

SELF HARM BEHAVIOR IN FEMALE BOARDING SCHOOL STUDENTS: Overview of Social Anxiety and *Self Esteem*

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Abstrak: Perilaku self harm pada santriwati di pesantren dapat dipengaruhi oleh kecemasan sosial dan self esteem yang rendah. Penelitian ini bertujuan untuk menganalisis hubungan antara kecemasan sosial dan self esteem dengan perilaku self harm pada santriwati di pesantren. Populasi penelitian ini santriwati di pesantren, dan sampel berjumlah 140, yang pengambilannya menggunakan cluster sampling berdasarkan kelas yakni kelas 11 dan 12. Uji hipotesis mayor menunjukkan nilai taraf signifikansi p sebesar 0,000 ($p < 0.01$) dengan $R_{x1,y} = 0.701$ ada hubungan yang sangat signifikan antara kecemasan sosial dan self esteem dengan self harm sehingga hipotesis yang menyatakan ada hubungan antara kecemasan sosial dan self esteem dengan perilaku self harm pada santriwati di pesantren diterima, dengan sumbangan efektif sebesar 49.2%. Hasil uji hipotesis minor antara variabel kecemasan sosial dan self harm menunjukkan koefisien korelasi antara kedua variabel (R_{x1y}) sebesar 0.689 dengan nilai p sebesar 0.000 ($p < 0.01$). Hasil menunjukkan bahwa terdapat hubungan positif antara kecemasan sosial dan self harm dengan sumbangan efektif kecemasan sosial dan self harm sebesar 47.5%. Hasil uji hipotesis minor antara variabel self esteem dan self harm menunjukkan koefisien korelasi antara kedua variabel (R_{x2y}) sebesar -0.554 dengan nilai p sebesar 0.000 ($p < 0.01$). Hasil menunjukkan bahwa terdapat hubungan negative antara self esteem dan self harm dengan sumbangan efektif self esteem dan self harm sebesar 30.7%.

Kata Kunci: Kecemasan Sosial, Self Esteem, Self Harm, Santriwati

Abstract: Self harm behavior in female santri in pesantren can be influenced by social anxiety and low self esteem. This study aims to analyze the relationship between social anxiety and self esteem with self harm behavior in female students at pesantren. The major hypothesis test showed a significance level value of p of 0.000 ($p < 0.01$) with $R_{x1,y} = 0.701$ there is a very significant relationship between social anxiety and self esteem with self harm so that the hypothesis stating there is a relationship between social anxiety and self esteem with self harm behavior in female students in pesantren is accepted, with an effective contribution of 49.2%. The results of the minor hypothesis test between the variables of social anxiety and self harm showed a correlation coefficient between the two variables (R_{x1y}) of 0.689 with a p value of 0.000 ($p < 0.01$). The results show that there is a positive relationship between social anxiety and self harm with an effective contribution of social anxiety and self harm of 47.5%. The results of the minor hypothesis test between the variables of self esteem and self harm showed a correlation coefficient between the two variables (R_{x2y}) of -0.554 with a p value of 0.000 ($p < 0.01$). The results show that there is a negative relationship between self esteem and self harm with an effective contribution of self esteem and self harm of 30.7%.

Keywords: Social Anxiety, Self Esteem, Self Harm, Santriwati

INTRUDUCTION

The education system in Indonesia has three pathways, namely formal, non-formal, and informal education. This confirms that education, whether formal, informal, or non-formal, is an important foundation in shaping a new generation in Indonesia that has a strong character (Hayah, 2017) . Pesantren is a traditional Islamic educational institution that teaches students to learn, understand, live, and practice the teachings of Islam by emphasizing the importance of religious morals to direct daily behavior (Habibi, 2021) . Pesantren combine the official government curriculum with their own curriculum, allowing santriwati to deepen religious knowledge in addition to general knowledge (Syaprudin, 2017) . When female students choose to live in pesantren, they need to prepare themselves to adapt to various changes in their lives, including moving residence, adjusting to a new climate, transitioning from students to college students, and moving from home to dormitory (Hidayat, 2017) . Pesantren has been proven to be an institution that helps develop the nature and character of female students (Fachrudin et al., 2020) .

