

THE ROLE OF SELF-EFFICACY IN IMPROVING THE SELF-CONFIDENCE AND ABILITIES OF CHILD CLIENTS



¹Andre Manuella Pasaribu, ²Muhammad Ali Equatora

^{1,2}Program Studi Bimbingan Kemasyarakatan, Politeknik Pengayoman - Indonesia

e-mail:

¹andrepasaribu2402@gmail.com (*corresponding author*)

²bangtora1973@gmail.com

ABSTRACT

This study examines the issue of low self-efficacy and self-confidence among Children in Conflict with the Law during their rehabilitation at Pusat Pelayanan Sosial Griya Bina Karsa. The research aims to identify the role of self-efficacy in improving children's confidence and abilities throughout the rehabilitation process. Using a qualitative case study approach, data were collected through in-depth interviews and observations involving child clients, community counselors, and social workers. The findings reveal that interventions such as skills training, non-formal education, and social support play a significant role in enhancing children's self-efficacy. These efforts help improve their confidence, adaptability, and readiness to reintegrate into society while reducing the risk of reoffending. The development of self-efficacy occurs gradually through strengthening motivational, cognitive, and emotional aspects. These findings highlight that self-efficacy is a crucial foundation for building positive behavior and supporting successful social reintegration among children undergoing rehabilitation.

Keywords: *Self-Efficacy; Self-Confidence; Ability; Children in Conflict With The Law*

INTRODUCTION

Self-confidence is one of the fundamental aspects of an individual's psychological development, especially during adolescence and childhood when they are searching for their identity. Low self-confidence is not merely a psychological issue but can also have significant impacts on social behavior, engagement in learning activities, and the potential for deviant behavior. In the context of rehabilitation, the issue of low self-confidence is particularly important because children in conflict with the law often face various psychological and social pressures that exacerbate their condition. The loss of freedom, separation from family, and societal stigma cause children in correctional institutions or rehabilitation centers to experience a decline in self-confidence. If not addressed appropriately, this condition can increase the risk of reoffending or recidivism in the future.

According to Pasaribu (2024), low self-confidence can drive adolescents to seek recognition from their environment in inappropriate ways, including through deviant behavior. This aligns with the concept of self-efficacy introduced by Bandura (1977), which states that individuals with low self-awareness tend to have low self-efficacy, making them feel unable to face challenges and lacking in confidence. Low self-efficacy makes children more susceptible to negative influences, avoids difficult tasks, and exhibits passive response mechanisms in dealing with problems (Laksmi et al., 2018). Thus, self-efficacy not only plays a role in determining academic success and social skills but also in shaping children's psychological resilience to social pressure.

The importance of self-efficacy in children's development is reinforced by research by Triswanto and Laksmiwati (2020), which confirms that children with high self-efficacy are able to control themselves, face problems with appropriate solutions, and establish healthy social interactions. Conversely, children with low self-efficacy tend to be easily anxious, lack confidence, and struggle to adapt to new environments (Ibad et al., 2024). This condition becomes increasingly critical for children undergoing rehabilitation in correctional facilities, as low self-efficacy can exacerbate self-stigma and reduce motivation for self-improvement. This phenomenon is also reflected in empirical data from the Special Correctional Institution for Children (LPKA) in Bandung. Based on a survey conducted on 58 juvenile inmates, it was found that approximately 26 children or 44.8% had low self-acceptance (Rizkiani & Hidayati, 2022).

The status of being a criminal often leads to feelings of shame, worthlessness, and negative perceptions of oneself (Juliensia, 2019). In such conditions, self-efficacy becomes a key factor in rebuilding the confidence and motivation of juvenile offenders to lead a better life after reintegrating into society. Data from the Directorate General of Corrections (2025) shows that the number of children involved in criminal acts remains quite high. In 2023, there were 1,684 juvenile inmates and 414 juvenile detainees, while in 2025, the number of juvenile inmates decreased slightly to 1,634, but the number of juvenile detainees increased to 452.

