

## The Role of Self-Esteem in Improving the Resilience of Juvenile Offenders

Sarah Syifanita<sup>1</sup>, Naomi Soetikno<sup>2</sup>

<sup>1,2</sup>Faculty of Psychology, Universitas Tarumanagara Jakarta, Indonesia  
<sup>1</sup>sarah.syifanita10@gmail.com, <sup>2</sup>naomis@fpsi.untar.ac.id

### Article History:

**Received**  
2023-12-15

**Revised**  
2023-12-18

**Accepted**  
2023-12-19

**Published**  
2023-12-30

**Abstract.** Adolescents between the ages of 14 and 18 who commit crimes so that they must take responsibility for their actions by undergoing guidance at the Lembaga Pembinaan Khusus Anak (LPKA) are called juvenile offender. Juvenile offenders, who are adolescents in their developmental period, certainly experience pressures caused by various changes in environmental conditions that they must face while serving a sentence in the LPKA. Therefore, a juvenile offender must have resilience. This study aims to examine whether there is an influence between self-esteem and resilience in foster children in LPKA. The participants of this study were 132 juvenile offenders consisting of 64 juvenile offenders of LPKA X and 68 juvenile offenders of LPKA Y. The research data were collected by distributing questionnaires of Rosenberg Self-Esteem Scale (RSES) and Resilience Quotient (RQ) measuring instruments. The hypotheses were tested using the simple linear regression method. The test results show that self-esteem positively and significantly influences foster children's resilience in LPKA by 20.2%,  $p = 0.00 < 0.05$ .

**Keywords:** Self-esteem; Resilience; Juvenile offenders



This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

### Introduction

Adolescence is a transitional phase during which individuals face various changes, problems, and environmental demands (Marta et al., 2023). Emotional development during adolescence is characterized by erratic negative emotions, such as irritability, withdrawal from family, anger, sadness, and disruptive behavior (Zuhri & Haryanti, 2023; Ongah et al., 2021). Additionally, adolescents tend to behave impulsively and take risks (Papalia & Martorell, 2021). Santrock (2019) suggests that adolescents engage in delinquent behavior such as drug use, reckless driving, and unprotected sex due to a belief that they are invulnerable to harm. However, juvenile delinquency often leads to unlawful acts. According to data from the Indonesian Child Protection Commission, in 2022, there were 2,883 cases of adolescents involved in legal issues between 2016 and 2022. According to data from the Ministry of Women's Empowerment and Child Protection in 2023, 30.8% of violence cases were committed by adolescents aged 13 to 24 years.

---

According to Law No. 11/2012 on the Juvenile Criminal Justice System, Article 1 paragraph (2), children in conflict with the law are children who conflict with the law, victims of criminal acts, and witnesses of criminal acts. Ratnasari et al. (2022) stated that the perpetrator of a criminal offense must be held accountable for his actions by being legally processed and carrying out guidance and detention sentences at the Lembaga Pembinaan Khusus Anak (LPKA). Article 1, paragraph (7) of Law No. 22 of 2022 on Corrections states that juvenile offenders are adolescents aged 14 to 18 who are under guidance in the LPKA. With the inclusion of juvenile offenders in LPKA, it is hoped that with guidance, they can come out and return to society as better people (Soetikno et al., 2019).

When juvenile serve their sentences in LPKA, they certainly experience various changes such as loss of freedom, loss of security, limited space for activities and activities that can be done, as well as loneliness because they are separated from their families and closest people (Meilina, 2013 in Londa et al., 2023). Not only that, but juvenile offenders also face changes in relationships with close people, seniority within LPKA, and social rejection from the community (Ghazanfari et al., 2023; Dewi & Taufik, 2022). Therefore, the sentence of detention can be a traumatic experience for them (Ansah et al., 2023). It is not uncommon for the various pressures faced by detainees to result in psychological changes (Ansah et al., 2023). These psychological changes are shown by daydreaming behavior and a sense of hopelessness (Ping, 2016 in Malfasari et al., 2023).

