



SELF-EFFICACY OF ADOLESCENTS IN COASTAL AREAS: A DESCRIPTIVE STUDY OF VOCATIONAL SCHOOL STUDENTS

Yusuf Darmansyah*, Maria Komariah, Kurniawan

Faculty of Nursing, Universitas Padjadjaran, Jl. Raya Bandung Sumedang KM.21, Hegarmanah, Jatinangor, Sumedang, West Java 45363, Indonesia

*yusuf21002@mail.unpad.ac.id

ABSTRACT

Self-efficacy, as a trust in self-abilities, plays a significant role in career planning and the students readiness to face competition in the workforce. High unemployment rate among vocational high school graduates makes this issue important to investigate. This study aims to describe students self-efficacy and factors influencing their trust in themselves. This research used a descriptive quantitative method with a cross-sectional approach. The population is 12th-grade students at vocational high school (SMK) Putera Pangandaran, with a sample of 151 students selected through total sampling. Data were collected using a self-efficacy scale questionnaire for vocational school students ($r=0.42-0.82$, (Cronbach alpha) $\alpha=0.94$) via Google Form and analyzed univariately. The results revealed that the majority of respondents had high self-efficacy, with 99.2% categorized as high in the domains of level and generality, and 91.6% in the domain of strength. The high self-efficacy levels were influenced by the coastal areas and experiences, skills, also knowledge gained during internships. This study concluded that most respondents have high self-efficacy.

Keywords: career planning; coastal areas; self-efficacy; vocational school students

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INTRODUCTION

In adolescence physical, emotional, and social development stages, there are influences due to the transition from childhood to adulthood. This transition period causes them to need clarification about their identity, which requires them to choose and prepare themselves for career and employment decisions, which are tasks in their developmental stage (Vani et al., 2023). The adolescent development stage is 10-19 years, according to the World Health Organization (WHO, 2022). According to Ali.M and Asrori.M, 12th-grade vocational students enter the developmental stage of late adolescence with an age range of 16-19 years (Rosyidah, 2024).

Vocational High School (SMK) is a secondary education level that organizes vocational education in the form of formal education (Fitriany et al., 2023). Students who take vocational education are prepared to be able to work directly in accordance with the competencies they have obtained at school after studying (Stie & Bhakti, 2023). However, SMK students actually occupy the highest open unemployment rate (TPT) of 8.49% compared to other education levels and continues to increase based on BPS data in February 2020 (Fitriany et al., 2023).

BPS data in February 2024 showed that the highest open unemployment rate came from graduates of Vocational High Schools (SMK) at 8.62%, followed by graduates of Senior High Schools (SMA) at 6.73%, Diploma IV, S1, S2, S3 at 5.63%, Diploma I/II/III at 4.87%, Junior High School (SMP) at 4.28% and Elementary School and Below 2.38% (BPS, 2024). This

high unemployment rate for SMK graduates is a pressing issue that needs to be addressed. It is due to the intense competition and challenges in entering the world of work, therefore SMK graduates must be able to adapt and compete in knowledge, skills, and work quality (Sudaryono et al., 2022).

Witherington states that knowledge and skills are a form of change from a learning process (Ferdiansyah et al., 2020). The learning process develops all students potential (Suyitno, 2020). In the learning process, there are several problems that students can experience in learning (Sari et al., 2021). Desmita states that individuals who experience difficulties in self-confidence and lack of self-understanding in their learning tasks are caused by low self-efficacy (Hatta et al., 2021).

According to Bandura, self-efficacy is a belief owned by each individual, which is a subjective perception and does not show actual ability (Ferdiansyah et al., 2020). The belief that the individual has about his ability to do something to achieve specific results or goals (Pangestu et al., 2020). Self-efficacy is broadly divided into high and low self-efficacy (Ferdiansyah et al., 2020).

Individuals with high self-efficacy assume that a failure is due to a lack of knowledge, skills, and less than optimal effort, so they will increase their efforts to prevent this failure. Meanwhile, individuals with low self-efficacy will quickly give up when facing complex tasks (Pangestu et al., 2020). Santrock also states that high self-efficacy students have great enthusiasm for doing their learning tasks. In contrast, students who have low self-efficacy will avoid learning functions that are considered problematic by themselves (Ferdiansyah et al., 2020).

Based on Bandura theory, the dimensions of self-efficacy are the level, strength, and generality dimensions. The level dimension is indicated by an optimistic attitude towards the results to be achieved, confidence in the ability to perform tasks well, and confidence to overcome challenging tasks. The strength dimension is indicated by a solid belief in acting to get out of trouble, surviving in difficult situations, and believing that problems are challenges, not threats. The generality dimension is shown by a calm attitude in overcoming difficult situations and conditions, feeling confident in their abilities, and assessing their beliefs and skills in learning (Hatta et al., 2021).

