <https://doi.org/10.31539/jks.v4i2.1947>
- Wusqa, S. R. (2023). *Efektivitas Solution Focused Brief Counseling (SFBC) untuk Meningkatkan Keterbukaan Diri Siswa MTsN 1 Banda Aceh* [Master Thesis, Universitas Islam Neger Ar-Raniry]. <https://repository.ar-raniry.ac.id/>