

THE DYNAMICS OF STUDENTS' SELF-CONFIDENCE THROUGH A COMBINATION OF SELF-MONITORING AND ROLE-PLAYING TECHNIQUES IN GROUP COUNSELING

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ABSTRACT

This study examines the dynamics of self-confidence among secondary school students by applying a combination of self-monitoring techniques and role-play in group counselling sessions. Low self-confidence among adolescents is a problem that has a significant impact on the quality of their social interactions and academic achievement. This study was conducted at Pertiwi Secondary School in Medan during the second semester of the 2025/2026 academic year, involving four students from Years 7 and 8. A descriptive qualitative method was used, with data collected through observation, self-monitoring sheets, and transcripts of the group counselling process. The results indicate that the combination of self-monitoring techniques and role-play within a group counselling framework encouraged students to identify situations that trigger low self-confidence, develop greater self-awareness, and directly practise self-assured behaviour through simulated real-life scenarios. The group dynamics process strengthened motivation and a sense of security among participants, thereby enabling the organic internalisation of self-confidence values. This research makes a practical contribution to school guidance and counselling services, particularly to the design of effective, context-specific interventions based on behavioural techniques for adolescents.

Keywords: self-confidence, self-monitoring and role-play, group guidance



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1. INTRODUCTION

Self-confidence is a fundamental psychological skill that influences almost every aspect of teenagers' lives, from the quality of their social relationships and their willingness to express opinions to their academic performance. However, the reality is often different: many students with great potential are held back by feelings of inferiority, negative self-comparisons and a deep fear of failure. This situation not only affects academic performance, but also the development of their identity as teenagers who are in the midst of self-discovery.

In their study on self-confidence profiles among adolescents, Fitri et al. (2018) found that the majority of secondary school students fall into the moderate-to-low self-confidence category. Factors contributing to this low self-confidence include parenting styles, peer pressure, past experiences of failure, and unfavourable comparisons with others. These findings suggest that self-confidence does not arise automatically, but must be built through specific and systematic interventions. For their part, Astuti and Zulbahri (2023) emphasised that self-confidence is a dynamic psychological dimension that can be refined and developed through appropriate methods, such as emotional regulation, the development of a positive self-image, and structured experiences of success.

In the context of school guidance and counselling services, group counselling is regarded as one of the most effective tools for helping pupils develop their personal and social skills, including self-confidence. Nurkhasanah et al. (2025) demonstrated that group counselling services incorporating self-regulation techniques have proven effective in helping students identify and regulate their own behaviour. Self-regulation mechanisms enable individuals to observe and evaluate their own behaviour, which in turn fosters more

meaningful and sustainable change. Similarly, several studies have confirmed that role-play techniques provide a safe space for students to explore and internalise appropriate behaviour in real-life situations (Asmal and Hasanah, 2025).

Although each of these techniques has been the subject of extensive research in its own right, studies specifically exploring the synergistic effects of combining self-control techniques and role-play in a single group counselling session remain very scarce, particularly in the context of Indonesian secondary schools. This is the research gap that the present study aims to address. The research was conducted at Pertiwi High School in Medan, involving Year 7 and Year 8 pupils who showed signs of low self-esteem in social and academic situations. The main objective of this study was to describe the dynamics of changes in students' self-esteem during a group counselling process that integrated self-control techniques and role-playing, and to identify the factors within this process that played the most significant role in driving behavioural change.

2. DISCUSSION

2.1 The concept of self-confidence in adolescents

Self-confidence is conceptually defined as a person's belief in their ability to cope with various situations, make decisions and function in life without relying excessively on external validation. Astuti and Zulfahri (2023) explain that self-confidence encompasses the conviction to do something without fear of failure, and that it is a subconscious part of the mind that is not influenced solely by emotions. Therefore, it requires an approach that allows for training in emotional control and the building of a solid self-image. Self-confident people are generally characterised by optimism, assertiveness, emotional maturity, openness to criticism and the courage to try new things even when they are afraid.