Today's female students face a variety of complex challenges, ranging from health issues, theft, physical violence, extortion, bullying, to problems such as late-night dating, running away to watch concerts, and other emotional distress. The most common problems in pesantren include social aspects such as interpersonal relationships and physical health (Kusaini, 2021) .

Research conducted by (Kusaini, 2021) in his research entitled "Identification of Santri Problems Through the Problem Identification Tool Instrument at Pondok Pesantren Yogyakarta" pesantren have various main problems in social relations between students and administrators, the development of self-potential which is hampered by lack of support, physical health problems due to limited facilities, and the urgent need for responsive guidance and counseling services.

Other news published in detiknews.com (2023) explained that cases of self harm in female pesantren are a very serious concern. Based on available information, several psychological factors that can cause self harm among female santri include academic pressure, family problems, and lack of emotional support. In addition to psychological factors, easily accessible technological advances also play a role; social media, although useful, can have a negative impact by influencing adolescents to commit self harm (Scheiner et al., 2022) .

Self harm behavior reflects a person's difficulty in coping with stress (Kusumadewi et al., 2020) . Self harm behaviors in adolescence can lead to long-term challenges in adulthood, such as social, health, and career problems. Engaging in self harm as an adolescent is also associated with risk of depression, anxiety disorders, and substance abuse in adulthood (Valencia & Sinambela, 2021) . Self harm is thought to predict suicidal ideation, which is a major risk factor for mortality in adolescents (Kusnadi, 2021).

A person may engage in self harm as a way to transform their emotional pain into

more manageable physical pain (Chua et al., 2015) . Physical signs include cold fingers, rapid heart rate, excessive night sweats, headaches, loss of appetite, difficulty sleeping, and a sensation of tightness in the chest. While psychological symptoms include fear of danger, difficulty concentrating, anxiety, and the urge to avoid reality (Fitria et al., 2020) .

One of the factors that influence *self harm* according to (Simpson, 2015) is psychological factors, psychological factors include the mental and emotional state of individuals, such as cutting or burning themselves which individuals generally do to reduce or eliminate emotional distress; various emotions such as anger, anxiety, tension, sadness, depression, shame, worry, and humiliation are often the main triggers for these actions. Social anxiety is a significant problem in social interactions and can hinder relationships between individuals (Sari et al., 2022) . Social anxiety is a type of fear associated with shyness and fear or anxiety that is not proportional to the threat (Caturtami, 2021) .

Based on research conducted (Qonita et al., 2023) in his research entitled "*Factors that Driving Self Harm Form Adolescent Students Girl*" shows that factors such as emotion regulation, loneliness, and anxiety affect the occurrence of self harm behavior in adolescent female students. Likewise, research conducted by (Hawton et al., 2023) in his research entitled "*Self Harm and Suicide in Adolescents*" shows various psychosocial factors such as unhealthy parenting and family instability, emotional factors such as depression and anxiety, and

sociodemographic factors such as gender and race. In addition, excessive alcohol consumption and increased frequency and severity of self harm behaviors also contribute to higher risk, including suicide risk.

One of the factors that influence self harm according to (Fox & Hawton, 2004) suicidal behavior by friends or family members, drug abuse, anxiety, depression, impulsivity, and low self-esteem. Self-esteem is a crucial element in personality formation and influences one's behavior. The development of adolescents' self-esteem is influenced by their interactions with others, through appreciation, acceptance, and consistent positive responses from those around them (Indriani et al., 2019) .

High self-esteem is related to a variety of positive developmental outcomes, such as the ability to deal with peer pressure, achieve good academic performance, and rarely experience depression (Hidayah & Nordin, 2020) . Low self-esteem in female students can result in low achievement at school, have problems related to social relationships and can lead to anxiety to depression. Low self-esteem is a negative mindset and feelings about oneself that make individuals feel a loss of confidence and self-esteem (Hermawan et al., 2016) .

