



The Effect Of Body Image Psychoeducation On Students

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Abstract

Student body image is formed from attitudes and perceptions of characteristics in terms of physical or appearance. This study aims to determine whether there is an influence of psychoeducation on body image in students. This study used a quasi-experimental method with a pretest-posttest control group design. The instrument used is a body image questionnaire that has been developed with 9 statement items. The research subjects were students at one of the universities in Makassar, totaling 44 students consisting of 22 experimental groups and 22 control groups. The data analysis used in this study was the t-independent sample test. The results showed that there was no significant difference in body image scores when viewed from the two groups. However, based on independent sample t-test, it shows that the mean for the control group is 27.5 and the experimental group is 28.0, which means that the average value of the experimental group is higher than that of the control group.

Keywords : *psychoeducation, body image, student*

BACKGROUND

Students as individuals who take part in the educational process at universities consisting of academics, high schools, institutes, universities, or polytechnics (Hartaji, 2012). Students when viewed from their developmental age are in a transition phase from adolescence to adulthood. Hurlock (1997) states that someone who is in the transition period from late adolescence to early adulthood is not free from various problems. This is in line with Yusuf (2012) that a student who is at the age of 18 to 24 years is a stage of strengthening the establishment of human life. Therefore, students who are in the late adolescence phase tend to have a desire to be noticed, one of which is related to their body shape which has an impact on concerns about their body shape (Prima and Sari, 2013).

Students make various efforts to obtain the ideal body shape based on the standards that they dream of. Ferron (1997) stated that men have an athletic body mindset which causes men to tend to feel more satisfied with changes in weight and height which are associated with increased physical abilities and body efficiency. Meanwhile, women's mindset about the ideal body is influenced by other people's interest in themselves so that



it can lead to low self-esteem, feelings of inferiority or insecurity, or loss of self-control. Some students then limit the intake of nutrients needed for body health. This of course will have an impact on physical health, unhealthy and excessive dietary patterns can interfere with a person's mental health (Irawan & Safitri, 2014).

Cash and Pruzinsky (Cash TF and Lavallee, 1997) state that a person's body image is formed from attitudes and perceptions regarding characteristics in terms of physical or appearance. Body image includes the way a person perceives, thinks, feels and acts on his or her own body (Reel J, Voelker D, Greenleaf C, 2015). Body image, which is often termed as body image, can thus affect a person's self-esteem. A person with a negative body image will have low self-esteem, and vice versa (Ghahremani L, Hemmati N, Kaveh MH, Fararoei, 2018).

The formation of a positive body image is thus very important for students who are in the phase of late adolescence to early adulthood to form a positive self-concept, respect and love themselves. One of the interventions on psychological conditions that can be given to students using educational methods is psychoeducation. Srivastava P, Panday R (2016) stated that psychoeducation aims to provide information about mental health problems and efforts to overcome them in a systematic and structured manner, both to individuals and their families, one of which is the perception of body image, especially adolescents. Based on the description of the background above, the researchers conducted a study that aims to determine whether there is an influence of psychoeducation on body image in students.

RESEARCH METHODS

This study uses a quasi-experimental method because of the manipulation of independent variables in the form of psychoeducation as a treatment in the experimental group, as well as the control group that was not given treatment, and in this study also cannot function fully to control external variables that affect the implementation of the experiment (Furqon: 2009., & Sugiyono, 2010). This study used a pretest-posttest control group design as the experimental pattern because the group was compared between before (pretest) and after (posttest) treatment in the experimental group (KE) and control group (KK). This research can be described in the following pattern:

Table 1. Research Design pretest-posttest control group design

KE	01	X	02
KK	03	-	04

Keterangan :

O1: pretest, before being given treatment to the experimental group

O2 : posttest, after being given treatment to the experimental group

O3 : pretest, before being given treatment the control group

O4 : posttest, after being given treatment the control group

KE : Experiment group

KK : Control Group

X : the treatment given is the provision of psychoeducation about body image



The occurrence of the covid 19 pandemic during the research resulted in all research activities using online communication media using the zoom application and instruments in the form of google forms. Before receiving treatment, all subjects filled out a pre-test questionnaire via Google Form. Participants were divided into two groups to reduce the possibility of information bias, namely the control group and the experimental group that was treated.

