

## The development of personal guidance media using the challenge card game to improve students' self-acceptance

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(**Received:** 13-09-2021; **Reviewed:** 09-12-2021; **Accepted:** 29-12-2021; **Published:** 30-12-2021)

**Abstract:** This study aims to determine (i) the needs for personal guidance media using the challenge card game to improve self-acceptance of the SMAIT Nurul Fikri Makassar students; (2) the prototype of personal guidance media using the challenge card game to improve self-acceptance of the SMAIT Nurul Fikri Makassar students; and (3) the acceptability of the personal guidance media using the challenge card game to improve self-acceptance of the SMAIT Nurul Fikri Makassar students. This study adopted a research model from Borg & Gall and used interviews and questionnaires for data collection. The results showed that (1) the needs for personal guidance media using the challenge card game to improve self-acceptance of the SMAIT Nurul Fikri Makassar students were high; (2) the prototype of personal guidance media using the challenge card game included challenge cards, worksheets, a guidebook, and self-acceptance reading texts; and (3) the validity and acceptability of the product received moderate-to-high responses from the subject matter expert, the media expert and the guidance and counseling practitioner, while the acceptability of the small group trial of 8 students in grade 12 at SMAIT Nurul Fikri Makassar showed a very high response.

**Keywords:** Guidance media, challenge card game, self-acceptance

**Abstrak:** Penelitian ini dimaksudkan untuk mengetahui (i) gambaran tingkat kebutuhan media bimbingan pribadi penerimaan diri berbasis permainan *challenge card* untuk siswa SMAIT Nurul Fikri Makassar; (2) prototipe media bimbingan pribadi penerimaan diri berbasis permainan *challenge card* untuk siswa SMAIT Nurul Fikri Makassar; (3) keberterimaan media bimbingan pribadi penerimaan diri berbasis permainan *challenge card* untuk siswa SMAIT Nurul Fikri Makassar. Penelitian ini menggunakan model penelitian dari Borg & Gall. Teknik pengumpulan data menggunakan wawancara dan angket. Hasil penelitian menunjukkan bahwa; (1) gambaran kebutuhan media bimbingan pribadi penerimaan diri berbasis permainan *challenge card* untuk siswa SMAIT Nurul Fikri Makassar adalah tinggi; (2) prototipe media media bimbingan pribadi penerimaan diri berbasis permainan *challenge card* berupa kartu tantangan, lembar kerja, buku panduan, dan bacaan penerimaan diri; (3) validitas dan akseptabilitas produk dari uji ahli yakni ahli materi, ahli media dan praktisi BK memperlihatkan respon sedang-tinggi, dan akseptabilitas pada uji coba pada kelompok kecil yakni 8 orang siswa kelas XII SMAIT Nurul Fikri Makassar menunjukkan respon yang sangat tinggi.

**Kata Kunci:** Media bimbingan, permainan *challenge card*, penerimaan diri

## INTRODUCTION

According to William Kay, developmental tasks of adolescence include accepting one's body, being emotionally independent, developing communication skills, being able to socialize with peers, finding self-identity, accepting and believing in one's own abilities, improving self-control, and being mature (Putro, 2017).

Self-acceptance is one of the developmental tasks of adolescence (Muhammad Walimsyah Sitorus, 2019). High self-acceptance has a great influence on mental well-being (Ilma & Muslimin, 2020). Either directly or indirectly, self-acceptance develops individuals' sense of responsibility and readiness to accept criticism objectively and not consider themselves different from others (Nisa & Sari, 2019). This is because individuals who accept themselves have embraced their shortcomings while building up their strengths (Liedya, Tarigan, Justio, Novina, & Marpaung, 2020).

Individuals with good self-acceptance will know themselves (Yuliarsih, Daharnis, & Karneli, 2020), accept and embrace their positive and negative sides, and feel comfortable with themselves (Z & Sholichatun, 2016). Meanwhile, adolescents who have low self-acceptance are likely to have problems with themselves (Agustina & Naqiyah, 2020), feel dissatisfied with themselves, be unable to come to terms with the past (Hasmalawati, 2017) and wish that they were someone else (Sitorus, Badrujaman & Fitri, 2019).