These pressures eventually lead juvenile offenders to commit acts that are harmful to themselves and others, such as fighting with other juveniles, running away from LPKA, and experiencing stress and depression (Dewi & Solihin, 2023). This happened to a juvenile offender who was found to have ended his life by hanging himself on October 10, 2022, at LPKA Class 2 Ambon (Siwalima, 2022). The same thing happened at LPKA Class 1 Pakjo Palembang on November 4, 2022, where a juvenile offender died by hanging himself after being informed that he had been sentenced to 10 months in prison (Erfizal, 2022). Therefore, juvenile offenders need to have the ability to survive and rise, or what is called resilience, to be able to adapt positively in LPKA (Anggraini et al., 2019).

According to Reivich & Shatte (2002), resilience is a person's ability to survive under pressure and adapt to challenging situations. Resilience can also be referred to as understanding the problems faced to rise above the stress experienced (Steven et al., 2021). Resilience guides a person in learning how to respond to unusual or challenging situations (Kim, 2020 in Wulansari et al., 2023). Therefore, Southwick et al. (2014 in Marta et al., 2023) state that resilient individuals

---

can adapt and move forward from the difficult times they experience. Resnick et al. (2011) state that resilience is influenced by four factors, namely social support, spirituality, positive emotions, and self-esteem. According to Rosenberg (1965), self-esteem is a person's positive or negative opinion of themselves. With this statement, a juvenile offender's resilience is also influenced by his or her self-esteem. This aligns with Gouin et al.'s (2017 in Yang et al., 2023) statement that self-esteem is a significant predictor and can positively influence adolescent resilience. This is because self-esteem can be a protective factor when someone is in trouble (Mouatsou & Koutra, 2021).

Nevertheless, the various changes in conditions and physical and mental pressures felt by juvenile offenders in LPKA are often the cause of their loss of self-esteem (Juniartha, 2015 in Amita et al., 2023). The distance between juvenile offenders and their families, low social support, limited activities to do, lack of security, and the feeling of always being suspected by officials are some of the causes of low self-esteem in juvenile offenders (Fredanni & Herani, 2022). Not only that, but low self-esteem can also occur due to the stigma of society that if a juvenile offender commits a crime, it does not rule out the possibility that they will commit a crime again (Amita et al., 2023). This causes juvenile offenders to have low self-esteem, which affects their susceptibility to depression (Misty & Tirta, 2020; Ardiana & Tumanggor, 2020) and ultimately prevents juvenile offenders from being resilient.

### ***Self-Esteem***

According to Rosenberg (1965), a person's positive or negative view of himself or herself is called self-esteem. Coopersmith (1967 in Borji et al., 2020) argues that self-esteem is a person's process of evaluating strength and worth. Self-esteem can also be referred to as the individual evaluation of the qualities that exist in oneself and occur continuously in humans (Christia, 2007 in Kumalasari & Rahayu, 2022). Self-esteem helps a person remain strong through his problems (Ghiffari & Adriyansyah, 2022).

Rosenberg (1965 in Salsabila et al., 2022) argues that self-esteem has two aspects. The first aspect is self-acceptance, which refers to whether individuals accept their overall condition, including physical ability. The second aspect is self-esteem, which relates to whether individuals value the different abilities they have and the accomplishments they have made. In addition, Mruk (2013) states that someone with high self-esteem will be open to something new, dare to take risks in terms of self-development, and immediately overcome problems rather than avoid them.

---

On the other hand, someone with low self-esteem tends not to take risks because they fear the consequences of trying something new (Mruk, 2013).

### **Resilience**

According to Reivich & Shatte (2002), resilience is the ability to survive under pressure and adapt to challenging situations. Richardson (2002) argued that resilience is a person's adaptation process in dealing with complex events in daily life. Meanwhile, Connor & Davidson (2003) argue that resilience is a quality a person has that supports their ability to deal with difficult situations. Reivich & Shatte (2002) state that to become resilient, one must possess seven skills. The first skill is emotion regulation, which controls one's emotions to remain calm under pressure. The second skill is the ability to control the urge not to do something impulsive or impulse control. The next skill is the individual's belief that he can overcome all obstacles in life. This is called optimism.