The treatment given to the intervention group was in the form of psychoeducation which was given after 1 day of filling out the pretest questionnaire. Psychoeducation is facilitated by 1 (one) psychologist for 2 sessions (1 session 45 minutes) including information sharing sessions and discussion sessions using the Zoom Meeting application. The control group was not given any treatment after filling out the pretest to post-test questionnaires. The post-test measurement also uses a Google Form filled out by all subjects which is carried out the day after the psychoeducation ends.

The body image perception questionnaire in this study adopted the body image scale compiled by Benny Windoko Setawan (2020). body related to individual appearance. The body image scale in the form of this questionnaire consists of 9 question items with 5 answer options (Likert scale): strongly disagree, disagree (2), moderate (3), agree (4), strongly agree (5). The research data were then analyzed using the SPSS application. Body image data in the control group and the experimental group were normally distributed so that the test of difference in scores before and after treatment used the t-independent sample test.

RESULTS AND DISCUSSION

Results

Before carrying out the difference test, of course, it is necessary to test the assumptions first, namely the normality and homogeneity tests, which can be seen in the table below.

Table 2. Assumption Test Results

Tests of Normality		statistic	p
Body image/citra tubuh	Shapiro-Wilk	0.950	0.057
	Kolmogorov-Smirnov	0.126	0.488
	Anderson-Darling	0.842	0.028

Note. Additional results provided by *moretests*

Based on the test of normality table above, it can be said that the data in this study were normally distributed. For this study, considering that the sample in this study amounted to 22 people, the researchers used parameters to see the Shapiro-Wilk value (SW = 0.950, $p = 0.057 > 0.05$). Then, because the normality assumption test of the data has been met, we continue to check the second assumption test, namely the homogeneity test.



Table 3. Results of Homogeneity of Variance Tests

		F	df	df2	p
Body image/Citra tubuh	Levene's	0.719	1	42	0.401
	Variance ratio	1.30	21	21	0.557

Note. Additional results provided by *moretests*

Based on the Homogeneity of Variances Tests table above, it can be said that the data in this study is homogeneous ($F = 0.719$, $p = 0.401 > 0.05$). The data of this study indicate that both assumption tests have been met so that the data can be analyzed for the next stage through the t-independent sample test.

Table 4. Group Descriptives

	Group	N	Mean	Median	SD	SE
Body image/Citra tubuh	Kontrol	22	27.5	28.0	5.45	1.16
	Eksperimen	22	28.0	28.0	4.79	1.02

Based on the independent sample t-test, it shows that the mean for the control group is 27.5 and the experimental group is 28.0 (Figure 1), which means that the average value of the experimental group is higher than the control group.

Table 5. Independent Samples T-Test

	Statistic	df	p	Mean difference	SE difference	95% Confidence Interval		Cohen's d	Effect Size
						Lower	Upper		
Body Image / Citra tubuh	Student's t	42	0.748	-0.500	1.55	-3.62	2.62		0.0975

Based on the t-independent sample test, it shows that there is no significant difference in body image scores when viewed from the two groups ($t(42) = -0.323$, $p = 0.748 > 0.05$, $d = 0.097$).

