





## Youth Phenomenon: An Overview of Stress Levels among Adolescents with Body Shaming Experience

Sang Ayu Eka Putri Wahyuni<sup>1</sup>, Ni Made Dian Sulistiowati<sup>\*2</sup>  , Putu Ayu Emmy Savitri Karin<sup>2</sup> , I Ketut Dian Lanang Triana<sup>3</sup> , I Gusti Agung Ayu Adinda Wulandari<sup>3</sup>

<sup>1</sup>Bachelor of Nursing, Nursing Study Program, Universitas Udayana, Bali, Indonesia

<sup>2</sup>Department of Mental Health Nursing, Nursing Study Program, Universitas Udayana, Bali, Indonesia

<sup>3</sup>Post Graduate Program, Universitas Sangga Buana, Bandung, Indonesia



Corresponding author: [sulistiowati.md@unud.ac.id](mailto:sulistiowati.md@unud.ac.id)

### ARTICLE INFO

#### Article history:

Received: 10<sup>th</sup> July 2024

Revised: 22<sup>th</sup> November 2024

Accepted: 21<sup>th</sup> December 2024

Available online

<https://talenta.usu.ac.id/IJNS>

E-ISSN: 2685-7162

**How to cite:** Wahyuni, S.A.E.P., Sulistiowati, Ni Made D., Karin, P.A.E.S., Triana, I Ketut D.L., Wulandari, I Gusti A.A. (2024). Youth Phenomenon: An Overview of Stress Levels among Adolescents with Body Shaming Experience. *Caring: Indonesian Journal of Nursing Science*, 6(2), 105-111.

### ABSTRACT

Adolescence is characterized as a transitional phase between childhood and adulthood. Therefore, individuals undergo numerous adaptations necessary to successfully navigate developmental tasks associated with adolescence. Adolescents experience various physical, emotional, and social changes, which, if misaligned with their expectations, can lead to psychological challenges, particularly stress. This study investigates the stress levels among adolescents who have experienced body shaming at SMP N 2 Dawan. This study was a quantitative study with a cross-sectional method conducted among adolescents who experienced body shaming. The study sample consisted of 101 participants selected through purposive sampling based on predetermined inclusion and exclusion criteria. Data were collected using the Adolescent Stress Questionnaire-27 (ASQ-27) and analyzed using a computerized program. The results revealed that a significant proportion of respondents (69.3%) experienced moderate levels of stress. The primary sources of stress were identified in the domains of teacher interactions and home life. These findings highlight the need for effective stress alleviation strategies to promote improved mental health outcomes among adolescents.

**Keywords:** Adolescents, Body Shaming, Family, School, Stress



This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International.

<https://doi.org/10.32734/ijns.v6i2.16617>

## 1. Introduction

Observing the current phenomenon, numerous standards related to femininity and masculinity have emerged, resulting in various stigmas and perceptions surrounding these norms (Evita, 2020). Adolescence, characterized as a critical period of identity formation, makes adolescents particularly sensitive to societal changes. During this phase, adolescents begin to have role models in determining fashion (Immanuel & Pannindriya, 2020). However, those unable to conform to these evolving societal standards may face social judgment and exclusion. A prevalent form of judgment faced by adolescents is body shaming.

Body shaming is defined as a form of criticism intended to humiliate individuals, typically targeting their physical appearance, such as body shape or size, and it affects both males and females (Anugrah et al., 2022). Several factors contribute to the occurrence of body shaming, including misconceptions that such remarks are

merely jokes, societal norms that perpetuate stigmas, and a general disregard for the emotional impact on the victim (Kurniawati & Lestari, 2021).

A survey conducted by the Ministry of Communication and Information in 2019, involving 2,000 individuals aged 13 to 64 years, revealed that approximately 94% of female adolescents and 64% of male adolescents have experienced body shaming (Indonesia Baik, 2019). Previous research highlights that body shaming predominantly affects 14-year-old girls, with many respondents reporting frequent encounters with such experiences (Kusumawati & Kamilah, 2023). In Malang City, the prevalence of body shaming is reported to be 79%, with specific targets including the face (47%), posture (27%), nose (16%), skin (15%), and weight (12%) (Lestari, Marianti, & Rachmayani, 2019).