In their study on the self-esteem profile of secondary school pupils, Fitri et al. (2018) found that among the most significant factors influencing self-esteem are patterns of peer relationships, family support, past experiences of success and failure, and perceptions of one's own physical appearance. This finding is relevant to the research context at SMPS Pertiwi Medan, where students showed a tendency to feel inferior when faced with situations that required them to present themselves to others without sufficient preparation, or when they had to compete with people considered more experienced. The habit of comparing oneself negatively with others is one of the main sources of erosion of self-confidence in adolescence, a dynamic also confirmed by Lou and Noels (2024), who found that upward social comparison has a detrimental impact on self-confidence, although this negative impact can be minimised if individuals have a growth mindset.

2.1.1. Self-monitoring as an intervention technique

Self-monitoring techniques in behavioural guidance and counselling refer to practices in which individuals systematically observe, record and evaluate their own behaviour in specific situations. Dignath and van Ewijk (2020) explain that when students actively participate in the process of monitoring learning content and assessing their own performance, significant improvements in self-regulation occur. This is because self-assessment fosters greater metacognitive awareness, enabling students to understand their own thought patterns and emotional responses beyond simply reacting to situations.

Nurkhasanah et al. (2025) specifically analysed the effectiveness of self-monitoring-based group therapy and found that this technique can help students identify situations that trigger problematic behaviours, particularly low self-esteem, and develop more adaptive coping strategies. Similarly, Estrapala et al. (2021), in their comparative study on behavioural self-monitoring, confirmed that self-monitoring-based interventions aimed at setting specific goals were more effective in producing real and lasting behavioural changes than purely informative interventions. In the context of group therapy, self-monitoring worksheets serve as a mirror that helps students view themselves more objectively, identifying the situations that trigger feelings of low self-esteem, what they think when these situations arise, and what they typically do in response to them.

2.1.2. Role-playing as an experiential technique

Role-play is an experiential learning technique in which participants are asked to act out specific situations or characters in scenarios designed to achieve therapeutic or educational objectives. Asmal and Hasanah (2025) suggest that role-play is an effective approach for building self-confidence, as it offers people the opportunity to practise new behaviours in a safe environment where mistakes have no real consequences, but rather provide a space for learning and receiving feedback from others.

In their study on the use of role-play to boost students' self-confidence, Angélica and Wulandari (2025) found that this method consistently produced significant improvements, particularly in areas such as the courage to speak in public, the ability to express opinions, and the management of social anxiety. Fallah et al. (2025) also compared the effects of role-play in small groups with other methods, and the results showed that this format optimised the effectiveness of role-play, as each individual had the opportunity to act and received more personalised feedback. Furthermore, Maisseptian et al. (2022) highlighted that role-playing techniques within a group-oriented framework not only developed verbal communication skills but also strengthened emotional intelligence and the ability to understand others' perspectives, thereby contributing to greater self-confidence.

2.1.3. Group Guidance as a means of change

Group Guidance is a service that utilises group dynamics, interaction, the sharing of experiences, social support and positive normative pressure amongst members as the primary means of behavioural change and personal development. Melinda et al. (2025), in their systematic review of the effectiveness of group guidance, concluded that group services have been shown to have a significant impact on various aspects of students' development, including increased self-confidence, as the group process facilitates social learning that cannot be achieved through individual interventions alone.

Quarta and Wijaya (2024) specifically analysed the effectiveness of group guidance using self-control techniques and found that combining group dynamics with these techniques led to more comprehensive behavioural changes, as students not only developed self-awareness on an individual level but also gained insights from other group members regarding their behaviour. Habsy et al. (2024) added that the application of group behavioural therapy, which included techniques such as self-control and role-playing for students with self-esteem issues, was shown to promote cognitive restructuring and changes in behavioural response patterns. Taufiq et al. (2024) also highlighted the systemic dimension of self-esteem development in adolescents, demonstrating that parenting styles and the social climate at school help lay the foundations for self-esteem, which must then be reinforced through interventions such as group therapy.