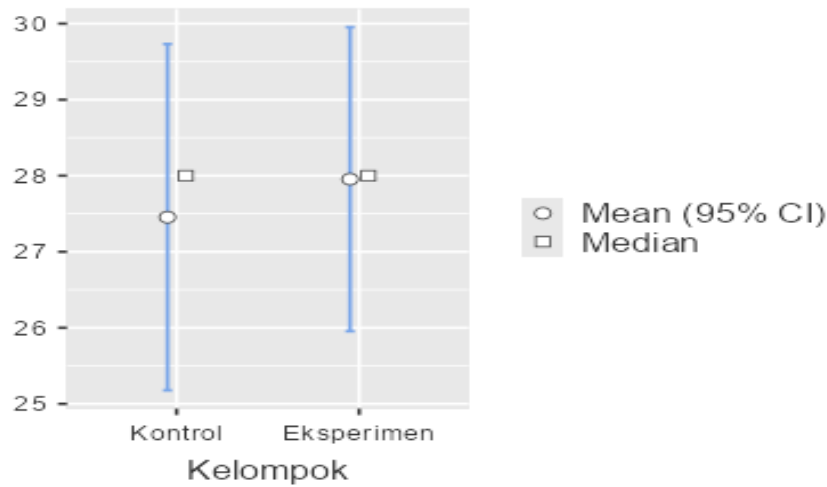


Figure 1. Plots of Student Body Image Data

Discussion

Physical appearance is closely related to a person's image and perception of his body shape. This image and perception is called body image. Students' assessment of their body and appearance is known as body image. Based on data from previous research, namely research conducted by Amalia Maulida, Nita Ovie, Silviani Putri Mega (2015) showed that women exercise because they have a body shape that is considered not ideal before being given sports therapy.

Students or college students who feel dissatisfied are by going on a diet, exercising, taking care, using make-up and skin care and choosing clothes that are deemed appropriate. This is also in line with the research of Hurst, Dittmar, Banerjee, and Bond (2017) which shows that a person will be motivated to do sports whose main goal is to maintain appearance which is then associated with someone who has a negative body image.

Cash and Pruzinsky (2002) state that there are many factors that can influence the formation of a person's body image including sociocultural, interpersonal experience, physical characteristics, personal factors, gender, mass media and interpersonal relationships. Based on the results of this study, it is known that there is no significant difference between the body image of the subjects in the experimental group and the control group, which means that there is no significant effect of psychoeducation on the body image of students. This can happen because the subject consists of female and male gender, the subject can have different interpersonal experiences, and come from different sociocultural environments.

The provision of body image psychoeducation that has been carried out in this study generally received a positive appreciation from the subjects as seen from the subject's participation during the discussion session. However, from the intervention session, it was found that the experimental subject told the subject's unpleasant experiences regarding the attitudes and comments of the people around him regarding the subject's body shape. In addition, there were comments from friends against him who were considered to be degrading the subject's physical form, causing the subject to feel inferior or worried about posting photos of the subject on social media. What was reported by the



subject thus showed that the subject had different experiences and responses related to the body image. The discussion process caused the experimental subject to have the opportunity to share experiences and obtain solutions to the problems he faced, resulting in the experimental subject's body image score being more positive than the control group, although the difference is not significant.

Based on the results of this study, the subject's perception of body acceptance in the experimental group was not significantly different from the control group, which could be due to the frequency and duration of psychoeducation and the smooth acceptance process by each subject. In this study, the process of providing intervention in the form of psychoeducation was given online through the zoom application so that the actual response of the subjects could not be known directly. In addition, during the psychoeducation session, there were subjects who experienced signal problems, closed audio and video, and lacked the duration of psychoeducation. This condition is in line with the opinion of Handarini and Wulandari (2020) who explained that one of the obstacles faced during the online learning process during the COVID-19 pandemic was the availability of an internet network that was not smooth and the large costs incurred to purchase internet quota.

CONCLUSION

Based on the results of the study, it is known that there is no significant difference in body image scores between subjects in the experimental group and the control group. These results prove that there is no significant effect of psychoeducation on body image in students. However, the mean for the control group is 27.5 and the experimental group is 28.0, which means that the mean value of the experimental group is higher than the control group..

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