Continuous body shaming can have profound and far-reaching impacts on victims (Kurniawati & Lestari, 2021). Psychological effects such as anxiety, body image disturbances, low self-esteem, depression, and stress are commonly reported. Stress, in particular, is a multifaceted response encompassing physical and psychological reactions to external demands. If unmanaged, stress can escalate to a state of tension that disrupts daily functioning (Dayaningsih et al., 2021). Among adolescents, stress induced by body shaming can lead to adverse outcomes, including persistent psychological distress caused by derogatory remarks, feelings of worthlessness, and the development of an inferiority complex (Nurhidayanti et al., 2019). Therefore, prolonged exposure to such stress negatively affects social interactions, academic performance, and overall physical and mental well-being (Haryono & Kurniasari, 2018).

Preventing stress in adolescents subjected to *body shaming* is imperative. Interventions should begin with the immediate environment, particularly schools, by leveraging counseling and health services such as UKS. However, existing counseling guidance programs are often implemented incidentally, leading to insufficient identification and management of mental health issues related to *body shaming* (Pranowo & Kusumawati, 2022). Early detection of stress and self-image problems is essential to assess the prevalence of mental health disorders and facilitate timely intervention for affected adolescents.

This research addresses an important issue, examining the psychological impact of stress induced by body shaming, which has been recognized for its adverse effects on emotional and psychological development. Such factors are critical to the maturation process and the transition to adulthood. Currently, there is limited scholarly literature focusing on the specific issue of body shaming, particularly in the context of Bali. Therefore, this study aims to assess the stress levels experienced by adolescents subjected to body shaming at SMP N 2 Dawan. The results of this study could provide information that could be considered as one way to reduce these impacts in the future.

## 2. Methods

### 2.1 Sample and design

This study utilized a quantitative, *cross-sectional* research design, focusing on all 7th and 8th-grade students aged 12–15 years at SMPN 2 Dawan as the study population. A total of 101 samples were selected using a purposive sampling method based on specific inclusion and exclusion criteria. The inclusion criteria comprised: (1) students who had experienced stress due to *body shaming*, (2) those aged below 18 years, and (3) students willing to participate as respondents. Exclusion criteria included: (1) respondents with current or past mental health disorders and (2) those experiencing severe physical or psychological pain requiring medication.

### 2.2 Procedures

The initial step involved selecting participants based on inclusion and exclusion criteria. This process was guided by responses to a questionnaire that included inquiries about body shaming experiences and mental health history. The body shaming questionnaire commenced with an explanation of the term, including its definition and examples of body shaming actions. Respondents then answered binary (“yes” or “no”) questions about their personal experiences with body shaming. These experiences were not measured further but were used solely as inclusion criteria. Similarly, the mental health history questionnaire began with a definition and examples, followed by binary questions assessing the respondents' mental health history, which served as exclusion criteria.

Data collection was conducted through Google Forms. Prior to initiating the study, the researcher provided instructions on completing the questionnaire, which served as an informed consent form. Simultaneously, the researcher briefed the school regarding the study's objectives and significance. Collaboration with the school headmaster facilitated the dissemination of written notices explaining the study to the parents of eligible students. Written informed consent forms, detailing the study's activities and agreements, were provided to parents for their signatures. Following approval from the school and the students' parents, the questionnaire was distributed to each class via WhatsApp groups. Then, parents could find out the activities on Saturdays.

Students accessed the Google Form link shared in their class groups, with a designated student representative scanning a barcode to ensure accessibility. The questionnaire included an informed consent section at the beginning, followed by demographic questions, a body-shaming assessment, and the ASQ-27 questionnaire, which is detailed in subsequent sections.

### 2.3 Instruments

This study utilized a set of instruments comprising demographic data and the *Adolescent Stress Questionnaire-27* (ASQ-27), a 27-item tool designed to assess stress levels among adolescents. The ASQ-27, developed by Byrne et al. between 1995 and 2002 (Ertanir et al., 2021), is recognized as a shortened version of ASQ-58 (Anniko et al., 2018). The decision to employ the ASQ-27 was informed by considerations of research efficiency and the minimization of response bias arising from potential adolescent disengagement due to survey length. The validity of the ASQ-27 instrument has been demonstrated, with reported correlation values ranging from  $r = 0.378$  to  $0.658$ , and its reliability confirmed through a *Cronbach's alpha value* of  $0.916$  (Putri & Widyatuti, 2019). The ASQ-27 assesses stress across nine distinct domains, namely Stress of Home Life, Stress of School Performance, Stress of School Attendance, Stress of Romantic Relationships, Stress of Peer Pressure, Stress of Teacher Interaction, Stress of Future Uncertainty, Stress of School/Leisure Conflict, Stress of Financial Pressure. Each domain comprises 2–3 items, allowing for a comprehensive evaluation of adolescent stress. The total score from the ASQ-27 is interpreted using four categories, namely Low stress (27–54), Moderate stress (55–81), High stress (82–108), Very high stress (109–135).