3. RESEARCH METHODS

This research uses a qualitative approach with a descriptive focus. This approach was chosen based on the research objectives, which focused on gaining an in-depth understanding of process dynamics, rather than simply measuring the outcomes of group counseling interventions. The qualitative approach allows researchers to capture the nuances, changes in attitudes, and internalization processes that occur in each individual in the group, aspects that cannot be adequately captured using quantitative data alone.

This research was carried out at SMPS Pertiwi Medan on Wednesday, May 20, 2026, in a 30-minute group counseling session in the counseling room. The research participants consisted of four students in grades VII and VIII who were members of the same group. The selection of participants was carried out deliberately, based on the counselor's initial identification of students who showed low self-esteem in social and academic contexts.

Group counseling services are led by two counselors, following a Service Implementation Plan (RPL) that has been prepared beforehand. Group counseling sessions are arranged in four stages: (1) Formation Stage, which includes introduction and creation of a group atmosphere; (2) The Transition Stage, which encourages group agreement and commitment; (3) Core Stage, which integrates self-management techniques using structured worksheets and role-playing techniques using situation cards; and (4) Closing Stage, which includes reflection, positive reinforcement, and closure.

The research data was collected using three main instruments. First, participatory observation conducted by the counselor during the group counseling process. Second, a self-monitoring sheet that is individually filled out by each student, which includes three components: (a) the situation that caused them to lose confidence, (b) the thoughts and feelings that came up at that moment, and (c) the strategies used to overcome them. Third, verbatim recordings of the group counseling process that record all dialogues, nonverbal responses, and interaction dynamics between group members and counselors. Data analysis is carried out through the stages of data reduction, data presentation, and conclusion drawn, by prioritizing the validity of findings through triangulation between observation results, self-monitoring sheets, and textual data.

4. RESULTS OF RESEARCH AND DISCUSSION

4.1. Dynamics of Formation and Transition Stages

The group therapy session began with a warm welcome from both therapists and continued with a creative icebreaker game: each participant not only introduced themselves, but also said one word that described how they felt at the time. This simple technique has proven to be very effective in fostering an atmosphere of openness from the start. Ki 1 says that he feels "happy" Ki 2 feels "happy," Ki 3 also feels "happy," and Ki 4 declares himself "happy." The willingness of the students to share their emotional state from the beginning of the session showed that the icebreaker strategies used by the therapists succeeded in creating a safe psychological climate.

During the transition phase, counselors draft group agreements that include three key principles: openness, voluntariness, and confidentiality. The establishment of these group norms is not just a formality; It has an important therapeutic function. When group members agree that what is discussed in the forum will remain within the forum, it creates a safe psychological space to share experiences that are often considered embarrassing or vulnerable, such as acknowledging feelings of inferiority and fear of appearing in public. This mechanism of confidentiality is a fundamental prerequisite for sincere self-disclosure, which in turn drives group dynamics.

4.1.1. Self-Monitoring Process: Recognizing Minder Taste Patterns

The main phase begins with an exploratory conversation guided by a counselor using open-ended questions: "What do you think are the characteristics of a confident person?" and "When do you usually feel insecure?" These questions succeeded in sparking a sincere dialogue. KI 4 identifies that confident people are those who are "not afraid to speak in public and believe in their abilities." KI 2 added that confidence is reflected in the willingness to act without feeling pressured. Meanwhile, KI 1 admitted that he himself did not feel confident when speaking at that time an honest confession that required courage.

The short psychoeducational sessions led by the counselor increased students' understanding of the concepts of confidence, assertiveness, and strategies for developing them, including the importance of breaking the habit of comparing themselves negatively to others, as well as changing their internal dialogue from "I can't" to "I'm learning." Musfirah et al. (2025) highlight that cognitive restructuring techniques, such as replacing negative internal dialogue with more constructive narratives, are among the most effective interventions to develop self-confidence in primary and secondary school-aged children.

Next, self-assessment sheets are distributed to each group member. Students were asked to take five minutes to write: (1) a specific situation that made them feel less confident, (2) the thoughts and feelings that came up in the situation, and (3) what they usually do to overcome it. The results of this self-assessment sheet are quite revealing of many things.

