

THE RELATIONSHIP BETWEEN BODY IMAGE AND SELF-CONFIDENCE AMONG FEMALE STUDENTS AT MAN PINRANG

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ABSTRACT

Adolescent girls frequently experience body image concerns that may affect self-confidence and well-being. This study aimed to examine the relationship between body image and self-confidence among female students at MAN Pinrang. A cross-sectional design was used with 222 respondents (aged 16–18 years) selected by simple random sampling. Body image was measured with the MBSRQ-AS (33 items) and self-confidence with the Lauster Self-Confidence Scale (25 items). Data were collected online and analyzed using Spearman's rho ($p=0.05$). Most students reported neutral body image (55.9%) followed by less-good (43.2%); only 0.5% were positive or low. Self-confidence was predominantly "sufficient" (75.2%), with 20.7% in the "low" category. A significant, positive, moderate correlation was found between body image and self-confidence ($r=0.431$, $p<0.001$, $n=222$), indicating that more positive body image is associated with higher self-confidence. Findings suggest the need for school-based health promotion integrating body-positivity education, media-literacy, and supportive counseling led by school nurses and counselors to strengthen students' self-acceptance and social functioning.

Keyword : adolescent girls, body image, self-confidence.

ABSTRAK

Remaja putri sering mengalami kekhawatiran tentang citra tubuh yang dapat memengaruhi kepercayaan diri dan kesejahteraan mereka. Studi ini bertujuan untuk meneliti hubungan antara citra tubuh dan kepercayaan diri di kalangan mahasiswi di MAN Pinrang. Desain penelitian yang digunakan adalah cross-sectional dengan 222 responden (usia 16–18 tahun) yang dipilih dengan metode simple random sampling. Citra tubuh diukur dengan MBSRQ-AS (33 item) dan kepercayaan diri dengan Skala Kepercayaan Diri Lauster (25 item). Data dikumpulkan secara online dan dianalisis menggunakan Spearman's rho ($p=0,05$). Sebagian besar mahasiswi melaporkan citra tubuh netral (55,9%) diikuti oleh kurang baik (43,2%); hanya 0,5% yang positif atau rendah. Kepercayaan diri sebagian besar "cukup" (75,2%), dengan 20,7% dalam kategori "rendah". Ditemukan korelasi positif yang signifikan dan moderat antara citra tubuh dan kepercayaan diri ($r=0,431$, $p<0,001$, $n=222$), yang menunjukkan bahwa citra tubuh yang lebih positif dikaitkan dengan kepercayaan diri yang lebih tinggi. Temuan ini menunjukkan perlunya promosi kesehatan berbasis sekolah yang mengintegrasikan pendidikan tentang citra tubuh positif, literasi media, dan konseling suportif yang dipimpin oleh perawat dan konselor sekolah untuk memperkuat penerimaan diri dan fungsi sosial siswa.

Kata Kunci: Remaja putri, citra tubuh, kepercayaan diri.

A. INTRODUCTION

Young women are one of those who are close to body image problems due to biological changes, social demands, and exposure to beauty standards in the media. Dissatisfaction with physical appearance is often correlated with a variety of psychological disadvantages, ranging from decreased self-esteem to the appearance of symptoms of anxiety and eating disorders. In the context of high school, the dynamics of friendships and digital culture strengthen the process of social comparison so that body perception becomes an important issue that needs to be managed in a promotive-preventive manner in the educational environment. Several previous studies have shown a link between *body image* and self-confidence. Adolescents who have a positive *body image* tend to have high self-esteem (Maes et al., 2021), while social pressures including fear of being judged negatively can worsen body dissatisfaction (Cai et al., 2024). School-based programs have been evaluated, but they have not always resulted in significant improvements in the short term (Craddock et al., 2023). On the other hand, the literature also links negative *body image* with other psychosocial risks in adolescent girls (Puspita et al., 2024) and emphasizes the importance of understanding cross-cultural contextual factors (Jebero et al., 2024).