### 2.4 Statistical Analysis

The data collected were analyzed using SPSS version 21. Descriptive statistical methods, including frequency distribution and measures of central tendency, were employed to examine the demographic characteristics (e.g., gender and age) and stress profiles of respondents based on the nine ASQ-27 dimensions.

### 2.5 Ethical Consideration

This study has been approved by the ethical committee of Udayana University and RSUP Prof. Prof. dr. I.G.N.G. Ngoerah number 0936/UN14.2.2.VII.14/LT/2024.

## 3. Results

Table 1 indicates that the majority of respondents were female adolescents (76.2%), predominantly aged 13 to 14 years (44.6%). Furthermore, most respondents reported experiencing moderate stress levels (69.3%).

**Table 1** Demographic Frequency Distribution of Students at SMP N 2 Dawan (n=101)

Demographic	f	%
Gender		
Female	77	76,2%
Male	24	23,8%
Age		
12 years	8	7,9%
13 years	45	44,6%
14 years	45	44,6%
15 years	3	3%
Stress Level		
Low	11	10,9%
Medium	70	69,3%
High	20	19,8%

**Table 2** reveals that the Stress of Teacher Interaction domain had the highest average stress score of 11.42, followed by the Stress of Home Life domain, which had an average score of 9.84.

**Table 2** Overview of Average Stress Level by Domain (n=101)

Stress Domain	Mean
Home Life	9,84
School Performance	7,35
School Attendance	2,78
Romantic Relationships	7,63
Peer Pressure	8,35
Teacher Interaction	11,42
Future Uncertainty	9,12
School/Leisure Conflict	7,83
Financial Pressure	5,62

Table 3 demonstrates the average stress levels across different age groups. It was found that the Stress of Teacher Interaction domain consistently scored the highest across all ages, with the 12-year-old group

reporting the highest average score of 11.75. This was followed by the Stress of Home Life domain, where the 13-year-old group recorded the highest average score of 10.13.

**Table 3** Overview of Average Stress Domain by Age (n=101)

Domain	Age			
	12	13	14	15
Home Life	9,50	10,13	9,67	9,00
School Performance	7,50	7,67	6,98	7,67
School Attendance	2,75	2,96	2,67	2,00
Romantic Relationships	7,50	7,78	7,40	9,33
Peer Pressure	8,63	8,71	7,96	8,00
Teacher Interaction	11,75	11,42	11,33	11,67
Future Uncertainty	9,00	9,18	9,16	8,00
School/Leisure Conflict	8,25	8,13	7,53	6,67
Financial Pressure	4,50	5,98	5,40	6,67
Total	69,38	1,96	68,10	69,01

#### 4. Discussion

Our study revealed that most respondents were female adolescents (76.2%), as illustrated in Table 1. This finding contrasts with data from the Indonesian Central Statistics Agency (BPS, 2022), which indicates that the number of male adolescents in Indonesia exceeds that of female adolescents. Supporting evidence is provided by a survey conducted by the Ministry of Communication and Information in 2019 involving 2,000 individuals aged 13–64 years. The survey revealed that 94% of female adolescents and 64% of male adolescents reported experiencing body shaming (Indonesia Baik, 2019). Female adolescents were more likely to elicit negative responses, such as anxiety, in response to body shaming, whereas male adolescents generally perceived such experiences as part of a competitive process aimed at achieving specific goals (Wilujeng et al., 2023). Another study further substantiated this finding, reporting that 66% of female participants had experienced body shaming (Khoir et al., 2021). These data collectively highlight the shared characteristics of female adolescents as victims of body shaming.

Additionally, the study found that most respondents were aged 13–14 years (44.6%), with the youngest being 12 years (7.9%) and the oldest 15 years (3%). These findings confirm that all respondents were in the developmental stage of adolescence. This aligns with the *World Health Organization's* (WHO) definition of adolescence as a period characterized by significant growth and development, occurring within the age range of 10–19 years (Singh et al., 2019). Previous research supports this observation; for instance, a study conducted among 87 junior high school students reported that respondents' ages ranged from 11 to 16 years (Putri et al., 2023).