Student learning at school is strongly influenced by their self-efficacy. The problem of increasing students self-efficacy in the learning process requires the role of guidance and counseling teachers, where guidance and counseling teachers can motivate and encourage students who have low self-efficacy toward learning by providing group guidance services, which are expected to increase students self-efficacy. Self-efficacy in students affects their belief in their skills (Sisliana et al., 2023). Students who have self-efficacy in the skills they have learned will have confidence in their abilities, thus helping in their career planning (Ferdiansyah et al., 2020).

Self-efficacy can assist individuals in cultivating a self-assured mindset that encourages them to attempt taking the right steps in order to reach career maturity when faced with job decisions. A person with high self-efficacy will undertake difficult career decisions, whereas someone with low self-efficacy will typically quit their position. When it comes to career planning, people with poor self-efficacy will be more focused on failures, which will keep them from making the optimal choices for their careers (Hapiana et al., 2022).

Vocational students should already have a mature career planning, but the problems in vocational students show that not all students have high career maturity and self-efficacy. This can be seen from the results of interviews with XII grade students of SMK Putera Pangandaran on August 5, 2024 about job readiness after graduation, "AP" said that he was less confident in his ability to compete in the world of work because of the many competitors in entering the world of work, he also still had doubts about future career planning.

Based on these problems, the authors are interested in conducting research on the description of self-efficacy in students at SMK Putera Pangandaran. According to Sodik in his research, stating that further research is needed to perfect the results of his research, namely by examining the self-efficacy of coastal students outside the island of Madura (Sodik, 2024). This study aims to describe students self-efficacy and the factors that influence their beliefs.

METHOD

This study uses cross sectional methodology and descriptive quantitative approaches to describe the self-efficacy of late-stage adolescents attending SMK Putera Pangandaran, especially those who reside in coastal areas. This study was conducted under ethical approval number 765/UN6.KEP/EC/2024 issued by the Research Ethics Committee of Padjadjaran University Bandung. This study involves one independent variable, namely self-efficacy, which has three domains, namely level, strength, and generality. The population of this study is class XII students at SMK Putera Pangandaran, the research sample amounted to 151 people with total sampling technique. Data collection used a vocational high school (SMK) student self-efficacy scale instrument. SMK students self-efficacy scale instrument developed by I Kadek Febry Saputra was used in this study to describe self-efficacy in SMK students. There are 30 questions in this survey, which include 11 items in the level domain, 12 items in the strength domain, and 7 items in the generality domain. A Likert scale of 1-5 was used in this survey, with 5 representing Strongly Agree (SS), 4 representing Agree (S), 3 representing Disagree (KS), 2 representing Disagree (TS), and 1 representing Strongly Disagree (STS) for positive questions. A score of 1 indicates Strongly Agree (SS), 2 indicates Agree (S), 3 indicates Disagree (KS), 4 indicates Disagree (TS), and 5 indicates Strongly Disagree (STS) for negative items. The validity test was carried out using Lawshe CVR and CVI formulas, involving five experts, namely 3 lecturers of Postgraduate Counseling at Undiksha and 2 counseling teachers at SMK. Based on the analysis conducted using the CVR formula, there are 3 items that get a CVR value < 1 , which means that a deeper look needs to be done (Kadek et al., 2020).

The researcher conducted a revalidity test by examining a population that has similar characteristics to the research population, namely class XII students at SMK Negeri 1 Pangandaran. There were 30 participants who were willing to fill out the research questionnaire, so that the value of r table with a significance level of 5% could be known as 0.361. The validity test was carried out using the Pearson product moment correlation coefficient, which compared the calculated r value with the r table, obtained 3 items, namely item numbers 4, 26, and 30 which have values below 0.361, which means that the 3 items are invalid. The results of the reliability analysis of each question item show a Cronbach alpha value of 0.743, which indicates that the question has a high level of reliability and is suitable for dissemination (Kadek et al., 2020). Based on the results of the reliability test conducted by researchers, the Cronbach alpha value shows a value of more than 0.60, which is 0.941. This shows that each item is highly reliable and suitable for dissemination. Researchers determine the categorization of measuring instruments to facilitate the process of interpreting the score results obtained from research respondents. The measuring instrument used consists of 27 valid and reliable items that have been tested for validity and reliability again so that they can

be used in research. The lowest score is one (1) and the highest score is five (5). Thus, the minimum score that will be obtained is 27, and the maximum score is 135. The criteria used in this categorization refer to previous researchers, overall the grouping used is divided into two, namely high self-efficacy and low self-efficacy. In the level domain the minimum score is 10, and the maximum score is 50. In the strength domain the minimum score is 11, and the maximum score is 55. Data were collected through filling out questionnaires online using Google Forms which were conducted on November 29, 2024 to December 7, 2024 with 131 respondents. The data analysis technique used was univariate analysis applied to self-efficacy variables and demographic data. To determine the value of the measurement results, the data is displayed in a frequency and percentage distribution table that describes the demographic characteristics and self-efficacy of the respondents.