Based on the previous explanation, it can be seen that it is important to increase self-esteem in female santri in pesantren who have excessive social anxiety. Therefore, the purpose of this study is to determine whether there is a relationship between social anxiety and self-esteem with *self-harm* behavior in female students at pesantren. The second

objective is to determine how much the effective contribution of the independent variable to the dependent variable. From these objectives, the research hypothesis is obtained, there is a relationship between social anxiety and self-esteem with *self-harm* behavior in female students at pesantren. The higher the *self esteem*, the lower the *self harm* behavior of female santri in pesantren and vice versa. The higher the social anxiety, the higher the *self harm*, and vice versa.

The contribution of this research is to provide deeper insight into the psychological factors that influence self-harm behavior in female santri in pesantren, especially social anxiety and self-esteem. This research is expected to provide recommendations for guidance and counseling programs that can increase self-esteem and reduce social anxiety in female students, so as to reduce the risk of self-harm behavior in the pesantren environment.

METHOD

The dependent variable in this study is *self harm*, and the independent variables are social anxiety and *self esteem*. *Self harm* is a serious behavior where someone deliberately hurts themselves, which can have short and long term effects on physical and mental health. Social anxiety is a condition in which a person experiences excessive fear in social interactions, especially for fear of negative judgment from others characterized by physical and non-physical symptoms, including concerns about acceptance by a partner. *Self-esteem* is an individual's assessment of his or her own abilities that does not always reflect the real

abilities or views of others that are influenced by experiences, personal views, and assessments from the surrounding environment, and has a crucial role in shaping personality.

The data collection method that will be used in this study is a quantitative method using a Likert scale. The scale is a tool that describes affective psychological constructs through objects that are not directly visible (Periantalo, 2020) . There are three scales used in this study, the *self harm* scale, the social anxiety scale, and the *self esteem* scale. The sampling technique used in this study is non-probability sampling with cluster sampling. This method was chosen because the sampling was carried out widely. As stated (Sugiyono, 2019) cluster sampling is a sample selection process carried out by considering which population will be used as a data source, in order to determine the number of samples to be studied. The sampling criteria in this study were that the respondents were female students in a pesantren of 140 female students. Data analysis of the hypothesis to be proposed in this study using the regression analysis method of two predictors and product moment. However, before analyzing the hypothesis, it is necessary to test the assumptions consisting of normality test and linearity test.

RESULT AND DISCUSSION

After collecting data, the data that has been obtained is then analyzed to test the suitability of the hypothesis proposed by the researcher. The assumption test carried out consists of normality test, linearity test,

major hypothesis test, and minor hypothesis test. Data analysis was carried out by utilizing the *Statistical application Product and Service Solution* (SPSS) version 15.0

The first assumption test carried out, namely the normality test, based on the results of the normality test, it is known that the variables of social anxiety, *self esteem*, and *self harm* are normally distributed. Normality test is an assumption test conducted to determine the normality of the distribution or distribution of data. The second test, namely the linearity test, based on the results of this test there is a linear relationship.

The normality test in this study was carried out to test the data distribution of the three research variables, namely *self harm*,

social anxiety, and *self esteem*. Research data is classified as normal when the significance level value $p > 0.05$. The normality test was carried out using the Kolmogorov Smirnov Test technique through the Asymptotic approach.

The normality test results on the *self harm* variable obtained a significance level of p of 0.243 ($p > 0.05$) with a K-SZ of 1.026 which means that the *self harm* data is normally distributed. Likewise, the social anxiety variable obtained a significance level p value of 0.180 ($p > 0.05$) with a K-SZ of 1.096 and a significance value p on *self esteem* of 0.587 ($p > 0.05$) with a K-SZ of 0.774 which means that the data is normally distributed

Table 1. *Normality Test Results*

No.	Variable	K-SZ	P(0.05)	Description
1.	<i>Self Harm</i>	1.026	0.243	Normally Distributed
2.	Social Anxiety	0.180	1.096	Normally Distributed
3.	<i>Self Esteem</i>	0,774	0,587	Normally Distributed

Table 1 above shows that the data distribution of the three variables is normally distributed. Furthermore, the linearity test is one of the assumption tests that must be met

in the correlation technique. The results of the linearity test can be seen in the following table:

Table 2. *Linearity Test Results between Social Anxiety and Self Harm*

Variables	F	Sig(p)	Description
Social Anxiety and <i>Self</i>	0.852	0.666	Linear

The results of the linearity test between social anxiety and *self harm* in table 4.15 obtained a Linear F value of 0.852 with a p of 0.666 ($p > 0.05$). These results indicate

a linear relationship between social anxiety and *self harm* with an effective contribution of 47.5%.