The results of preliminary observations by the researchers by giving questionnaires to the students of SMAIT Nurul Fikri Makassar showed that 42.9% said that their body shape lowered their self-confidence; 28.6% felt that they were no better than others; 42.9% had nothing to be proud of; 71.4% felt more inferior when being with others; 85.7% felt unsuccessful and hopeless when what they gained did not match their expectations; and 42.9% chose not to express their opinions for fear of others criticizing and not being welcome to their opinions.

This is in line with the results of interviews with the school counselors of SMAIT Nurul Fikri Makassar, showing that the most common self-acceptance issues among students are a lack of self-confidence

(insecurity) in socializing, gratitude and acceptance of imperfections.

Considering the problems discussed above, providing personal guidance services in self-acceptance can be implemented to address them. The school counselors at SMAIT Nurul Fikri Makassar have provided guidance services in self-acceptance, but they have not been effective as the students of SMAIT Nurul Fikri Makassar were found to have moderate and even low level of self-acceptance. This can happen because the services have not been supported by interesting media that can help students understand the materials more easily. Interesting media are necessary to intensify guidance activities (Ahmad Zaini, 2020). Media can be used in guidance and counseling to promote communication and therapy to counselees to solve problems (Heriyani & Yulia, 2016).

It has been noted that students prefer innovative guidance process that can create a livelier and more engaging atmosphere, while the use of media can stimulate the process and improve the results of guidance (Mutmainnah, Yaulidah, & Yuniarti 2017); therefore, it is necessary to incorporate media in guidance. Games can be used to stimulate students' innovative and creative thinking (Martinus, Bariah & Husen, 2017). One of the games that can be used is the challenge card game, which is a game that uses rectangular cards that challenge students.

Challenge card game is made with an attractive design and uses cards that contain challenges and commands (Mandasari, 2019) regarding self-esteem, gratitude and self-awareness.

The purpose of this research and development is to develop personal guidance media using the challenge card game that is valid and acceptable based on the level of utility, accuracy, and feasibility in order to boost students' self-acceptance.

The step taken to improve students' self-acceptance is to instill self-respect, gratitude and realization that every human being is created with their own strengths and weaknesses.

## METHOD

This study was conducted using a research and development approach. Research and Development (R&D) is the method used to create a particular product, which is based on

the analysis of its requirements, and to test its effectiveness.

This study developed personal guidance media using the challenge card game to improve self-acceptance of the SMAIT Nurul Fikri Makassar students. The stages of the study prior to product development were needs analysis, information gathering, development planning, and initial product development. The initial products developed were challenge cards, worksheets, reflection sheets, a guidebook, and reading texts about self-acceptance. The developed product was then tested by a guidance and counseling expert, a media expert and a guidance and counseling practitioner to know the validity, usability, feasibility and accuracy of the product.

Expert judgment was then used a reference for the first revision, followed by the next step, which was trial. The inputs from the small group trial became the basis for the second revision and the production of the challenge card game-based guidance media.

The personal guidance media using challenge cards was developed using the validity and acceptability tests involving experts in guidance and counseling and media, a guidance and counseling practitioner, and a small group trial involving a group of 8 students in the 12th grade of SMAIT Nurul Fikri Makassar selected by using purposive sampling, which is a sampling technique with a specific purpose regardless of strata.

The qualitative data of this study were in the forms of responses, inputs, suggestions and criticisms from the experts and practitioner, which were then used as references for the first revision, and suggestions from the small group trial, which were used as the basis for the second revision of the product. Meanwhile, the quantitative data were taken from the results of the validity and acceptability questionnaires both from the expert judgment and the small group trial. The data were then analyzed using descriptive analysis to know the level of validity and acceptability of the product as well as the propriety of the product used as personal guidance media to improve self-acceptance of the SMAIT Nurul Fikri Makassar students.

The instruments for data collection were interviews and questionnaires.

## RESULTS AND DISCUSSION

The results of the needs analysis through the distributed questionnaires showed that students had low to moderate level of self-acceptance even though the school counselors had provided guidance services in self-acceptance.