Ki 4 identifies situations where he tries new things, especially when he participates in the Medan Student Ambassador competition and has to compete with participants from the high school level. The thought that arises is the fear of not being able to compete. The strategy he chose was to keep trying while convincing himself that he could definitely do it. Ki 2 cited the situation of "appearing on the spot" as the main trigger for a lack of confidence when asked to do something without preparation; He feels insecure and afraid of making mistakes. The strategy he uses is to practice more and observe other people's methods as a reference. Ki 3 has a similar pattern: he lacks confidence when asked to do something he's never tried before, accompanied by the fear that his performance won't meet expectations. The strategy is to motivate yourself, give your best, and evaluate afterwards. Naufal, who admits to feeling insecure when asked to act on the spot, stressed that the strategy he needs is practice and the courage to believe in his abilities.

The results of this self-monitoring process confirm the findings of Dignath and van Ewijk (2020), who argue that students' active participation in monitoring their own behaviors and emotional states significantly improves self-regulation skills. Students not only passively receive information about their self-confidence, but also actively engage in introspection, which allows them to understand the specific patterns that inhibit them. Estrapala et al. (2021) emphasize that self-monitoring is most effective when students are guided not only to identify problems, but also to formulate more adaptive alternative responses. This is what happens in this session, where each student manages to come up with their own coping strategy.

4.1.2. Role Playing Session: Practicing Confidence in Real Scenarios

The most interesting part of the main session is the role-playing practice that uses cards with randomly determined scenarios. Each student is given a scenario that reflects the real-life situation of their daily school life. The four scenarios used are: (1) expressing different opinions politely in group discussions; (2) answer the math teacher's questions even if they are not completely sure of the answer; (3) approaching a table that has been occupied by unknown friends in the canteen; and (4) introduce yourself to new classmates in front of the entire class.

What happens during this role-playing session is really interesting to analyze. Ki 4, who in real life admitted to feeling insecure because he felt incomparable to the older participants in the competition, managed to show a firm attitude: "Sorry in advance, but I don't think this suggestion is appropriate for MPLS activities. My suggestion is that on the third day we have an art show and introduce extracurricular activities." This statement is not just a reading of the script; rather, it reflects the ability to maintain one's own point of view in a polite and structured way. Ki 2, who often feels inferior when asked to act spontaneously, manages to simulate a confident response when the "teacher" in his scenario asks him: he delivers his answer boldly, showing an openness to attitude corrections that reflect mature thinking. Ki 3 managed to show warm and clear social initiative by approaching his new friend in the cafeteria, while Ki 1, who initially admitted to feeling hesitant, introduced himself smoothly and with a smile.

Of particular note is the dynamics that occur after each performance: the members of the audience spontaneously clapping and giving praise. This social strengthening mechanism is not just symbolic; it is an essential component of effective group role-playing. Asmal and Hasanah (2025) highlight that positive feedback from fellow participants after a role-playing session reinforces the internalization of new behaviors, as it creates a link between the courage to act and positive social acceptance. Angelica and Wulandari (2025) also emphasize that small groups optimize the benefits of role-playing, as each individual receives more personalized attention and more specific feedback than in large classes.

From a theoretical point of view, the effectiveness of role-playing in this context can be understood through Kolb's concept of experiential learning, which states that the most profound learning occurs through a

cycle: concrete experience, reflection on that experience, conceptualization, and active experimentation. In these sessions, students go through this entire cycle: they identify concrete experiences related to insecurity (through self-observation), reflect on them in group discussions, conceptualize what that confidence should look like, and, finally, experience it directly through role-playing. Fallah et al. (2025) assert that integrating cognitive reflection with behavioral practice in a small group format results in greater learning effects than if the two were done separately.

4.1.3. Group Dynamics as a Catalyst for Change

One of the most prominent findings of the study is the crucial role of group dynamics as a catalyst for change. In these sessions, the group functions not only as a collection of individuals who take turns receiving services, but as a living social system, where interactions between participants actively encourage and strengthen the process of change of each individual.

