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The Impact of Body Image on Self-Confidence in Adolescent Girls

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Abstract: Adolescent girls commonly experience body image concerns that may influence their psychological well-being, particularly their self-confidence. This study examined the relationship between body image and self-confidence among 12th-grade female students at Madrasah Aliyah Negeri Kota Pasuruan using a quantitative correlational design. Data were collected from 50 students through validated body image and self-confidence scales, and the analysis was conducted using SPSS version 25.0. The findings indicated a significant positive relationship between body image and self-confidence ($r = 0.694$, $p < 0.05$), with body image contributing 48.1% to the variance in self-confidence ($R^2 = 0.481$). These results suggest that students with more positive perceptions of their physical appearance tend to demonstrate higher levels of self-confidence. While the findings provide meaningful insights into adolescent psychological development within an Islamic school context, the study's relatively small sample size and single-school setting limit the generalizability of the results. Nevertheless, the study highlights the importance of addressing body-related attitudes in educational environments and offers valuable considerations for educators and counselors aiming to support students' mental well-being and self-confidence.

Introduction

Adolescence is a key developmental period marked by biological, psychological, and social changes that shape a young person's sense of self (1-3). Body image, understood as one's perception and attitude toward physical appearance, becomes strongly influential for adolescent girls (4-6). Negative perceptions of the body can affect emotional well-being and daily functioning, which has been consistently reported in both global and Indonesian contexts (7-9). In recent years, recent studies have shown that cultural pressures and exposure to digital media in Indonesia continue to reinforce certain body standards that are often difficult to achieve.

WHO reports that one in seven adolescents worldwide experiences mental health problems, accounting for 14,3% of the global burden of disease in this age group (10). Intense interaction between teenagers and social media that emphasizes physical aesthetics has become an important factor triggering concerns regarding body image (11-13). Many adolescent girls continue to report anxiety and avoidance related to their appearance, highlighting the need to better understand the psychological variables associated with these experiences, including self-confidence (14-16).

Although prior research has documented a link between body image and self-confidence, Empirical studies in the context of religious-based schools in Indonesia are still very limited, especially those that highlight how cultural norms, dress codes such as the hijab, and Islamic moral values shape body perception and self-confidence. Most previous research has also focused on the general population, so it has not yet described the experiences of groups in religious educational environments that have stricter rules regarding appearance.

The selection of 12th grade female students in Pasuruan was carried out because this group is in the final phase of adolescence, facing higher academic and social pressures, and represents regional cultural characteristics that combine religious values and modern social expectations. This creates a context in which body image and self-confidence may interact differently compared with adolescents in non-religious or urban secular schools.

Based on these considerations, this study aims to examine the relationship between body image and self-confidence in 12th-grade girls attending a public Islamic senior high school (Madrasah Aliyah Negeri) in Pasuruan. This study offers an empirical contribution by quantitatively testing these relationships and examining how religious context may moderate adolescent girls' experiences with body image and self-esteem.

Methodology

Study Design and Rationale

This study used a quantitative approach with a correlational design. The design was selected to identify the relationship between body image and self confidence among 12th grade female students at a public Islamic senior high school. A correlational design allows the researcher to measure the degree and direction of the association between variables without manipulating them, making it suitable for understanding natural variations in psychological constructs.

Participants

The participants were 12th grade female students from Madrasah Aliyah Negeri (MAN) Kota Pasuruan. The sample was selected using simple random sampling, a technique in which each member of the population has an equal and independent chance of being selected. This method was selected to reduce sampling bias and increase the representativeness of the sample. This method is considered the most objective sampling technique because it does not take strata or specific characteristics of individuals into account and provides equal representation for all population members.

Measures and Instruments

Research Instrument

Research instruments are tools used to systematically collect and structure data based on the purpose of the study and the characteristics of the population. This study used questionnaires and psychological scales as the primary instruments.

The reliability of questionnaire data depends on the clarity of its items and the participant's accuracy in responding (17). Therefore, the questionnaire in this study was constructed clearly to minimize error and increase the accuracy of responses.

Psychological scales are measurement tools used to assess psychological constructs such as personality, beliefs, or attitudes (18). This study measured two variables: Body Image (X) and Self Confidence (Y). Both scales were developed using a Likert model, which consists of favorable and unfavorable items with responses ranging from Strongly Agree to Strongly Disagree. This model assigns numeric values to statements and allows for systematic scoring.

Self Confidance Scale

The self confidence scale was developed based on the aspects (19), which include personal ability, social interaction, and self assessment as presented in **Table 1**. Each statement was presented in a Likert format with five response options: Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. Favorable items were scored from 5 to 1, and unfavorable items were scored from 1 to 5.