The school counselors at SMAIT Nurul Fikri Makassar had difficulty providing services since they did not use any media. It has been reported that the performance of guidance and counseling services is influenced by the media and tools (Falah,2016). Thus, the current researchers developed guidance media using the challenge card game, which was designed to attract students' interest and encourage students to build self-acceptance.

After knowing the need for personal guidance media using the challenge card game for self-acceptance improvement, the researchers made preparations for the development of the media, including:

- 1) Types of activities at the planning stage  
At this stage, the challenge cards were created around the aspects of self-esteem, gratitude and self-awareness.
- 2) The challenge cards were designed on the Canva Setup 1.20.0 application., with a size of 11x6 cm. There were 15 cards made, comprised of 1 card as a cover and 5 cards about self-esteem, 6 cards about gratitude and 3 cards about self-awareness, which were equipped with a reflection sheet for each card. The cards also included a guidebook for the school counselors and reading texts about self-acceptance.
- 3) The self-acceptance guidance services using challenge cards were given in 3 meetings. The materials about self-acceptance were given in the first meeting, while playing challenge cards was done in the second and third meetings.

Next was the initial product trial. It aimed to know the level of validity and acceptability (usability, feasibility and accuracy) of the product to seek confidence that the game can be used as guidance media to help students build self-acceptance. The experts involved in the expert judgment were

Dr. Farida Aryani, M.Pd, a subject matter expert; Dr. Citra Rosalyn Anwar, S.Sos, M.Si., an educational technology expert; and Amri Andi Wassa, S.Pd, a guidance and counseling practitioner. The data collected from the

validity and acceptability tests are presented as follows.

The following are the results of the validity test of the personal guidance media on self-acceptance using the challenge card game:

**Table 1.** The results of the validity test of personal guidance media on self-acceptance using the challenge card game by expert 1

Indicators	Level of Validity		Mean
	Statements	Score	
Interpretation of appearance and grammar	1	3	62.5%
	2	3	
	3	2	
	4	2	
Concept and attractiveness	5	3	62.5%
	6	2	
	7	2	
	8	3	
	9	2	
	10	3	

It can be seen from Table 1 that Expert 1 gave scores between 2 and 3 with an average

percentage of 62.5%, making it fall into the clear category.

**Table 2.** The results of the validity test of the personal guidance media on self-acceptance using the challenge card game by expert 2

Indicators	Level of Validity		Mean
	Statements	Score	
Interpretation of appearance and grammar	1	4	87.5%
	2	4	
	3	3	
	4	3	
Concept and attractiveness	5	4	87.5%
	6	3	
	7	3	
	8	4	
	9	4	
	10	3	

Based on Table 2, it can be seen that Expert 2 gave scores with an average percentage of 87%, meaning that the

interpretation of appearance and grammar as well as the concept and attractiveness of the product are very clear.

**Table 3.** The results of the validity test of the personal guidance media on self-acceptance using the challenge card game by the guidance and counseling practitioner

1) Challenge card

Indicators	Level of Validity		Mean
	Statements	Score	
Interpretation of appearance and grammar	1	4	100%
	2	4	
	3	4	
	4	4	

<b>Concept and attractiveness</b>	5	4	100%
	6	4	
	7	4	
<b>Total</b>	=	20	100%

2) Worksheets

<b>Level of Validity</b>			
<b>Indicators</b>	<b>Statements</b>	<b>Score</b>	<b>Mean</b>
<b>Interpretation of appearance and grammar</b>	1	4	100%
	2	4	
<b>Concept and attractiveness</b>	3	4	100%
	4	4	
	5	4	
<b>Total</b>	=	20	100%

3) Guidebook

<b>Level of Validity</b>			
<b>Indicators</b>	<b>Statements</b>	<b>Score</b>	<b>Mean</b>
<b>Interpretation of appearance and grammar</b>	1	4	100%
	2	4	
	3	4	
<b>Concept and attractiveness</b>	4	3	81.25%
	5	3	
	6	4	
	7	3	
<b>Total</b>	=	25	90.3%

The table above shows that the guidance and guidebook, meaning they are very clear. The counseling practitioner gave scores with an results of the acceptability test, examining the average percentage of 100% for the challenge utility, feasibility and accuracy of the product are cards and the worksheets and 90.3% for the presented as follows.