When Ki 4 expresses feelings of inferiority for having to compete with older participants, for example, the empathetic responses from other group members and therapists not only provide support, but also create space for other members to acknowledge that they also have similar patterns of worry (albeit in different contexts). This process of universalization is one of the main healing factors in group therapy identified by Yalom: when individuals realize that others are experiencing similar difficulties, their psychological burden is reduced and their shame is reduced. Melinda et al. (2025) stated that this universalization effect directly contributes to strengthening the confidence of group members.

From the verbatim transcript, it is also clear how counselors consistently use techniques such as active listening, reflecting, paraphrasing, and providing positive reinforcement to ensure that each member feels heard and valued. When Ki 1 was initially unable to answer the counselor's question and said, "I don't know," the counselor responded kindly: "Don't worry, just say the first thing that comes to your mind." These responses are not just communication techniques, but they also show directly that speaking imperfectly is accepted and appreciated, which implicitly teaches all group members that confidence does not always mean having perfect answers.

4.1.4. Final Reflection: Internalization and Generalization of Self-Confidence Values

In the final stage, each member is asked to identify meaningful things they have learned during the day's session. The answers given go far beyond just memorizing the main points. Ki 4 summed up the lesson comprehensively: "Confidence is very important. We must always be optimistic, not give up easily, not pessimistic, dare to try new things, and not be afraid to start something." Ki 2 felt a change in his outlook: "Information about self-confidence turned out to be very important to me enough to boost my motivation when I felt hopeless." Ki 3 summed up briefly but concisely: "Confidence is important, so we must remain confident in any situation." And Naufal, though more succinct, gets to the heart of the matter: "Confidence is important, and we have to be brave."

These statements are not mere verbal expressions; The statement reflects the process of internalizing true values. When the session ended with an affective evaluation (each participant expressed a word or phrase that represented his or her feelings), the results were very positive: Ki 1 felt "very happy," Ki 2 felt "quite happy and helped," Ki 3 felt "happy to learn something new," and Ki 4 felt "more motivated." This positive affective response is therapeutically significant because it shows that the students not only learn new information but also experience positive emotional experiences that will strengthen their motivation to apply what they have learned in real life. Habsy et al. (2024) emphasized that the success of behavior group interventions is not only measured by behavior changes observed directly, but also by changes in attitudes and motivations that indicate readiness for sustainable change.

Overall, this study shows that the combination of self-monitoring techniques with role-playing in group counseling creates a synergistic process: self-monitoring becomes the foundation for deep self-awareness, while role-playing provides a safe space to translate that awareness into concrete action. Dignath and van Ewijk (2020) support this conclusion by stating that the most effective interventions are those that combine elements of self-reflection with elements of concrete action. Quarta and Wijaya (2024) also assert that when these two elements are integrated into the group format, the effect is multiplied, since group dynamics provide a social dimension that reinforces the intrinsic motivation of each member.

5. CONCLUSION

This study confirms that combining self-monitoring techniques with role-playing in group counseling sessions is an effective and contextual approach to build confidence in high school students. The self-monitoring process successfully helps students identify specific situations that trigger low self-confidence, mindsets that arise in those situations, as well as find more adaptive coping strategies, all done independently and reflectively. Meanwhile, role-playing sessions provide an irreplaceable practical dimension: students not only understand confidence conceptually, but also experience it firsthand through simulation of real-life situations. Group dynamics, which are created through universalization mechanisms, social reinforcement

among participants, and a safe psychological climate, have proven to be a catalyst that accelerates and deepens the process of internalizing the value of self-confidence in each member.

The results of this study provide important practical implications for school counselors in designing evidence-based group counseling programs that aim to bring about real behavior change. It has been proven that the combination of self-monitoring techniques as a tool for self-reflection with role-playing as a means of behavioral training complements each other and produces a more comprehensive impact than if applied separately. Further research using quasi-experimental designs, control groups, and standard instruments to measure self-esteem will be useful to strengthen the generalization of these findings and provide a stronger empirical foundation for the development of group counseling programs in secondary schools in Indonesia.

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