Resilient individuals can also analyze the causes of problems, also called the ability of causal analysis. Next is the ability to empathize with others. An empathetic person can understand nonverbal gestures that often describe the psychological or emotional state of others. Next is the ability of individuals to believe that they can solve the problems they face or self-efficacy. Finally, resilient individuals also possess the ability to reach out. It is the ability to take positive aspects after resolving a problem.

There are several previous studies conducted by Muhayati et al. (2022) that prove that there is a relationship between self-esteem and resilience in adolescents whose parents are divorced. Saaduddin et al. (2023) have also conducted research showing that self-esteem affects resilience in students who are victims of bullying. However, both studies were conducted in a community setting, which certainly differs significantly from the situations and conditions in the LPKA. In this study, the researchers want to learn more about the influence of self-esteem on resilience in juvenile offenders in LPKA. This research was conducted because there has been no research on the influence of self-esteem on resilience in juvenile offenders. Thus, the novelty of this research lies in the research subjects. This research is expected to contribute to science and can be input for further research.

### **Methods**

This research method uses a non-experimental quantitative method to determine the effect of self-esteem on the resilience of juvenile offenders in the Lembaga Pembinaan Khusus Anak

---

(LPKA). Data processing in this study used a simple linear regression test method. Data collection was done by distributing paper questionnaires to the participants.

This study's participants were juvenile offenders serving their sentences in LPKA X and LPKA Y. The sampling technique used was total sampling, which is a technique used when all population members are used as a research sample (Soegiyono, 2013). The number of participants in this study was 132 male juvenile offenders, consisting of 64 juvenile offenders from LPKA X and 68 from LPKA Y. The participants' age was 14 to 18 years according to Law No. 22 of 2022 on Corrections Article 1 paragraph (7).

In collecting data for this study, the questionnaire was given in paper form. The questionnaire consists of five parts, namely preface, informed consent, self-identity, self-esteem measurement tool, and resilience measurement tool. Two measurement instruments were adapted in this study. The adaptation of measuring instruments is done by adjusting the item statements to the conditions in LPKA and then revalidating them by experts. The Rosenberg Self-Esteem Scale (RSES) measuring instrument by Rosenberg (1965), which consists of 10 items, was used to measure the self-esteem variable. However, because one of the total correlation values of the corrected items was less than 0.2, the item was removed so that the remaining 9 items had a reliability coefficient value of 0.796.

Meanwhile, the Resilience Quotient (RQ) measuring instrument by Reivich & Shatte (2002), consisting of 56 items, was used to measure the resilience variable. In this instrument, 17 items with a corrected total correlation value below 0.2 were removed. This left 39 items with a reliability coefficient of 0.850. The Resilience Quotient (RQ) measuring instrument consists of 7 dimensions: emotion regulation, impulse control, optimism, causal analysis, empathy, self-efficacy, and reaching out. The research data collected will then be processed using SPSS Statistics version 27.

## Results

132 juvenile offenders of male gender became participants in this study. Based on the study's results, it is known that the age of the participants is 14 to 18 years by Law No. 22 of 2022 concerning Corrections Article 1 paragraph (7). Then, based on education, most of the participants in this study had the last education of junior high school. In addition, LPKA often holds coaching activities for juvenile offenders, whether educational or school coaching activities, skill coaching such as bread-making classes, sewing, hydroponic plants, and others, and activities held by

external parties such as counseling. The results showed that most juvenile offenders did only one activity.

Table 1.  
 Participant Characteristics

Category	Sub-category	Frequency	Percentage
<b>Age</b>	14	4	3%
	15	16	12.1%
	16	26	19.7%
	17	49	37.1%
	18	37	28%
<b>Education</b>	Elementary School	29	22%
	Junior High School	61	46.2%
	Senior High School	42	31.8%
<b>Activities Participated in LPKA</b>	1 activity	79	59.8%
	2-3 activities	30	22.7%
	4-5 activities	8	6.1%
	No activities	15	11.4%

Three categories of hypothetical means were then categorized with the norms in Table 2.