**Table. 4.** The results of the utility test of the personal guidance media on self-acceptance using the challenge card game by expert 1, expert 2 and the guidance and counseling practitioner

<b>Statements</b>	<b>Utility</b>			<b>Percentage</b>	
	<b>Expert 1</b>	<b>Expert 2</b>	<b>Guidance and Counseling Practitioner</b>	$\Sigma$	<b>Mean</b>
<b>1</b>	3	3	4	10	83.33%
<b>2</b>	3	3	4	10	83.33%
<b>3</b>	2	3	3	8	66.67%
<b>4</b>	2	3	4	9	75%
<b>5</b>	2	3	4	9	75%
<b>6</b>	3	3	4	10	83.33%
<b>Total</b>	15	18	23	56	
	62.5%	75%	95.83%	77.78%	
<b>Category</b>	<b>Agree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Agree</b>	

The results of the utility test on the personal guidance media using the challenge card game on self-acceptance revealed that Expert 1 agreed (62.5%); Expert 2 agreed (75%); and the practitioner strongly agreed

(95.83%). Thus, it can be concluded that the challenge card game was found to be useful as personal guidance media for self-acceptance improvement.

**Table. 5.** The results of the feasibility test of the personal guidance media on self-acceptance using the challenge card game by Expert 1, Expert 2 and the guidance and counseling practitioner

Statements	Feasibility			Percentage	
	Expert 1	Expert 2	Guidance and Counseling Practitioner	$\Sigma$	Mean
1	3	3	4	10	83.33%
2	3	3	4	10	83.33%
3	2	3	3	8	66.7%
4	3	3	4	10	83.33%
5	3	3	3	9	75%
<b>Total</b>	14	15	18	47	
	70%	75%	90%	78.33%	
<b>Category</b>	Have	Have	Certainly have	Have	

The feasibility test results revealed that the scores given by Expert 1 and Expert 2 had average percentages of 70% and 75% respectively, indicating that the challenge card game is feasible.

On the other hand, the guidance and counseling practitioner of SMAIT Nurul Fikri Makassar gave scores with an average percentage of 90%, meaning that the game is very feasible.

**Table. 6.** The results of the accuracy test of the personal guidance media on self-acceptance using the challenge card game by Expert 1, Expert 2 and the guidance and counseling practitioner

Statements	Accuracy			Percentage	
	Expert 1	Expert 2	Guidance and Counseling Practitioner	$\Sigma$	Mean
1	3	3	4	10	83.33%
2	2	3	4	9	75%
3	2	3	3	8	66.66%
4	2	3	4	9	75%
<b>Total</b>	9	12	15	36	
	56.25%	75%	93.75%	75%	
<b>Category</b>	Less suitable	Suitable	Very suitable	Suitable	

The results of the accuracy test revealed that the scores given by Expert 1 had an average percentage of 56.25%, indicating that the game is suitable. Meanwhile, Expert 2 and the guidance and counseling practitioner gave scores with average percentages of 75% and 93.75% respectively, suggesting that the challenge card game is suitable to be used as personal guidance media for the self-acceptance improvement of the SMAIT Nurul Fikri Makassar students.

The first revision was performed based on data from expert judgment. Overall, the

product developed has a good concept and color selection and is feasible and suitable to be used as personal guidance media to provide self-acceptance services. The small group trial was conducted to determine the level of acceptability of the developed media.

The following are the results of the level of acceptability of the personal guidance media using the challenge card game for the self-acceptance improvement of the SMAIT Nurul Fikri Makassar students.

**Table 7.** The results of the acceptability test of the personal guidance media on self-acceptance using the challenge card game in meeting 1

No	Question Item	Results		Category
		Yes	No	
1.	The challenge card game is attractive to use.	8	0	High
2.	The challenge card game is easy to use and understand.	8	0	High
3.	The challenge card game helps understand self-acceptance.	8	0	High
4.	The challenge card game helps build self-acceptance.	8	0	High
Average Percentage		100%		High

**Table 8.** The results of the acceptability test of the personal guidance media on self-acceptance using the challenge card game in meeting 2

No	Question Item	Results		Category
		Yes	No	
1.	The challenge card game is attractive to use.	8	0	High
2.	The challenge card game is easy to use and understand.	8	0	High
3.	The challenge card game helps understand self-acceptance.	8	0	High
4.	The challenge card game helps build self-acceptance.	8	0	High
Average Percentage		100%		High

Based on the results of the acceptability test which was carried out in two meetings, it is shown that students accepted the personal guidance media using the challenge card game for self-acceptance improvement. with the average percentage of 100% and falling into the high category. In addition, students revealed that the challenge card game was easy to use, had a suitable concept for teenagers and helped them understand self-acceptance more easily.