Table 3. *Linearity Test Results between Self Esteem and Self Harm*

Variables	F	Sig(p)	Description
<i>Self Esteem</i> and <i>Self Harm</i>	1.053	0.082	Linear

Based on the results of the linearity test between *self esteem* and *self harm* in table 3 shows a Linear F value of 1.503 with a p value of 0.082 ($p > 0.05$). The results show that there is a linear relationship between parenting *self esteem* and *self harm*

Hypothesis Test Results

Major hypothesis testing, major hypothesis testing is done with two predictor regression analysis. The results of major hypothesis testing can be seen in the following table:

Table 4. Major Hypothesis Test Results

Model	R	R Square	Sig(p)
1 Regression	0.701	0.492	0.000

The results of the table above show a significance level value of p of 0.000 ($p < 0.01$) with $R_{x1,2y} = 0.701$ there is a very significant relationship between social anxiety and *self esteem* with *self harm* so that the hypothesis that states there is a relationship between social anxiety and *self esteem* with *self harm* behavior in female

pesantren students is accepted, with an effective contribution of 49.2%.

The results of the minor hypothesis test regarding the positive relationship between achievement motivation and discipline can be seen in the following table:

Table 5. Correlation Analysis Results of Social Anxiety and Self Harm

Variables	R	R Squared	Sig (p)
Social Anxiety and <i>Self</i>	0.689	0.475	0.000

Based on the table between the variables of social anxiety and *self harm*, the correlation coefficient between the two variables (R_{x1y}) is 0.689 with a p value of 0.000 ($p < 0.01$). The results show that there is a very significant positive relationship between social anxiety and *self harm*. So that the hypothesis that there is a positive relationship between social anxiety and *self harm* in female santri in pesantren is

accepted. The higher the social anxiety, the higher the *self harm* behavior. Conversely, the lower the social anxiety, the lower the *self-harm* behavior. The effective contribution of social anxiety and *self harm* is 47.5%.

Testing minor hypothesis 2, the results of the minor hypothesis test regarding the existence of a positive relationship

between *self esteem* and *self harm* can be seen in the following table:

Table 6. Results of Correlation Analysis of Self Esteem and Self Harm

Variables	R	R Squared	Sig (p)
<i>Self Esteem</i> and <i>Self</i>	-0.554	0.307	0.000

Based on the table between the variables of *self esteem* and *self harm*, the correlation coefficient between the two variables (R_{x1y}) is (-0.554) with a p value of 0.000 ($p < 0.01$). The results show that there is a very significant negative relationship between *self esteem* and *self harm*. So that the hypothesis that there is a negative relationship between *self esteem* and *self harm* in female santri in pesantren is accepted. The higher the *self esteem*, the lower the *self harm*. Conversely, the lower the *self esteem*, the higher the self harm behavior. The effective contribution of *self esteem* and *self harm* is 30.7%.

Based on the results of the major hypothesis regression test in table 1, it is known that there is a very significant relationship between social anxiety and *self esteem* with *self harm* in female santri in pesantren. So that the major hypothesis which states that there is a relationship between social anxiety and *self esteem* with *self harm* in female santri in pesantren is accepted with an effective contribution of 49.2%. This means that social anxiety and *self esteem* affect *self harm* by 47.5%. While the other 30.7% is influenced by other factors not examined in this study.

In addition to external factors, there are also internal factors that influence discipline, one of which is social anxiety. Social anxiety is one of the psychological problems often experienced by many

adolescents, which has a negative impact on overall mental well-being. Adolescents who experience social anxiety tend to feel very strong taut, nervous, and embarrassed when they have to interact socially, so that it can cause avoidance behavior and reduce social function (Deswita et al., 2023). Based on some of the above statements and referring to the results of the major hypothesis test in table 1, it can be said that the application of social anxiety and *self esteem* affects *self harm*.