Table 2.  
 Categorization of Interpretation of Research Results

Variable	Norma	Category
<i>Self-Esteem</i>	$X < 2$	Low
	$2 \leq X < 3$	Medium
	$X \geq 3$	High
Resiliensi	$X < 2.4$	Low
	$2.4 \leq X < 3.6$	Medium
	$X \geq 3.6$	High

This study has a mean empirical self-esteem of 2.68, so it can be concluded that the self-esteem of juvenile offenders in LPKA is in the moderate category. In addition, the empirical mean of resilience is 3.18, which also shows that the resilience of juvenile offenders in LPKA is also in the moderate category.

Furthermore, the data normality test was performed using the One-Sample Kolmogorov-Smirnov Residual Monte Carlo method for the self-esteem variable and then obtained a significance value of  $p = 0.988 > 0.05$ , meaning the data is usually distributed. Then, the One-Sample Kolmogorov-Smirnov method was used for the Resilience variable. The results show that the significance value of  $p = 0.2 > 0.05$ , so it can be concluded that the data is usually distributed.

Table 3.  
 Test of Normality

Variable	N	Sig.	Interpretation
<i>Self-Esteem</i>	132	0.988	Normal
Resiliensi	132	0.200	Normal

In addition, a classical assumption test was also conducted, which consisted of a linearity test and a heteroscedasticity test. The linearity test aims to determine whether or not there is a linear relationship between self-esteem as the independent variable and resilience as the dependent variable in this study. The linearity test analysis results indicate a linear and significant relationship between self-esteem and resilience, as indicated by the deviation from linearity value  $p = 0.559 > 0.05$ . Then, the heteroscedasticity test was conducted using the Glejser method to see if there is an inequality of variance from one observation to another. The results show that the significance value of self-esteem is  $p = 0.317 > 0.05$ , which means there are no heteroscedasticity symptoms in this study. After that, a simple linear regression test was conducted to test whether self-esteem affects resilience in juvenile offenders in LPKA. The test results are shown in Table 4.

Table 4.  
 Test of the Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.450	0.202	0.196	14.068

Based on the test results, the coefficient of determination (R Square) is 0.202. This shows that self-esteem predicts 20.2% of juvenile offenders's resilience, while other factors outside this study influence the remaining 79.8%.

Table 5.  
 T-Statistic Test

Model		Unstandardized Coefficients		Standardized Coefficients		t	Sig.
		B	Std. Error	Beta			
1	(Constant)	81.335	7.518			10.819	0.00
	RSES	1.763	0.307	0.450		5.471	0.00

The regression test results of the self-esteem variable with resilience show that the value of  $\beta = 0.450$ ,  $p = 0.00 < 0.05$ . This means that self-esteem has a positive and significant effect on resilience. The linear regression equation between self-esteem and resilience is  $81.335 + 1.763X$ . Thus, it can be concluded that for every 1% increase in self-esteem level, the resilience value increases by 1.763. Meanwhile, if there is no self-esteem, the resilience score of juvenile offenders is 81.335.

Furthermore, additional analysis tests were conducted, namely the difference test between self-esteem and resilience with age, education, and the number of activities the juvenile offenders participated in while in LPKA. After conducting these various tests, the results show a difference in the mean self-esteem when looking at the juvenile offenders's education. The difference is shown from the One Way Anova analysis results that the value of  $F = 6.949$  with a significance value of  $p = 0.001 < 0.05$ . Therefore, because the research data were homogeneous, another test was performed, namely the post hoc test with the Bonferroni method, which was characterized by the significance value of the homogeneity test,  $p = 0.564 > 0.05$ . Then, the Bonferroni Post Hoc test results show a significant difference in self-esteem between the group of juvenile offenders with primary education and the group of foster children with high school education. The mean difference between these two groups is  $-0.383$ ,  $p = 0.00 < 0.05$ .