However, there are some key limitations in previous studies. First, many studies focus on student populations or overseas contexts so that generalizations to Indonesian high school students, especially in urban areas such as Makassar, are still limited. Second, brief interventions in schools have not consistently shown impact, so strong descriptive-correlation evidence is needed to map the problem and the basis for designing more targeted programs (Craddock et al., 2023). Third, some studies did not simultaneously measure *body image* with multidimensional instruments and confidence with psychometric scales tested in adolescent populations, so the picture of the relationship between the two was less comprehensive.

This research offers a novelty contribution in several aspects. First, the study focused on high school students in MAN Pinrang with an adequate number of samples ($n = 222$), thus providing a contextual picture that is relevant to school settings in urban Indonesia. Second, the study used a combination of the standardized instruments MBSRQ-AS for *body image* and the Lauster Confidence Scale that had been adapted and had an adequate psychometric basis in the adolescent population, thus strengthening the validity of the findings. Third, appropriate correlational analysis for ordinal-level data (Spearman's rho) is used to assess the strength and direction of the relationship between variables, while presenting clear operational categories (e.g. neutral/not good for *body image*; sufficient/low for confidence) so that it can be easily followed up by school stakeholders, community/school nurses, and BK teachers.

The findings of the study are expected to provide an empirical basis for the design of interventions in schools such as *body positivity* education, media literacy, and supportive counseling that are more specific to targets based on the body image profile and confidence of students. In addition, the results could serve as a preliminary reference for follow-up studies that explore mediators/moderators (e.g., intensity of social media use, family support, or peer dynamics) as well as evaluate the effectiveness of multicomponent interventions with longitudinal designs.

The purpose of this study is to examine the relationship between body image perception and confidence level in MAN Pinrang students. In more detail, the objectives of this study include: (1) mapping the general picture of body image in female students; (2) describe the level of confidence in the participants; and (3) evaluate the relationship between body image and self-confidence in the group. (Maes et al., 2021; Cai et al., 2024; Craddock et al., 2023; Puspita et al., 2024; Jebero et al., 2024).

B. METHODS

Research Design

The study used a quantitative approach with *cross-sectional*. This design allowed the authors to evaluate the relationship between body image as an independent variable and confidence level as a dependent variable through measurements made at a single point in time.

Place and Time of Research

The research was carried out at MAN Pinrang. Data collection is carried out online through a questionnaire link (*Google Form*) during the data collection period that has been set at school.

Population and Sample

The target population is all active students of MAN Pinrang aged 16–18 years (N=500). The sample size was determined using *the Slovin* formula ($e=0.05$) so that 222 respondents were obtained. The *sampling* technique used is *simple random sampling* with proportions according to class strata (X, XI, XII).

1. Inclusion criteria: (1) active students of MAN Pinrang, (2) aged 16–18 years, (3) willing to be respondents and fill out a complete questionnaire.
2. Exclusion criteria: (1) double/duplicate filling, (2) not present during the data collection period.

Measurement Instruments

1. *Body image* was measured in this study using *the Multidimensional Body Self Relation Questionnaire - Appearance Scale* (MBSRQ-AS) adapted in the context of adolescents, consisting of 33 items with a Likert scale of 4 points (SS=4 to STS=1 for *favorable* items; score reversals for *unfavorable* items). The total score ranged from 33–132 and was categorized as: High (107.25–132), Medium/Neutral (82.5–107.25), Poor (57.75–82.5), Low (33–57.75).
2. Confidence was measured using the Lauster Confidence Scale (adaptation) with 25 items (Likert 4 points; reversal for *unfavorable items*). The total score of 25–100 is categorized: High (82 – 100), Adequate (63 – 81), Low (44 – 62), Very Low (25 – 43).

Data Collection Procedure

After obtaining a school permit, the questionnaire link is socialized through the BK teacher/homeroom teacher. Respondents received an explanation of the research, agreed to informed *consent*, and then filled out the questionnaire independently. The researcher conducts a completeness check (*editing*), then providing coding (*coding*), data entry *sections*, and *data cleaning* (cleaning) to avoid duplication and incomplete answers.

Data Analysis

The analysis was carried out using SPSS version 27. Descriptive statistics present the averages, standard deviations, and category distributions for both variables. The relationship

test used *Spearman's rho* correlation (bidirectional, $p=0.05$) because the data was ordinal-scale. Unfavorable items on both scales are behind the score before total summation.