Tabel 1
Number of Juvenile Inmates and Detainees in Indonesia (2023–2025)

Year	Juvenile Prisoners	Juvenile Detainees	Total
2023	1.684	414	2.098
2024	1.669	353	2.022
2025	1.634	452	2.086

This fact shows that the existence of ABH in Indonesia is still a serious problem that requires structured intervention, not only from a legal perspective but also from psychological, social, and educational perspectives. As stated by Caspi and Molfit (2001), criminal behavior in children generally begins with minor acts such as theft, but can develop into serious crimes by the age of 16–18 (Khairul, 2016). This reinforces the urgency of the role of correctional institutions, detention centers, and rehabilitation centers in providing guidance that emphasizes the development of self-confidence and self-efficacy.

Rehabilitation Centers (Bapas) play an important role in the social reintegration process of ABH. Through guidance, supervision, and skill development programs, Bapas strives to rebuild children's confidence in their potential. Data from the Subang Class II Probation Office shows that in 2024, there were 7 juvenile clients with Conditional Release (PB) status, 3 clients with Conditional Leave (CB) status, and 5 clients in the work training program. In 2025, there were 6 PB clients and 5 work training clients (Pasaribu, 2025).

Tabel 2
Number of Juvenile Clients at Class II Subang Bapas (2024–2025)

Year	PB (Parole)	CB (Conditional Leave)	Work Training/Supervision	Total
2024	7	3	5	15
2025	6	0	5	11

Interagency collaboration is also a key factor in the success of ABH rehabilitation. Bapas works closely with the Social Services Agency, particularly through the Griya Bina Karsa Social Service Center (PPSGBK), which provides services in the form of protection, rehabilitation, and social empowerment. According to PPSGBK data, the number of children participating in the rehabilitation program has continued to increase, reaching 150 clients in 2022, rising to 220 clients in 2024, and 52 new clients by February 2025 (Mu'min, 2025).

The training program at PPSGBK not only emphasizes formal education but also work skills as preparation for independent living after the children return to society. From a psychological perspective, self-efficacy plays a crucial role in enhancing motivation, decision-making, and a child's ability to cope with life's challenges (Syarif, 2017). Children who receive targeted guidance in improving self-efficacy will be better able to adapt, reduce anxiety, and build strong internal motivation to achieve their life goals. This is particularly important given the diverse backgrounds of ABH, including social, economic, and educational factors, which influence their self-confidence levels.

Low self-efficacy among ABH is a serious issue requiring special attention. Research on the role of self-efficacy in enhancing self-confidence and the abilities of children under supervision remains limited, particularly within the context of social institutions like PPSGBK, which serves as a partner of the Correctional Institution. Therefore, this study focuses on exploring how self-efficacy contributes to building self-confidence and enhancing the abilities of clients, as well as how the guidance and training programs provided can positively impact their rehabilitation and social reintegration processes.

LITERATURE REVIEW

Several previous studies have emphasized the role of self-efficacy in supporting individual development and achievement. Cahyani and Winata (2020) examined the extent to which students' confidence in their own abilities (self-efficacy) influences learning outcomes. Their study highlighted that self-efficacy is a psychological factor that shapes how individuals face problems, accomplish tasks, overcome challenges, and sustain efforts to achieve goals.

According to Baherun (2020), self-efficacy enables individuals to maximize their potential, deliver better outcomes for organizations, and develop their professional competencies (Amar, 2024). The findings further indicate that students with high self-efficacy demonstrate stronger problem-solving skills, greater optimism, and better self-motivation. In comparison, the present study specifically focuses on exploring self-efficacy as a determinant of children's confidence and skill development, emphasizing the role of individual guidance in strengthening personal growth.

Role Theory

Role theory provides a framework for understanding how individuals behave and interact within specific social contexts, guided by the expectations attached to their social status. According to Ahmadi (2002), a role is essentially a set of expectations regarding how an individual should act and behave in particular situations, based on their position and social function. Sutarto (2009) further elaborates that role consists of three core components: role conception, which refers to a person's belief about what should be done in a given situation; role expectation, which describes how others perceive and expect someone in a specific position to behave; and role performance, which represents the actual behavior demonstrated by an individual in a certain situation. When these three components are harmonized, social interaction tends to be continuous and effective (Lantaeda et al., 2002).

In summary, role can be viewed as the expected influence of an individual in social relations, closely tied to social status or position, and manifested when individuals perform their rights and obligations in accordance with the opportunities available to them. In the context of child development, role theory is relevant in analyzing how children learn to internalize expectations, align their behaviors with social norms, and build confidence in fulfilling their responsibilities within society.