Then, there was also a difference in mean resilience when viewed based on education. This analysis was performed using the One Way ANOVA method, and the results showed an F-value of  $3.699$  with a significance value of  $p = 0.027 < 0.05$ . Since the data are homogeneous, further tests are performed, namely the Bonferroni Post Hoc Test. This can be seen from the significance value of the homogeneity test,  $p = 0.550 > 0.05$ . The results indicate a significant difference in resilience between the group of juvenile offenders with elementary education and those with high school education. The mean difference between these two groups is  $-0.260$ ,  $p = 0.023 < 0.05$ .

Subsequently, differences were also found when testing the self-esteem based on the number of activities followed by the juvenile offenders in LPKA using the One-way ANOVA method. The results of this test gave an F-value of  $2.888$  with a significance value of  $p = 0.038 < 0.05$ . The data are homogeneous, as indicated by the significance value of the test of homogeneity,  $p = 0.991 > 0.05$ , which means that further tests are performed using Bonferroni's Post Hoc Test. The results of this test show a significant difference in self-esteem between the group of foster children who participated in one activity and the group of foster children who participated in 4 or 5 activities. The mean difference between these two groups is  $-0.065$ ,  $p = 0.024 < 0.05$ .

### **Discussion**

Based on the test results in this study, it was found that the coefficient value  $\beta = 0.450$  and the significance value  $p = 0.00 < 0.05$ . The results also show that self-esteem affects juvenile offenders's resilience in LPKA by 20.2%, while factors outside this study influence the rest. Thus, it can be concluded that self-esteem affects juvenile offenders's resilience in LPKA. The higher the self-esteem of the juvenile offenders in LPKA, the higher their resilience. The results of this study



---

are consistent with previous research conducted by Saaduddin et al. (2023), which states that self-esteem has a positive and significant effect on resilience in adolescent victims of bullying. The results of this study are also consistent with Wulandari's (2021) research, which found that self-esteem affects resilience among students in Jakarta. Although the two previous studies were conducted on different subjects from this study, the results still show that self-esteem influences a person's resilience. The importance of self-esteem in influencing juvenile offenders's resilience means that they are comfortable and see themselves as valuable individuals so that they can regulate themselves to rise from the problems they face and build resilience (Rini & Astuti, 2023).

The analysis results also show that the self-esteem of the children supported by LPKA is in the moderate category. Coopersmith (1967 in Huda & Aulia, 2020) states that individuals with moderate self-esteem evaluate themselves well and positively, although they do not appear as confident as individuals with high self-esteem. The results of the analysis of the resilience of the children supported by LPKA were then in the medium category. According to Masinambouw et al. (2021), an individual with a moderate level of resilience can rise from the problems he faces, but it is still not optimal, so it needs to be improved.

Then, the results of the additional analysis show differences in the self-esteem of juvenile offenders in terms of education, that the self-esteem of juvenile offenders with high school education tends to have higher self-esteem than juvenile offenders with elementary school education. This result is consistent with the study conducted by (von Soest et al., 2018) that people with higher education tend to have higher self-esteem than people with lower education. Ekajaya & Jufriadi (2019) state that people with lower education depend on being under the power of more intelligent people. This is why people with higher education tend to have higher self-esteem than those with lower education (Ekajaya & Jufriadi, 2019).

Not only that, there are also differences in the resilience of juvenile offenders in terms of education. It is known that the resilience of juvenile offenders with high school education tends to be higher than that of juvenile offenders with primary school education. This is in line with the findings of Anggraini et al. (2019), who found differences in the resilience of prisoners with higher levels of education compared to prisoners with lower levels of education. According to Masinambouw et al. (2021), education affects an individual's ability to learn new information, so the resilience of foster children with higher education will also have higher resilience.

Furthermore, differences in self-esteem are also seen when looking at the number of activities the juvenile offenders participated in while in LPKA. It was found that juvenile offenders

who participated in 4 to 5 activities had higher self-esteem than those who participated in only one activity. This is related to Kayani et al.'s (2018) statement that physical activity is often associated with high self-esteem. Tarmizi & Guntari (2022) suggested that an individual's decision to do something is based on their confidence that they can do it. This is in line with Santoso & Hidayati (2021), who stated that someone who is rarely involved in an activity and is accompanied by doubt when going to do a task is a characteristic shown by someone with low self-esteem.