Our study also revealed that the majority of respondents experienced moderate stress levels (69.3%), followed by high stress (19.8%) and low stress (10.9%). These findings align with a study conducted among adolescents at SMP Gunungjati, aged 12–15 years, which reported that most adolescents exhibited moderate stress levels (35%) (Wandani et al., 2023). Moderate stress is often more persistent than mild stress. Researchers found that the moderate stress levels observed among respondents were attributed to various factors, including challenges related to home life, academic performance, school attendance, relationships with the opposite sex, peer pressure, interactions with teachers, uncertainty about the future, limited free time, and financial pressures.

A significant proportion of adolescent stress was found to originate from interactions with teachers, categorized under the domain of *Stress of teacher interaction*. This may result from multiple factors, such as dealing with *perfectionist* teachers, adapting to teaching methods, perceived treatment by teachers, and interpersonal issues between students and teachers (Khaira, 2023). This observation is supported by findings from a previous study conducted by Putri et al. (2021), which identified teacher-related stress as stemming from students' difficulties in adapting to specific teaching approaches. For instance, stress was reported when teachers provided brief explanations followed by assignments or assigned an overwhelming number of tasks. These challenges often led to anxiety, difficulty concentrating, and academic stress. Such symptoms highlight the role of insufficient adaptation to varied teaching methods during learning transitions in increasing stress among adolescents.

This study found that most respondents who experienced *stress of teacher interactions* were 12 years old. At this age, adolescents are typically in the first grade of junior high school, meaning they are new students who must adapt to a new environment (Putri et al., 2021). Various adjustments are required for these adolescents to be able to *survive* in their new surroundings successfully, including developing interactions with new teachers. This process involves adapting to both the teaching methods and the individual characteristics

of their teachers. Failure to adapt effectively can lead to stress. This finding aligns with prior research by Meishanti (2019), which highlighted that many seventh-grade students cited challenges in adjusting to new teachers' teaching methods. Specifically, 10.53% of students reported difficulty fully accommodating these methods. This struggle may stem from negative responses to the complexity of adapting to unfamiliar teaching styles.

While students are more dominant in highlighting negative responses in adapting, it will certainly affect students' self-confidence. As students struggle with adaptation, their discomfort may lead to a less conducive learning environment (Mima Defliyanti Saragih et al., 2024). To mitigate these issues, it is essential to conduct introductory sessions at the beginning of the academic year to familiarize students with the learning system. Additionally, preventive measures, such as promoting a positive classroom environment and discouraging body shaming, are necessary to enhance students' ability to adapt to their new environment.

Another significant stressor for adolescents is the *stress of home life*, particularly arising from interactions and relationships between parents and adolescents. This stress often stems from an increasing number of conflicts between parents and adolescents during key developmental stages. Such conflicts may initially arise from daily issues related to routine activities, such as tidying up bedrooms, adhering to curfews, or maintaining neatness. These seemingly minor problems can escalate due to the introduction of new parental disciplinary methods that impose standardized behavioral patterns and stringent attitudes (Zahara Nasution, 2018). According to a study by Poha et al. (2022), many parents believe that discipline must be implemented firmly, loudly, and without mercy. This approach often leads to instances of parental violence in child discipline, which not only fosters violent tendencies in children but also increases familial conflicts. Furthermore, strict disciplinary practices can contribute to body-shaming behaviors, especially when parents or other family members indirectly mock the physical appearance of children or others to enforce their standards of discipline (Rismalika et al., 2023). This can severely impact children's mental and emotional well-being, increasing their levels of stress at home. Another study conducted by Kholifah & Sodikin (2020) stated that 41.1% of parents employ authoritarian parenting styles with adolescents, and 35.5% of those adolescents report experiencing mental and emotional difficulties. Authoritarian parenting often demands strict adherence to parental expectations, limiting adolescents' autonomy and self-expression. This restrictive environment may provoke adolescents to seek greater independence, thereby intensifying their stress levels.