Social Cognitive Theory

Social Cognitive Theory, developed by Albert Bandura, emphasizes that much of human learning occurs in social contexts through observation and imitation. This idea is well illustrated by the famous "Bobo doll experiment," which demonstrated that individuals, especially children, can acquire behaviors by modeling others (Semiun, 2020).

Bandura (1988) argues that social cognitive theory advances the understanding of learning and social life through concepts such as progress, self-efficacy, and self-evaluation (Mudayat & Mualip, 2024). More specifically, the theory highlights the importance of personal beliefs and self-reflection in fostering individual motivation and guiding behavior (Astuti et al., 2025). Within this framework, self-efficacy stands as one of the most essential dimensions, describing how confidence in one's abilities influences persistence, effort, and performance.

In the context of children in correctional or rehabilitation settings, social cognitive theory is particularly relevant as it explains how environmental models, supportive guidance, and observational learning shape their personal growth, resilience, and

readiness to reintegrate into society.

The Concept of Self-Efficacy

Self-efficacy, a central concept in Bandura's social cognitive theory, refers to an individual's belief in their capacity to execute behaviors necessary to achieve specific goals. Bandura (1997) asserts that self-efficacy plays a fundamental role in behavioral change, generalization, and maintenance (Yuliyani, 2017). It begins with cognitive processes such as decision-making and confidence, which in turn influence behavioral choices directed toward goal achievement (Ghufron & Suminta, 2013). Baron and Byrne (1997) define self-efficacy as an individual's judgment of their own ability to accomplish tasks, attain goals, or solve problems.

Bandura outlines three main aspects of self-efficacy: level, which reflects the degree of difficulty of tasks an individual is confident in performing; strength, which describes the firmness of belief in overcoming obstacles despite limited experience; and generality, which relates to the breadth of situations in which self-efficacy beliefs can be applied (Astuti et al., 2025).

Individuals with high self-efficacy are more likely to believe in their ability to solve problems, persist in the face of adversity, and bring about meaningful changes in their environment, whereas those with low self-efficacy often perceive themselves as incapable. In the context of child development, the concept of self-efficacy is essential to foster persistence, informed decision-making, motivation to learn, and confidence in one's own potential.

The Concept of Self-Confidence

Self-confidence refers to an individual's positive attitude toward their own abilities and readiness to accept challenges in pursuit of success. Hakim (2002) defines self-confidence as an individual's belief in their personal competence and willingness to embrace learning experiences as a path to achievement (Satria & Neviyarni, 2024). Similarly, Lauster (1992) argues that self-confidence is shaped by life experiences, forming part of one's personality that reflects belief in personal capability, independence from external influence, and responsible decision-making (Ghufron & Risnawita, 2010).

Low self-confidence is often associated with self-doubt, avoidance of new experiences, and negative self-perception, making it a common psychological challenge. Research identifies four levels of self-confidence: very high, where individuals feel capable of tackling difficult challenges beyond the capacity of others; sufficient, where individuals are able to manage situations, pursue goals, and strive for success; low, where doubt hinders performance in certain situations; and inferiority, where individuals believe themselves incapable of accomplishing tasks (Eka et al., 2023).

Lauster further identifies four key aspects of self-confidence: belief in one's abilities, optimism, objectivity, and responsibility (Ghufron & Risnawita, 2010). Together, these aspects illustrate that self-confidence not only shapes how individuals perceive themselves but also determines how they engage with others, take responsibility, and adapt to challenges. In the context of children, self-confidence serves as a critical foundation for building resilience, promoting social participation, and fostering long-term personal growth.

METHOD

This study uses a case study research design that aims to explore in depth the phenomena that occur in children in conflict with the law (ABH) while undergoing guidance at the Griya Bina Karsa Social Service Center (PPSGBK) in Bogor Regency. Case studies were chosen because they provide a more detailed, contextual, and comprehensive understanding of the role of self-efficacy in increasing children's self-confidence and abilities. This design allows researchers to directly observe the activities, interactions, and development of research subjects within specific time and location constraints.

The data sources in this study consist of primary and secondary data. Primary data was obtained through in-depth interviews, participatory observation, and documentation of activities taking place at PPSGBK. Research informants included social counselors, children in conflict with the law, and social workers involved in the counseling process. Meanwhile, secondary data was obtained from literature, legislation, books, and journals relevant to the juvenile criminal justice system. Data collection techniques were carried out through in-depth interviews to gain an understanding of the informants' experiences, roles, and perceptions; direct observation of the children's behavior and interactions during guidance; and documentation in the form of activity records and archives from the PPSGBK.