Then, there are limitations in this study, such as the fact that the effect of self-esteem on resilience was only demonstrated in juvenile offenders in two LPKA. Not only that, this study was also conducted only on males and did not specify the population based on the type of crime committed by juvenile offenders.

### Conclusion

This study aims to determine whether self-esteem has an influence on the existence of resilience in juvenile offenders in LPKA. The results showed that self-esteem positively predicts resilience by 20.2%; other factors outside the study influence the rest. This means that the higher the self-esteem of foster children, the higher their resilience.

### References

- Amita, N., Siregar, J., Listyani, N., & Assyfa, L. (2023). *Self-compassion dan self-esteem pada narapidana*. 6, 241–254.
- Angraini, D., Hadiati, T., & Sarjana, W. (2019). Perbedaan tingkat stres dan tingkat resiliensi narapidana yang baru masuk dengan narapidana yang akan segera bebas (studi pada narapidana Di Lembaga Pemasyarakatan Klas IIa Wanita Semarang). *Jurnal Kedokteran Diponegoro (Diponegoro Medical Journal)*, 8(1), 148–160.
- Ansah, E. W., Addae, J., Hagan, J. E., & Baidoo, M. A. (2023). Assessing stress levels, predictors and management strategies of inmates at ankafu prison complex in the central region, ghana. *Behavioral Sciences*, 13(3). <https://doi.org/10.3390/bs13030201>
- Ardiana, R. T., & Tumanggor, R. O. (2020). Social media Instagram addiction and self-esteem in high school students. *The 2nd Tarumanagara International Conference on the Applications of Social Sciences and Humanities (TICASH 2020)*, 290–294.
- Borji, M., Memaryan, N., Khorrami, Z., Farshadnia, E., & Sadighpour, M. (2020). Spiritual health and resilience among University students: the mediating role of self-esteem. *Pastoral Psychology*, 69, 1–10. <https://doi.org/10.1007/s11089-019-00889-y>
- Connor, K. M., & Davidson, J. R. T. (2003). Development of a new resilience scale: The Connor-Davidson Resilience Scale (CD-RISC). *Depression and Anxiety*, 18(2), 76–82. <https://doi.org/10.1002/da.10113>
- Dewi, A. D., & Taufik, T. (2022). Resiliensi anak yang pernah berhadapan dengan hukum. *Share : Social Work Journal*, 12(1), 34–44. <https://doi.org/10.24198/share.v12i1.35489>