RESULT

Table 1.
Respondent characteristics (n=131)

| Respondent characteristics | f | % |
|----------------------------|-----|------|
| Age | | |
| 16-19 Years | 131 | 100 |
| Gender | | |
| Male | 53 | 40.5 |
| Female | 78 | 59.5 |
| Major | | |
| Multimedia | 49 | 37.4 |
| Accounting | 31 | 23.7 |
| OTKP | 51 | 38.9 |
| Adress | | |
| Pangandaran | 91 | 69.5 |
| Sidamulih | 24 | 18.3 |
| Parigi | 11 | 8.4 |
| Kalipucang | 5 | 3.8 |

Based on the research results listed in table 1 regarding the characteristics of respondents according to age, it shows that all 131 students (100%) are between 16 and 19 years old. As for gender characteristics, most of the respondents were female, as many as 78 students (59.5%). Based on the department, the largest number came from the OTKP / Office department as many as 51 students (38.9%). In the study based on address demographic data, respondents were spread from 4 different sub-district areas with the majority coming from the Pangandaran sub-district area as many as 91 students (69.5%).

Table 2.
Distribution Frequency of Self-efficacy Respondent (n=131)

| Respondent characteristics | f | % |
|----------------------------|-----|------|
| Low | 1 | 0.8 |
| High | 130 | 99.2 |

Based on table 2 it can be seen that the self-efficacy of students at SMK Putera Pangandaran as a whole has high self-efficacy, namely 130 students (99.2%).

Table 3 shows the frequency distribution of students self-efficacy at SMK Putera Pangandaran in the level, strength, and generality domains. In the level domain, 130 students (99.2%) are in the high category, in the strength domain 120 students (91.6%) are in the high category, and in the generality domain 130 students (99.2%) are in the high category.

Table 3.
Distribution Frequency of Self-efficacy Respondent by Domain (n=131)

| Respondent characteristics | f | % |
|----------------------------|-----|------|
| Level | | |
| Low | 1 | 0.8 |
| High | 130 | 99.2 |
| Strength | | |
| Low | 11 | 8.4 |
| High | 120 | 91.6 |
| Generality | | |
| Low | 1 | 0.8 |
| High | 130 | 99.2 |

DISCUSSION

According to the research findings, the respondents were between 16 and 19 years old which is in accordance with the opinion of Ali.M and Asrori.M which states that 12th grade vocational students enter the late adolescence stage or the late adolescent development stage in the age range of 16 and 19 years (Rosyidah, 2024). There are differences in self-efficacy scores, with women having higher scores than male students, according to the research findings, which showed that male students had an average score of 102.98 and female students had an average score of 103.72. A person self-efficacy and work preparedness are influenced by their gender, according to prior study, which shows that male students have lower self-efficacy than female students (Ismoyo & Wahjudi, 2023).

The results showed that the number of respondents in each class consisted of ± 30 students and there were 1-2 classes in each department, this supports Suyitno view which states that specifically the proportion of graduates from each skill program must be adjusted to the needs of the world of work, and the number of students in each department must be evenly distributed so that there is no accumulation of students in one department (Suyitno, 2020). This can also be seen from the research findings that most of the respondents came from the Pangandaran District area which is a coastal area, according to Sodik in his research, students who live on the coast tend to have the habit of speaking openly, straightforwardly, and firmly in making decisions, this environmental factor can affect the level of student confidence (Sodik, 2024).

Self-efficacy refers to an individual belief in their abilities and competencies to complete tasks and face various problems that arise (Amir, 2020). In this study, self-efficacy refers to the level of confidence of vocational students in their abilities to face competition in the world of work. SMK graduates must be able to adapt and compete in terms of knowledge, skills, and work quality, one of which is by having good self-efficacy. This is because the high unemployment rate of SMK graduates is due to the intense competition and the difficulty of entering the world of work (Sudaryono et al., 2022). Vocational students work flexibility can be improved by self-efficacy (Chuang et al., 2022). For vocational students, self-efficacy in professional decision making is helpful in overcoming future career obstacles (Jiang et al., 2022).

Based on the data collected, the results showed that as many as 130 students (99.2%) of class XII SMK Putera Pangandaran had a high level of self-efficacy overall. This shows that students have confidence in their ability to compete in the world of work. According to research by Aslamiah Lubis, 58.1% of students in class XII of SMK Negeri 9 Padang overall showed strong self-efficacy (Aslamiah Lubis & Khairani, 2021). This finding is consistent with that research.