Ethical Considerations

The research holds the principles of *informed consent*, *confidentiality*, and *anonymity*. Participation is voluntary, respondents have the right to refuse/quit at any time without consequences. The research has gone through an internal ethical assessment/feasibility and is supported by documents in the Attachment to the Research Ethics Sheet; All procedures follow the rules of research ethics in the school adolescent population.

C. RESULT

This section presents the main findings according to the purpose of the study. The analysis was carried out on 222 students of MAN Pinrang (aged 16–18 years).

Table 1. Characteristics of Respondents based on class classification and age

Respondent Characteristics	Sample	Percentage (%)
Classes		
Grade 10	50	22.52%
Grade 11	61	27.48%
Grade 12	111	50.00%
Age		
16 Years	133	59.91%
17 Years	81	36.49%
18 Years	8	3.60%
Total (n)	222	100%

Based on table 1, it shows that out of 222 sample of female respondents at MAN Pinrang, grade 10 amounted to 50 people (22.52%), grade 11 amounted to 61 people (27.48%), and grade 12 amounted to 111 people (50.00%). Based on the target age of female students that have been determined, the age of 16 years is 133 (59.91%), female students who are 17 years old are 81 (36.49%) and female students who are 18 years old are 8 people (3.60%).

Table 2. Correlations (Spearman's rho)

Correlations	Body image Total	Confidence Level Total
Body image Total	1.000	0.431
Sig. (2-tailed)	-	0.000
n	222	222
Total Self-Confidence Level	0.431	1.000
Sig. (2-tailed)	0.000	-
n	222	222

Table 2 shows the correlation of the strength and direction of the relationship between the two variables using Spearman's rho(r) corresponding to the Likert (ordinal) data. The line "Sig. (2-tailed)" indicates the *p-value* to test the significance on the two-way test. Main results: $r = 0.431$; $p = 0.000$; $n = 222$ (SPSS returns ".000" due to rounding, the actual value is well below 0.001). ρ has a moderate positive value $\Rightarrow$ the more positive the *body image*, the higher the level of confidence,

because $p < 0.05$ (even < 0.01), H_0 (no relationship) is rejected. The observed relationship is statistically significant.

Table 3. Cross-tabulation: *Body image* and Confidence Level

Body image	Confidence Level								n	%	r
	Very Poor		Poor		Normal		High				
	n	%	n	%	n	%	n	%			
Poor	0	0.0	1	0.5	0	0.0	0	0.0	1	0.5	-
Not Good	1	0.5	30	13.5	64	28.8	1	0.5	96	43.2	-
Neutral	0	0.0	15	6.8	103	46.4	6	2.7	124	55.9	-
Positive	0	0.0	0	0.0	0	0.0	1	0.5	1	0.5	-
Total	1	0.5	46	20.7	167	75.2	8	3.6	222	100.0	0.431

Spearman 's statistical test results rho r = 0.431 (p = 0.05)

Based on Table 3 describing the relationship between *body image* and confidence level in MAN Pinrang students, it was obtained that of 222 female respondents with Poor *Body Image* and Sufficient Self-Confidence, 64 people (28.8%), while Poor-Low 30 people (13.5%), Poor-High 1 person (0.5%), and Poor-Very Low 1 person (0.5%). Students with Neutral *Body Image* and Sufficient Self-Confidence were recorded at 103 people (46.4%), Neutral-Low 15 people (6.8%), and Neutral-High 6 people (2.7%). The Low *Body image* category only appears in the Low-Low combination of 1 person (0.5%). Positive *body image* only appears in 1 person (0.5%) of the Positive-High combination. The Spearman correlation test showed $r = 0.431$ with $p = 0.000$ (2-tailed, $p < 0.05$) and $n = 222$. These findings indicate a moderate and significant positive relationship between *body image* and confidence level in MAN Pinrang students, the more positive a student's *body image*, the higher the result of her confidence level.

D. DISCUSSION

Discussion of Findings

1. *Body image* of MAN Pinrang students

Of the 222 respondents, the majority of female students were in the *neutral body image* category (124; 55.86%), followed by poor (96; 43.24%). Only 1 student was in the positive category and 1 student in the low category. This pattern shows a relatively realistic self-assessment but is still accompanied by dissatisfaction in most female students.