The basis for the second revision was the small group. It had been advised that the media should be a game given to all students of SMAIT Nurul Fikri Makassar so that they could understand self-acceptance and ways to practice it.

Self-acceptance is crucial as it can signal that a person has good mental health and practices self-actualization (Sitorus, Badrujaman, & Fitri, 2019).

To accept themselves, a person needs to examine and analyze what their strengths and weaknesses are (Maryam & Ifdil, 2019) so that they can think of ways to optimize their strengths and to accept and come to terms with their shortcomings.

There are many challenges that counselors face in providing services in schools; one of which is how to attract students' interest in the services. One way is to use media in service delivery (Kusmanto, 2016). To address this particular challenge, the researchers developed an interesting challenge card game as guidance media.

The challenge cards were created based on the self-acceptance issues that the students at SMAIT Nurul Fikri Makassar had, including the lack of self-confidence, gratitude and acceptance of imperfections.

The school counselors had provided guidance services in self-acceptance, but the results had not been found effective. This is what led the current researchers to develop personal guidance media on self-acceptance using the challenge card game for the SMAIT Nurul Fikri Makassar students.

The product developed is personal guidance media on self-acceptance using the challenge card game, which uses cards, equipped with worksheets and a guidebook. This game contained 15 cards with 2 cards as covers, 5 cards about self-esteem, 6 cards

about gratitude and 3 cards about self-awareness.

The cards were equipped not only with worksheets to make it easier for students to understand the tips for having good self-acceptance, but also with a guidebook for the school counselors and reading texts about self-acceptance.

This personal guidance media on self-acceptance consisted of challenge cards printed in 260 construct paper with a size of 11×6 cm; worksheets and reflection sheets printed in A5-sized concord paper; self-acceptance reading texts printed in A5-sized 210 construct paper; and a guidebook printed in 210 construct paper in a brochure form.

The guidance media was then tested for its validity and acceptability by involving 3 experts, namely Dr. Farida Aryani, M.Pd, a subject matter expert; Dr. Citra Rosalyn Anwar, S.Sos, M.Si., an educational technology expert; and Amri Andi Wassa, S.Pd, a guidance and counseling practitioner. The results of the validity and acceptability test signify that the personal guidance media self-acceptance using the challenge card game is suitable for the SMAIT Nurul Fikri Makassar students.

After expert judgement was carried out with good results, the next step was a small group trial involving 8 students in the 12th grade of SMAIT Nurul Fikri Makassar. The trial aimed to determine the acceptability and usability of the product.

Based on the results of the acceptability test, students gave a positive response, indicating that the personal guidance media using the challenge card game is feasible and can be used to provide self-acceptance guidance services.

## **CONCLUSION AND SUGGESTIONS**

Based on the results and discussion of the research, it is concluded that: the results of the preliminary research showed that students had moderate-to-low self-acceptance and the school counselors needed guidance media in providing services; thus, personal guidance media on self-acceptance using the challenge card game was needed at SMAIT Nurul Fikri Makassar. The prototype of the personal guidance media on self-acceptance using the challenge card game was designed using the Canva Setup 1.20.0. application, and printed in



different types of paper and sizes. The results of the acceptability test involving a subject matter expert, an educational technology expert and a guidance and counseling practitioner showed a positive response in the moderate-high category. Meanwhile, the results of the acceptability test on a small group trial of 8 students showed a positive response in the high category.

Suggestions for future researchers who are interested in the same area include creating a more attractive design and conducting tests on subjects with different characteristics and on a larger scale. In addition, this product is hoped to be used by school counselors to help provide individual self-acceptance services that are effective, creative, and attractive.

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