- Dewi, N. A., & Solihin, M. M. (2023). Tingkat resiliensi anak didik pemasyarakatan di lembaga pembinaan khusus anak (lpka) kelas II jakarta. *Jurnal Penyuluhan Agama (JPA)*, 10(1), 51–72. <https://doi.org/http://doi.org/10.15408/jpa.v10i1.30639>.
- Ekajaya, D. S., & Jufriadi. (2019). Hubungan antara kepercayaan diri dengan kecemasan sosial pada narapidana menjelang bebas di lembaga pemasyarakatan kelas IIA muaro padang. *Psyche 165 Journal*, 93–102.
- Fitria Salsabila, D., Faza, A., Qalbi, S., Aziz, A. M., Etniko, A., Khairun, S., & Djati Bandung, I. (2022). Perbedaan self-esteem antara mahasiswa perguruan tinggi negeri dengan perguruan tinggi swasta differences in self-esteem between state university students and private universities. *JoPS: Journal of Psychological Students*, 1(1), 45–56.
- Fredanni, E. P., & Herani, I. (2022). Peningkatan Self Esteem pada Narapidana Perempuan Pasca Pandemi Covid-19. *Seminar Nasional Psikologi UAD*, 1.
- Ghazanfari, H., Miri, S., Taebi, M., & Farokhzadian, J. (2023). Psychological wellbeing, family cohesion, and purposeful life in male prisoners: A cross-sectional study. *Frontiers in Psychiatry*, 13(January), 1–9. <https://doi.org/10.3389/fpsy.2022.1054149>
- Ghiffari, M., & Adriansyah, M. A. (2022). Studi resiliensi pada mahasiswi penyintas kekerasan. *Psikoborneo: Jurnal Ilmiah Psikologi*, 10(3), 507–518.
- Huda, N., & Aulia, P. (2020). Perbedaan self esteem pada atlet disabilitas yang juara di sumatera barat. *Jurnal Pendidikan Tambusai*, 4(3), 3511–3518.
- Kayani, S., Kiyani, T., Wang, J., Zagalaz Sánchez, M. L., Kayani, S., & Qurban, H. (2018). Physical activity and academic performance: The mediating effect of self-esteem and depression. *Sustainability*, 10(10), 3633.
- Komisi Perlindungan Anak Indonesia. (2022). *Catatan pelanggaran hak anak tahun 2021 dan proyeksi pengawasan penyelenggaraan perlindungan anak tahun 2022*. <https://www.kpai.go.id/publikasi/catatan-pelanggaran-hak-anak-tahun-2021-dan-proyeksi-pengawasan-penyelenggaraan-perlindungan-anak-tahun-2022>
- Kumalasari, A. Y., & Rahayu, M. N. M. (2022). Self-esteem dan citra tubuh pada wanita dewasa pasca melahirkan. *Psikoborneo: Jurnal Ilmiah Psikologi*, 10(4), 653–661.
- Londa, G. M., Rifayanti, R., & Ramadhani, A. (2023). Gambaran kepercayaan pada narapidana yang sudah menikah di lapas kelas II A. *Psikoborneo: Jurnal Ilmiah Psikologi*, 11(3), 292–298.
- Malfasari, E., Mahligana, Y., Devita, Y., & Zul'Irfan, M. (2023). Perubahan peran dan strategi adaptif pada narapidana remaja di lembaga pembinaan khusus anak kelas II. *Jurnal Ilmiah Permas: Jurnal Ilmiah STIKES Kendal*, 13(1), 267–274.
- Marta, L., Kendhawati, L., & Moelino, M. F. (2023). Resiliensi remaja ditinjau berdasarkan jenis kelamin. *Psikoborneo: Jurnal Ilmiah Psikologi*, 11(3), 371–376.
- Masinambouw, N. L. S., Sugiarti, L. R., & Suhariadi, F. (2021). Resiliensi pada narapidana. *PSIKOPEDIA*, 2(4).
- Misty, E., & Tirta, S. (2020). Group art therapy untuk meningkatkan self-esteem remaja di lpka tng. *Jurnal Muara Ilmu Sosial, Humaniora, Dan Seni*, 4(1), 9–16. <https://doi.org/10.24912/jmishumsen.v4i1.3872.2020>
- Mouatsou, C., & Koutra, K. (2021). Emotion regulation in relation with resilience in emerging adults: The mediating role of self-esteem. *Current Psychology*, 1–14.
- Mruk, C. J. (2013). *Self-esteem and positive psychology: Research, theory, and practice* (4th editio). Springer Publishing Company.
- Muhayati, Fikri, M. Z., & Juniary, A. (2022). Hubungan antara harga diri dengan resiliensi pada remaja yang orang tuanya bercerai. *Psychology Journal of Mental Health*, 4(1), 62–80.