It was also identified that *the stress of home life* often emerges around the age of 13. This period represents a critical transition from pre-adolescence to adolescence, characterized by challenges such as difficulties in communication with parents, mood swings, choosing their own life decisions, and the exploration of self-identity. Additionally, adolescents at this stage tend to prioritize spending more time outside the home (Diananda, 2018). These developmental characteristics contribute to behavioral difficulties, including poor communication with parents and an increased tendency to engage in activities away from home, which are significant factors causing *stress of home life* in adolescents. This observation is supported by the research of Kristiani & Lunanta (2019), which highlights that a majority of junior high school students reported facing communication challenges with their parents. The primary causes of these challenges include differing perspectives, contrasting approaches to problem-solving, unanticipated parental reactions, and a lack of acknowledgment of adolescents' opinions. The study revealed that approximately 57% of adolescents expressed a desire for their parents to actively listen, strive to understand their perspectives, and foster effective communication. The findings underscore the necessity for parents to develop and implement interpersonal communication strategies tailored to early adolescents. By doing so, parents can help mitigate the psychological stress adolescents experience during this transitional phase and address issues such as confusion, anxiety, and stress effectively.

## 5. Conclusion

Overall, the findings indicate that most adolescents in this study experienced moderate levels of stress (69.3%). The stress associated with the *Teacher Interaction* domain was notably the highest (11.42), with 12-year-olds reporting the highest stress levels in this category (11.75). This was followed by the *Home Life* domain (9.84), where 13-year-olds experienced the highest stress levels (10.13). Stress at a moderate level suggests that adolescents are undergoing adaptive challenges in response to various changes in their environments.

These findings underscore the importance of equipping adolescents with the skills to recognize, adapt to, and effectively manage changes, as these abilities significantly influence their subsequent growth and developmental stages. To address stress stemming from the *Home Life* domain, parents are encouraged to enhance interpersonal communication with their children. This approach can help adolescents navigate identity formation and reduce confusion during transitional phases. In the context of the *Teacher Interaction* domain,

educators are advised to adopt diverse teaching strategies to mitigate academic stress. Early dissemination of information regarding learning systems or curricular frameworks can also serve as a preparatory measure for new students, easing their adaptation to unfamiliar academic environments. For future research, the results of this study could serve as a foundation for exploring stress in adolescents caused by specific factors, such as body shaming. Implementing an interview-based methodology, as opposed to solely using questionnaire designs, would provide a deeper understanding of individual experiences and the personal impacts of body shaming. This approach could yield valuable insights into how such experiences shape adolescents' mental health and well-being.

### Acknowledgment

The author would like to express his deepest gratitude to the students of SMP N 2 Dawan who have been willing to become respondents in this study.