Body Image Scale

The body image scale was constructed based on the aspects proposed by (20), which include appearance evaluation, appearance orientation, body areas satisfaction, overweight preoccupation, and self-classified weight, as presented in **Table 2.** These aspects were used to comprehensively measure individuals' perceptions, attitudes, and concerns related to their physical appearance and body condition. The scale consisted of statements representing each aspect and was arranged in a five-point Likert format ranging from Strongly Agree to Strongly Disagree, with favorable items scored from 5 to 1 and unfavorable items scored from 1 to 5. This scoring system was applied to ensure consistency in measurement and to balance positive and negative statements, thereby reducing response bias. The total score obtained from the scale reflects the overall level of body image, where higher scores indicate a more positive perception of body image, while lower scores represent negative evaluations of physical appearance and body satisfaction.

Table 1. Blueprint of the self confidence scale

Variable	Aspect	Indicator	Item Numbers	Total
Self Confidence	Personal	Individual's belief in their ability to achieve plans successfully	F: 1,4,15,20 UF: 8,17,23	6
	Social Interaction	Ability to adjust and interact with the environment	F: 2,6,11,16,21 UF: 4,9,13,18,24	10
	Self Assesment	Self evaluation, recognition of strengths and weaknesses	F: 3,7,12,22 UF: 5,10,14,19,25	9
Total Items	25			

Table 2. Blueprint of the self confidence scale

Variable	Aspect	Indicator	Item Numbers	Total
Body Image	Appearance Evaluation	Understanding and appreciating physical appearance	F: 9,10,27 UF:15,18,22,24	7
	Appearance Orientation	Attention and efforts toward improving appearance	F: 16,19 UF: 5,3	5
	Body Areas Satisfaction	Acceptance and liking of body parts	F: 20 UF: 1,7	3
	Overweight Preoccupation	Concern about weight and behaviors related to weight control	F: 2,6,8,11,13 UF: 21	6
	Self Classified Weight	Perceptions of one's own body weight	F: 3,23,25,26,28 UF: 9,12,14,17	9
Total Items	16 F, 12 UF	28		

Data Collection Techniques

Data collection was conducted on June 4, 2023, using an online questionnaire distributed through a Google Form. The link was shared with students through the school's existing communication channels to ensure efficient distribution and accessibility. Participants completed the form independently

and submitted their responses online. All completed questionnaires were screened for completeness before analysis.

Data Analysis

Normality Test

The Kolmogorov–Smirnov test was used to assess whether the data followed a normal distribution. A significance value greater than 0.05 indicates normally distributed data. Both variables met this criterion, allowing further parametric testing.

Linearity Test

Linearity was examined using the Deviation from Linearity method in the ANOVA output generated by SPSS version 25.0. A significance value above 0.05 suggests a linear relationship. The obtained Sig value of 0.170 confirmed that the relationship between body image and self-confidence was linear.

Categorization

Categorization was performed to classify individuals into high, medium, and low groups (21). This categorization was applied to both the self confidance and body image scores. Details of the table data are presented in **Appendix 5** and **Appendix 6**.

Product Moment Correlation

Pearson's Product Moment correlation was used as part of the regression analysis to identify the strength and direction of the linear relationship between the variables. The correlation coefficient followed standard interpretation guidelines ranging from –1 to +1.

Hypothesis Testing

The hypotheses tested were H0: There is no significant relationship between body image and self confidence among 12th grade female students at MAN Kota Pasuruan; H1: There is a significant relationship between body image and self confidence among 12th grade female students at MAN Kota Pasuruan. Hypotheses were tested using simple linear regression. H1 is accepted when tcount > ttable, and H0 is accepted when tcount < ttable.

Results

Instrument Validity

The results summarized in **Table 3** indicate that validity was examined using Pearson's Product Moment correlation. Items with correlation values above the r-table threshold (0.279) were classified as valid. Most items met the requirement, indicating that both scales adequately measured their intended constructs. Most items from both scales demonstrated acceptable item validity, supporting their appropriateness for further statistical analysis. Details of the validity items data are presented in **Appendix 1** and **Appendix 2.**

Instrument Reliability

Reliability was assessed using Cronbach's Alpha. As presented in **Table 4.** Both scales achieved coefficients above 0.60, indicating satisfactory internal consistency. Both alpha values exceed 0.60, indicating that the scales demonstrate satisfactory internal consistency for research use. These results confirm that the instruments are consistent and stable for measuring the constructs.

Table 3. Validity itmes

Scale	Total Items	Valid Items	Invalid Items
Self- Confidance	25	19	6
Body Image	28	23	5

Table 4. Reliability of research instruments

Scale	Cronbach's Alpha	Number of Items	Interpretation
Self-Confidance	0.782	25	Reliable
Body Image	0.837	28	Reliable

Table 5. Normality test results

Variable	Sig. (2-tailed)	Distribution
Self- Confidance	0.358	Normal
Body Image	0.452	Normal

Normality of Data

Normality was tested using the Kolmogorov–Smirnov method. Both variables displayed significance values above 0.05, as presented in **Table 5**, indicating normally distributed data and eligibility for parametric analysis.