- Ongah, Y., Soetikno, N., Dewi, F. I. R., Batobara-Yap, M. J., & Balila, J. S. (2021). The role of child maltreatment and tendency to juvenile delinquency in late adolescents. *1st Tarumanagara International Conference on Medicine and Health (TICMIH 2021)*, 296–301.
- Papalia, D. & Martorell, G. (2021). *Experience Human Development* (14th editi). McGraw-Hill Education.
- Pemerintah Indonesia. (2012). *Undang-Undang No. 11 Tahun 2012 Tentang Sistem Peradilan Pidana Anak*. Database Peraturan: JDIH BPK. <https://peraturan.bpk.go.id/Details/39061/uu-no-11-tahun-2012>
- Pemerintah Indonesia. (2022). *Undang-Undang No. 22 Tahun 2022 Tentang Pemasarakatan*. Database Peraturan: JDIH BPK. <https://peraturan.bpk.go.id/Details/218804/uu-no-22-tahun-2022>
- Ratnasari, M. H., Kusumastuti, W., & Karsiyati. (2022). Resiliensi pada narapidana anak pelaku pembunuhan. *Journal of Psychosociopreneur*, 1(1), 1–9.
- Reivich, K., & Shatte, A. (2002). *The resilience factor: 7 keys to finding your inner strength and overcoming life's hurdles*. Harmony.
- Resnick, B., Gwyther, L., & Roberto, K. A. (2011). *Resilience in aging*. Springer.
- Richardson, G. E. (2002). The metatheory of resilience and resiliency. *Journal of Clinical Psychology*, 58(3), 307–321.
- Rini, D. P., & Astuti, B. (2023). The role of peer support and self-esteem on resilience. *The International Seminar on Delivering Transpersonal Guidance and Counselling Services in School (ISDTGCSS 2022)*, 98–106.
- Rosenberg, M. (1965). *Society and the adolescent self-image*. Princeton university press.
- Saaduddin, S., Sujadi, E., Sasferi, N., & Jumiarti, D. (2023). The effect of self-esteem on resilience among victims of bullying: does gender play a role? *Educational Guidance and Counseling Development Journal*, 6(1), 1–13. <https://doi.org/10.24014/egcdj.v6i1.22025>
- Santoso, S., & Hidayati, R. (2021). Analisis komparatif self confidence siswa kelas khusus dan kelas reguler. *Jurnal Konseling Dan Pendidikan*, 9(1), 36–43.
- Santrock, J. (2019). *Life-Span Development* (17th editi). McGraw-Hill Higher Education.
- Soegiyono. (2013). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Penerbit Alfabeta Bandung.
- Soetikno, N., Suyasa, P. T. S., & Irena, F. (2019). Faktor risiko pemunculan agresi dan pelanggaran moral pada remaja di lembaga pembinaan khusus anak. *Jurnal Bakti Masyarakat Indonesia*, 2(2).
- Steven, A., Chandhika, J., & Soetikno, N. (2021). The role of gratitude towards the resilience among late adolescents cyberbullying victims. *International Conference on Economics, Business, Social, and Humanities (ICEBSH 2021)*, 263–268.
- Tarmizi, A., & Guntari, Y. (2022). Analisis karakter kepercayaan diri siswa kelas xii sma. *Schrödinger: Journal of Physics Education*, 3(3), 57–61.
- von Soest, T., Wagner, J., Hansen, T., & Gerstorf, D. (2018). Self-esteem across the second half of life: The role of socioeconomic status, physical health, social relationships, and personality factors. *Journal of Personality and Social Psychology*, 114(6), 945.
- Warga binaan lpka tewas gantung diri. (n.d.). *Siwalimanews*. <https://siwalimanews.com/warga-binaan-lpka-tewas-gantung-diri/>
- Wulandari, A. P. J. (2021). The effect of self-esteem and self-efficacy on the academic resilience of undergraduate students in Jakarta. *IOP Conference Series: Earth and Environmental Science*, 729(1), 012094.
- Wulansari, R., Dimala, C. P., & Ibad, M. C. (2023). Resiliensi sebagai mediator dukungan rekan kerja terhadap burnout tenaga kerja. *Psikoborneo: Jurnal Ilmiah Psikologi*, 11(3), 393–399.

- Yang, S. L., Tan, C. X., Li, J., Zhang, J., Chen, Y. P., Li, Y. F., Tao, Y. X., Ye, B. Y., Chen, S. H., & Li, H. Y. (2023). Negative life events and aggression among Chinese rural left-behind adolescents: do self-esteem and resilience mediate the relationship? *BMC Psychiatry*, 23(1), 167.
- Zuhri, M. N., & Haryanti. (2023). Cognitive psychology development in the early adolescence. *Journal of Education on Social Issues*, 2(1), 44–51.