Vocational competences have an impact on students self-efficacy and can influence their preparation for the workforce (Ismoyo & Wahjudi, 2023). The talents, experiences, information, and skills obtained by class XII students of SMK Negeri 9 Padang during the internship period contribute to their high self-efficacy and make them more prepared to enter the world of work (Aslamiah Lubis & Khairani, 2021). Based on the results of research conducted at SMK Putera Pangandaran, it also shows that class XII students have carried out an internship program for 4 months.

The results of this study differ from the findings obtained in Ferdiansyah research, which based on information collected from interviews and observations of his research, the three research subjects, namely grade XI students at SMK Taruna Lembang, showed low self-efficacy. Feeling pressured to complete learning tasks is the cause of this low self-efficacy (Ferdiansyah et al., 2020). This study obtained higher and better results compared to Ferdiansyah research. In this study, in addition to examining overall self-efficacy, it also examines self-efficacy in each domain, namely the level, strength, and generality domains.

The level domain refers to the level of difficulty of a task and the extent to which individuals believe they can complete various activities, ranging from simple, moderately challenging, to very difficult ones (Gerbino, 2020). In the results of this study, it was found that student self-efficacy based on the level domain was in the high category as many as 130 students (99.2%). This shows that overall students at SMK Putera Pangandaran have interest in facing difficult tasks and have a fighting spirit in doing tasks.

The strength domain refers to how much a person believes in their abilities. This domain relates to the way individuals assess their abilities, which is based on the level of belief in the potential that exists in themselves (Gerbino, 2020). In the results of this study, it was found that students self-efficacy based on the strength domain was in the high category as many as 120 students (91.6%). This shows that overall students at SMK Putera Pangandaran have a strong belief in their abilities.

The Generality domain measures how confident a person is in their skills across a range of scenarios, from carrying out an activity in a specific environment to handling a number of other activities or circumstances (Gerbino, 2020). In the results of this study, it was found that student self-efficacy based on the generality domain was in the high category as many as 130 students (99.2%). This shows that overall students at SMK Putera Pangandaran have confidence in their abilities in all situations.

The results of this study are in accordance with the results of Aslamiah Lubis research which shows that students in class XII of SMK Negeri 9 Padang have a high level of self-efficacy in all categories. This shows that students of SMK Negeri 9 Padang generally have a high level of self-efficacy in preparing to enter the world of work. Therefore, maintaining self-efficacy needs to be done by students to ensure that they are ready to enter the world of work after graduation. (AslamiahLubis & Khairani, 2021).

The results showed that the majority of respondents had self-efficacy in the high category, both overall and in each domain, namely the level, strength, and generality domains. The high self-efficacy of class XII students at SMK Putera Pangandaran is influenced by the abilities, experiences, skills, and insights they gain after undergoing an internship program. The school has also built various collaborations with business and industry to support and provide opportunities for students to learn in an industry so that students are ready to enter the world

of work.

Although the self-efficacy possessed by students at SMK Putera Pangandaran is in the high category, it should still be noted for respondents who have low self-efficacy overall or in one of the self-efficacy domains, this shows the need for educational programs to improve self-efficacy. The role of all parties is needed to improve students self-efficacy, both from the school, teachers, especially bk teachers, nursing, especially mental nursing in the community, and from within the students themselves.

Students with low self-efficacy can improve their self-efficacy through skill development and deepening knowledge that is more specific to their chosen field of expertise, for example by actively participating in industrial work practice programs. Students with low self-efficacy can also utilize life learning strategies to overcome their fear of possible failure in career planning (Chuang et al., 2022). Meanwhile, students with high self-efficacy are expected to be able to maintain and sustain their confidence (AslamiahLubis & Khairani, 2021).

CONCLUSION

Based on data obtained from 131 respondents, it was found that overall, students at SMK Putera Pangandaran have high self-efficacy, with a total of 130 students (99.2%), which means it shows that overall students have a high level of confidence in their competence in facing competition in the world of work. Based on the results of the study, it also shows self-efficacy in each domain, namely level, strength, and generality. First, in the level domain which is included in the high category as many as 130 students (99.2%), this shows that overall students at SMK Putera Pangandaran have an interest in facing difficult tasks and have a fighting spirit in doing tasks. Second, in the strength domain which is included in the high category as many as 120 students (91.6%), this shows that overall students at SMK Putera Pangandaran have strong confidence in their abilities. third, in the generality domain which is included in the high category as many as 130 students (99.2%), this shows that overall students at SMK Putera Pangandaran have confidence in their abilities in all situations.

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