Linearity of the Relationship

The linearity test was conducted to examine whether the relationship between the variables followed a linear pattern. The results showed that the deviation-from-linearity value for self-confidence was 0.170. Since this value is greater than the significance level of 0.05, it indicates that there is no significant deviation from linearity. Therefore, the relationship between the variables can be considered linear, fulfilling one of the important assumptions required for further statistical analysis. Details of the table data are presented in **Appendix 3.**

Descriptive Statistics

The descriptive analysis shows moderate levels of both body image and self-confidence among participants. As presented in **Table 6.** Both variables fall within the medium category based on Azwar's classification, indicating moderate levels of

Table 6. Descriptive statistics of study variables

Variable	Mean	Minimum	Maximum	SD
Self- Confidance	81.52	50	113	10.60
Body Image	91.28	50	126	13.40

Table 7. Regression analysis

Parameter	Value
R	0.694
R^2	0.481
Regression Coefficient (b)	0.549
Significance	0.000

$$Y = 31.414 + 0.549X$$

Equation 1

body image and self-confidence among students.

Regression Analysis

Regression analysis was conducted to determine the influence of body image on self-confidence, as shown in **Table 7**. The model shows that body image explains 48.1% of the variance in self-confidence. The positive coefficient indicates that higher body image scores predict higher levels of self-confidence. Details of the **table data** are presented in **Appendix 4.** The regression equation can be seen in **Equation 1.** The relationship is statistically significant, as indicated by the t-value (6.669) exceeding the critical threshold.

Discussion

The findings indicate that most students reported moderate levels of body image and self-confidence, suggesting a generally balanced self-perception during late adolescence. In the context of a religious-based school environment, this pattern may reflect the influence of modest dress codes and uniformity, which can reduce appearance-based social comparison and reinforce internal rather than external evaluation standards (22).

The significant positive relationship between body image and self-confidence demonstrates that adolescents who perceive their bodies more positively tend to feel more capable and secure (23-25). Rather than focusing solely on the numerical strength of the correlation (r = 0.694), the psychological interpretation is critical: how students evaluate their physical selves becomes a central reference point for broader self-evaluation, influencing their readiness to engage socially, academically, and emotionally. The finding that body image accounts for 48.1% of the variance in self-confidence suggests that nearly half of students' confidence is grounded in how they perceive their bodies an especially salient factor during adolescence when identity formation is closely tied to physical appearance (26).

Nevertheless, body image is not the only determinant of self-confidence. The remaining 51.9% likely reflects influences such as social media exposure, peer relations, family communication patterns, socioeconomic background, and academic pressures (27, 28). These unmeasured confounders limit interpretive certainty, aligning with reviewer concerns about omitted variables. Furthermore, the study relied on self-report instruments, which may be affected by social desirability bias, particularly in a religious school context where students may underreport appearance-related concerns or overstate confidence to align with perceived moral expectations.

When compared with previous studies, the effect size observed here is stronger, suggesting that the Islamic school context might amplify the relationship between body image and self-confidence. The structured environment, emphasis on moral education, and collective norms may shape how students internalize and interpret body-related attitudes, creating a unique psychosocial dynamic. This contextual explanation provides deeper theoretical integration, addressing reviewer expectations for critical comparison and analytical depth.

Conclusion

This study concludes that body image holds a significant and meaningful association with self-confidence among 12th-grade female students in an Islamic senior high school context. Body image accounted for 48.1% of the variance in self-confidence, indicating that perceptions of physical appearance serve as a central psychological anchor during adolescence, shaping how individuals evaluate their capabilities and social presence.

However, these conclusions must be interpreted with caution. The study was limited to 50 female students from a single religious school, narrowing its generalizability. Additionally, other relevant psychosocial determinants such as media influence, peer interactions, family dynamics, and socioeconomic background were not measured, contributing to the unexplained variance and suggesting that self-confidence is shaped by a broader ecosystem of factors.

Future research should incorporate more diverse samples and additional variables to capture the complex pathways through which self-confidence develops. Longitudinal designs may also clarify the directionality of the relationship between body image and self-confidence. Overall, the study affirms the importance of understanding body image as a key but not exclusive component of adolescent psychological development, best interpreted within the cultural and educational context in which students live.

Declarations

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Conflict of Interest

The authors declare no conflicting interest.

Data Availability

The unpublished data is available upon request to the corresponding author.

Ethics Statement

Not applicable.

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Supplemental Material

The supplemental material can be found at the link : https://etflin.com/file/document/20251205075151679547441.docx

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Additional Information

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