In addition, literature research was used to reinforce field data with theory and previous research findings. To ensure data validity, this study used triangulation techniques, both technical triangulation and source triangulation. Technical triangulation was carried out by combining the results of interviews, observations, and documentation, while source triangulation was carried out by confirming information from various different informants. This effort aimed to make the data obtained more credible, accurate, and reliable.

Data analysis was conducted using the interactive analysis model by Miles and Huberman, which includes three stages: data reduction, data presentation, and drawing conclusions. The analysis process is conducted continuously from the start of data collection until all data is analyzed, enabling researchers to identify patterns, meanings, and conclusions that illustrate the role of self-efficacy in enhancing children's self-confidence and abilities at PPSGBK.

RESULTS AND DISCUSSION

Self-Efficacy as a Central Element of Rehabilitation

This study revealed that self-efficacy plays a central role in the guidance and rehabilitation process of children in conflict with the law (CICL). Self-efficacy, understood as an individual's belief in their capacity to organize and execute actions required to achieve specific outcomes (Bandura, 1997), emerged as a key factor influencing how children navigated their rehabilitation experiences.

The research findings, drawn from in-depth interviews, structured observations, and supporting documentation, demonstrated that the enhancement of self-efficacy among children was not limited to increased confidence alone. Instead, it encompassed broader dimensions such as the ability to adapt to new environments, establish and maintain social relationships, and develop practical skills for reintegration into society. Importantly, the development of self-efficacy was not instantaneous but progressive, occurring across different stages of the rehabilitation process.

At the initial stage, many participants reported feelings of inadequacy, excessive shyness, and reluctance to engage in social interaction. These manifestations correspond with Bandura's assertion that individuals with low self-efficacy are inclined to avoid

challenges, give up easily, and undervalue their own potential. Over time, however, as children became more engaged in structured guidance programs and skill-building activities, they began to exhibit significant positive transformations, signaling the effectiveness of rehabilitative interventions.

The Gradual Process of Enhancing Self-Efficacy

The trajectory of children's self-efficacy enhancement followed a stepwise developmental pattern. Initially, children often perceived themselves as incapable or undeserving of success due to the stigma of their legal history. Many participants expressed difficulty in trusting authority figures and in projecting confidence during social interactions.

This stage reflects a psychological barrier where past failures and negative experiences overshadow current opportunities for growth. With consistent exposure to guidance interventions, however, children gradually developed new coping mechanisms and began to reframe their self-perceptions. For example, skill training programs such as vocational workshops, art-based activities, and structured group tasks provided them with mastery experiences that served as concrete evidence of their ability to succeed.

Bandura (1997) highlights mastery experiences as the most powerful source of self-efficacy, and this was reflected in children's reports of feeling "proud" or "capable" after accomplishing specific tasks. Additionally, non-formal education and psychosocial counseling complemented skill training by addressing emotional resilience and social adjustment. These interventions encouraged children to adopt a growth mindset, where failures were interpreted not as personal deficiencies but as learning opportunities.

Over time, formerly passive and pessimistic children began initiating conversations, volunteering in group activities, and even mentoring peers. Such transformations illustrate that the guidance process functioned not merely as rehabilitation, but as a medium for deep psychological restructuring and identity rebuilding.

Supporting and Inhibiting Factors in Self-Efficacy Development

The findings underscore the critical role of supportive social environments in shaping children's self-efficacy. Correctional counselors and social workers often acted as role models, providing encouragement and constructive feedback. Peers also contributed significantly: observing fellow participants succeed in skill-based tasks created a form of vicarious experience, instilling in others the belief that they too could achieve success under similar conditions. This peer modeling effect was particularly strong in group settings, where collaboration fostered mutual accountability and shared achievement. Positive reinforcement such as praise for effort, recognition of small milestones, and expressions of trust further reinforced children's confidence. Such support systems validated their sense of worth and motivated them to persist in activities that once seemed intimidating.

The data clearly showed that children who received consistent encouragement were more likely to take initiative and engage meaningfully in the rehabilitation program. However, the study also highlighted substantial barriers. Chief among these was the pervasive social stigma associated with children in conflict with the law. Stigmatization led many participants to internalize negative labels such as "delinquent" or "troublemaker," which in turn diminished their motivation to pursue self-improvement. The fear of rejection by the community created reluctance to fully commit to reintegration.