The results of each aspect clarify these dynamics. *Appearance Evaluation* was dominated by the poor category (52.70%), indicating that the assessment of attractiveness was not strong. *Appearance Orientation* was at a neutral level (41.89%), indicating that attention to appearance care was present but not yet consistent. *Body Area Satisfaction* was most vulnerable to low (37.39%) and poor (31.53%) categories, indicating dissatisfaction in certain body parts. In *Overweight Preoccupation* and *Self-Classified Weight*, the low category dominates, reflecting concerns about body weight/size as well as distortions of body size perception. Theoretically, these findings are in line with the explanation that adolescent girls often make social comparisons with unrealistic beauty standards, so it is easy to dissatisfaction even under normal objective conditions (Merino et al., 2024; Cash & Pruzinsky, 2023; Ziora-Jakutowicz et al., 2023; Justino et al., 2020).

2. Confidence Level in MAN Pinrang Students

Most of the female students have sufficient self-confidence (167; 75.23%), while low is still meaningful (46; 20.72%); The high and very low categories were 8 (3.60%) and 1 (0.45%)

respectively. At the aspect level, Personal Ability, Social Interaction, and Self-Assessment are dominated by the low category. This indicates that confidence in carrying out tasks/handling challenges, the courage to interact, and self-evaluation tend to be less optimal. This condition is consistent with the risk of social anxiety and inhibited expression of potential in adolescents with low self-confidence (Walters et al., 2023).

3. The Relationship of *Body Image* and Confidence Level

Correlation tests produced a positive and significant association with moderate strength between *body image* and self-confidence. This means that the more positive the student's perception of her body, the higher her self-confidence. These findings are consistent with evidence that better body appreciation is associated with confidence and more adaptive management of social demands (Anugrarista & Manurung, 2024; Cash & Pruzinsky, 2023). Developmentally, the late adolescence to early adulthood phase, especially in grades 12 and 18, is marked by increased academic demands and sensitivity to social evaluation (Santrock, 2020), which can strengthen social comparisons (Lee & Lee, 2022; Merino et al., 2024; Gordon et al., 2021) and suppressing self-confidence when *body image* is poor.

Implications in Nursing Practice

These findings underscore the need for preventive strategies in schools. Community/school nurses with BK teachers can: (1) conduct simple screening to identify negative *body image* and low self-confidence; (2) organizing group counseling on self-acceptance, social skills, and adaptive coping; (3) providing media literacy education to criticize unrealistic beauty standards; and (4) encourage physical activity and healthy self-care. A multimodal and iterative approach is important given that change may not be apparent in the short term (Craddock et al., 2023).

Research Limitations

Online data collection has the potential to cause filling bias. Important external variables such as family support, peers, culture, and intensity of social media use are not explored further. However, the instruments used (MBSRQ-AS and the Lauster Confidence Scale) have been shown to be valid and reliable, and the large sample size ($n=222$) increases the representativeness of the findings. Further research is suggested using longitudinal/experimental design and incorporating social mediators/moderators to map the path of influence more precisely in the context of Indonesian schools.

E. CONCLUSION

This study answers the purpose of assessing the relationship between *body image* and the level of confidence in MAN Pinrang students. The majority of female students have a *body image* in the neutral category (55.86%) followed by poor (43.24%), while the level of confidence is dominated by the fair category (75.23%). The *Spearman correlation test* showed a positive and significant association with moderate strength between *body image* and self-confidence ($r = 0.431$; $p < 0.001$). This means that the more positive the perception of the body, the higher the confidence you have. At the school level, there is a need for sustainable programs in the form of simple screening, group counseling, body positivity education and media literacy, as well as the promotion of physical activity and healthy self-care through the collaboration of school nurses and BK teachers. For parents, emotional support and positive communication about self-acceptance are important to prevent body dissatisfaction from continuing. For the next researcher, a longitudinal/experimental design is suggested by including mediators/moderators (family/peer support and intensity of social media use) to map more

precise paths of influence and evaluate the effectiveness of multicomponent interventions in school contexts.

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