### References

- Anniko, M. K., Boersma, K., van Wijk, N. Ph. L., Byrne, D., & Tillfors, M. (2018). Development of a shortened version of the adolescent stress questionnaire (ASQ-S): Construct validity and sex invariance in a large sample of Swedish adolescents. *Scandinavian Journal of Child and Adolescent Psychiatry and Psychology*, 6(1), 4–15. <https://doi.org/10.21307/sjcapp-2018-001>
- Anugrah, R. J., Sutja, A., & Yusra, A. (2022). Dampak body shaming di kalangan remaja putri SMP Negeri 26 Muaro Jambi. *Jurnal Pendidikan Tambusai*, 6(2), 12066–12071.
- BPS. (2022). *Jumlah penduduk menurut kelompok umur dan jenis kelamin indonesia tahun 2022*. <https://sensus.bps.go.id/topik/tabular/sp2022/188/1/0>
- Dayaningsih, D., Yuni Astuti, Nadya Tri Yuwinda, & Niken Dwi Rahayu. (2021). Efektifitas terapi expressive writing dengan terapi tertawa untuk menurunkan stress pada mahasiswa tingkat akhir. *Jurnal Keperawatan Sisthana*, 6(2), 54–60. <https://doi.org/10.55606/sisthana.v6i2.78>
- Diananda, A. (2018). Psikologi remaja dan permasalahannya. *ISTIGHNA*, 1(1). [www.depkes.go.id](http://www.depkes.go.id)
- Ertanir, B., Rietz, C., Graf, U., & Kassis, W. (2021). A cross-national validation of the shortened version of the adolescent stress questionnaire (ASQ-S) among adolescents from Switzerland, Germany, and Greece. *Frontiers in Psychology*, 12(April), 1–11. <https://doi.org/10.3389/fpsyg.2021.619493>
- Indonesia Baik. (2019). *Pernah alami body shaming? Berikut cara lapornya*. [https://indonesiabaik.id/motion\\_grafis/pernah-alami-body-shaming-berikut-cara-lapornya](https://indonesiabaik.id/motion_grafis/pernah-alami-body-shaming-berikut-cara-lapornya)
- Khaira, W. (2023). Faktor penyebab stres akademik siswa remaja. *Fitrah*, 5(1). <http://ntb.bkkbn.go.id/?p=1467>
- Kholifah, N., & Sodikin. (2020). Hubungan pola asuh orang tua dan lingkungan teman sebaya dengan masalah mental emosional remaja di smp n 2 sokaraja. *Jurnal Keperawatan Muhammadiyah*, 5(2). <http://journal.um-surabaya.ac.id/index.php/JKM>
- Kristiani, R., & Lunanta, L. P. (2019). Gambaran persespsi remaja terhadap pola komunikasi orang tua di kawasan kumuh jatinegara. *Jurnal Perkotaan*, 11(2).
- Kurniawati, Y., & Lestari, S. (2021). Beauty bullying or body shaming? Upaya pencegahan body shaming pada remaja. *PLAKAT (Pelayanan Kepada Masyarakat)*, 3(1), 69. <https://doi.org/10.30872/plakat.v3i1.5483>
- Meishanti, O. P. (2019). Pengaruh pemberian kuis terhadap hasil belajar siswa kelas vii di smpn bandar kedungmuljo jombang. *Eduscope*, 5(1).
- Mima Defliyanti Saragih, Joy Novi Yanti Lumbantobing, San Mikael Sinambela, Johan Pardamean Simanjuntak, Manotar Leryaldo Sinaga, & Abdinur Batubara. (2024). Perilaku antar sesama siswa dan upaya guru dalam menyikapinya. *Jurnal Bintang Pendidikan Indonesia*, 2(3), 01–14. <https://doi.org/10.55606/jubpi.v2i3.3002>
- Nurhidayanti, Y. dwi, Prabamurti, priyadi nugraha, & Husodo, besar tirta. (2019). Strategi coping stress kejadian bullying (perundungan) siswa SMP di wilayah kecamatan Banyumanik. *Jurnal Kesehatan Masyarakat (e-Journal)*, 7(4), 266–272. <https://ejournal3.undip.ac.id/index.php/jkm/article/view/24440>
- Poha, S., Djibu, R., & Napu, Y. (2022). Faktor penyebab kenalakan remaja di desa huntun barat. *Student Journal of Community Empowerment*, 1(2), 69–78. <https://doi.org/10.3741>
- Pranowo, T. A., & Kusumawati, W. T. (2022). Layanan bimbingan dan konseling untuk pelaku dan korban body shaming. *Bulletin of Counseling and Psychotherapy*, 4(3), 575–583.
- Putri, C. D. H., Harti, A. S., & Fitriana, R. N. (2023). *Gambaran tingkat stres tentang lima hari sekolah pada anak usia remaja di smp negeri 02 kebakkramat*.
- Putri, I. S., & Widyatuti. (2019). Stress dan dispepsia fungsional pada remaja. *FIKKes Universitas Muhammadiyah Semarang*, 7(2), 203–214.

- Putri, R. N., Hidayah, N., & Mujidin. (2021). Penyesuaian diri, dukungan sosial, dan gaya belajar visual terhadap stres akademik siswa di masa pandemi. *Psyche*, 14(4), 339–345. <https://doi.org/10.35134/jpsy165.v14i4.136>
- Rismalika, P. P., Syawalido, L., Putri Nurhaliza, S. A., & Fajrussalam, H. (2023). Urgensi penanganan penyimpangan pada anak: Perilaku body shaming. *Jurnal Sosial Dan Humaniora*, 1(2).
- Singh, J. A., Siddiqi, M., Parameshwar, P., & Chandra-Mouli, V. (2019). World health organization guidance on ethical considerations in planning and reviewing research studies on sexual and reproductive health in adolescents. *Journal of Adolescent Health*, 64(4), 427–429. <https://doi.org/10.1016/j.jadohealth.2019.01.008>
- Wandani, N. A., Rahmawati, A. N., & Murniati. (2023). *Deteksi dini stres pada remaja di smp gunungjati kembaran*.
- Wilujeng, C. S., Habibie, I. Y., & Ventyaningsih, A. D. I. (2023). Hubungan antara jenis kelamin dengan kategori stres pada remaja di SMP brawijaya smart school. *Smart Society Empowerment Journal*, 3(1), 6–11. <https://doi.org/10.20961/ssej.v3i1.69257>
- Zahara Nasution, F. (2018). Gambaran konflik emosi remaja dengan orang tua menggunakan metode sack's sentence completion test. *Kognisi Jurnal*, 2(2), 2528–4495.