Self Esteem is a very important thing in a person that can be used as a reference in viewing yourself based on your abilities (Putri & Isrofins, 2021). Teenagers begin to pay attention to their appearance, which encourages the desire to look attractive in order to get attention and recognition from others (Najah et al., 2021)

The results of the first minor hypothesis test show that there is a highly significant positive relationship between social anxiety and *self harm* with an effective contribution of 47.5%. This is in line with research (Salsabila, 2023) that there is a positive relationship between anxiety and *self injury* tendencies in twitter social media users with $r_{xy} = 0.361$ and $p = 0.000$ ($p < 0.01$) which means that there is a very significant positive relationship between anxiety and *self injury* tendency behavior.

The results of the second minor hypothesis test research show that there is a

very significant negative relationship between *self esteem* and *self harm* with an effective contribution of 30.7%. The higher the *self esteem*, the lower the *self harm*. Vice versa, the lower the *self esteem*, the higher the *self harm*. In line with research (Putri & Nusantoro, 2020) which states that there is a significant negative relationship with $r_{xy} = -0.417$ in public junior high school students in

Tembalang District in the 2019/2020 academic year.

Self harm, suicidal ideation, and suicide attempts are major mental health problems among adolescents worldwide. Self harm can be defined as a non-fatal act that is intentionally self-inflicted but physically harmful and independent of suicidal intent (Rahman et al., 2021)

Table 7. *Self Harm Data Categorization*

Categorization	Frequency	Percentage
Very High	25	17.9%
High	34	24.3%
Medium	41	29.3%
Low	27	19.3%
Very Low	13	9.3%
Total	140	100%

The categorization of *self harm* data contained in table 7 shows that the level of *self harm* of female santri in this study is at a moderate level. The categorization results show that participants in this study have hurt

themselves. *Self harm* is caused by a person's inability to solve problems, this inability triggers pressure and stress which can lead to negative emotions and behavior (Isnawati, 2020)

Table 8. *Categorization of Social Anxiety Data*

Categorization	Frequency	Percentage
Very High	2	1.4%
High	1	0.7%
Medium	5	3.6%
Low	5	3.6%
Very Low	127	90.7%
Total	140	100%

The categorization of social anxiety data contained in table 8 shows that achievement motivation is at a very low level. Social anxiety is an anxiety condition

characterized by feelings of embarrassment to be judged or noticed by others, due to the belief that others view themselves negatively (Primadiana et al., 2019) .

Table 9. *Self Esteem Data Categorization*

Categorization	Frequency	Percentage
Very High	129	92.1%
High	8	5.7%
Medium	2	1.4%

Low	0	0%
Very Low	1	0.7%
Total	140	100%

While the results of the categorization of *self esteem* data contained in table 9 show that *self esteem* in this study is at a very high level. High *self esteem* is experienced by individuals who are confident in solving a life challenge, and do not avoid existing problems that cause individual abilities to develop, have a good attitude in communicating with others and have resilience or bounce back from the pressure experienced with a level that tends to be high, while individuals with low *self esteem* are more reluctant to risk failure and avoid challenge.

CONCLUSIONS

Based on the results of research and discussion, it can be concluded that social anxiety and self esteem are significantly related to self harm behavior in female santri in pesantren. In this study, a positive relationship was found between social anxiety and self harm, which means that the higher the level of social anxiety experienced by female santri, the greater their tendency to do self harm. This shows that social anxiety can influence self-destructive behaviors committed by individuals, especially in stressful social situations. Conversely, there is a significant negative relationship between self esteem and self harm, which indicates that the higher the level of one's self esteem, the lower the tendency to commit self harm. In other words, individuals who have higher self-esteem are better able to cope with negative feelings and deal with pressure in a

healthier way, so that self-destructive behavior can be minimized. The hypothesis in this study was accepted with an effective contribution of 49.2%, which indicates that both variables, namely social anxiety and self esteem, significantly influence self harm behavior in female santri in pesantren. This finding reinforces the importance of attention to adolescent mental health, especially in the context of pesantren, to reduce the negative impact of social anxiety and increase self esteem. Proper handling of these two factors can contribute greatly to preventing self-harm behavior and improving the mental well-being of santriwati.

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