Furthermore, family-related challenges, such as neglect, lack of emotional support,

or dysfunctional home environments, weakened the reinforcement of self-efficacy outside institutional settings. Lastly, the limited duration of guidance programs was perceived as a constraint, as sustainable change often requires prolonged exposure to supportive interventions. These findings emphasize that rehabilitation efforts must extend beyond institutional programs to encompass family engagement and societal acceptance. Without addressing structural and cultural barriers, improvements in self-efficacy risk being undermined once children leave rehabilitative facilities.

Behavioral and Capability Transformations

The most striking outcome of the research was the observable behavioral transformation among participants. Children who initially avoided group interaction began displaying improved communication skills, cooperation, and decision-making abilities. Some participants demonstrated leadership qualities by volunteering to lead group exercises or presenting project outcomes. These behavioral shifts indicate that the development of self-efficacy translated into tangible life skills that extend beyond the institutional setting. These changes reflect not only the effectiveness of the guidance program but also the broader life-skill acquisition facilitated by self-efficacy.

Participants increasingly perceived themselves as capable of setting goals, persisting in challenging tasks, and managing setbacks constructively. Even small achievements, such as successfully completing a craft project or delivering a speech in front of peers, became symbolic milestones that reinforced their belief in future success. Over time, these experiences accumulated, forming a solid foundation for resilience and long-term adaptation.

Implications for Rehabilitation and Reintegration

The findings carry several important implications. First, individualized interventions are essential: children's diverse backgrounds and psychological needs necessitate tailored approaches rather than standardized programming. Second, the success of rehabilitation hinges on multi-stakeholder collaboration, involving families, schools, community leaders, and social institutions. Without the reinforcement of self-efficacy outside institutional settings, children risk relapse into low self-esteem and maladaptive behaviors.

Third, the results highlight the superiority of constructive, supportive approaches over punitive or authoritarian methods. Emotional validation, recognition, and empowerment were far more effective in fostering sustainable behavioral change than coercive measures. Finally, the study suggests that self-efficacy functions as a protective factor against recidivism. Children with strong self-efficacy are more likely to resist negative peer pressure, regulate emotions, and pursue constructive life paths.

CONCLUSIONS AND SUGGESTIONS

This study concludes that self-efficacy plays a decisive role in the rehabilitation process of children in conflict with the law (CICL). The findings show that improvements in self-efficacy are not limited to enhancing self-confidence but also extend to adaptability, social interaction, and life skill development. Guidance programs that incorporate skill training, non-formal education, and psychosocial counseling were proven to facilitate psychological transformation and behavioral change, enabling children to prepare for reintegration into society.

In addition, the research highlights that the development of self-efficacy is strongly influenced by supportive factors, particularly social support from counselors,

social workers, and peers, as well as the provision of positive reinforcement. However, challenges such as social stigma, unsupportive family backgrounds, and limited program duration remain significant barriers that need to be addressed.

These findings confirm that rehabilitation cannot rely solely on institutional interventions but requires the involvement of families and communities to ensure sustainable outcomes. Based on these conclusions, it is suggested that future programs emphasize personalized approaches that consider each child's unique background and needs. Cross-sector collaboration between correctional institutions, families, schools, and communities should be strengthened to provide continuous support for children after rehabilitation.

Furthermore, interventions that focus on developing self-efficacy should be prioritized, as they serve as both a foundation for psychological resilience and a preventive mechanism against recidivism.

REFERENCES

- Ahmad, & Muslimah. (2021). Memahami Teknik Pengolahan dan Analisis Data Kualitatif. *Proceedings*, 1(1), 173–186.
- Albert. (2005). *Self-Efficacy Beliefs of Adolescents* (F. P. Tim Urdan (ed.)).
- Amar, M. F. (2024). Peran Kemampuan Komunikasi Interpersonal Pendidik Dalam Menumbuhkan Self-Efficacy. *Aafiyah: Jurnal Multidisiplin Ilmu*, 2(1), 1–13. <https://edujavare.com/index.php/Aafiyah/issue/archive>
- Andayani, S. A., Maghfiroh, N. F., & Anggraini, N. R. (2021). Hubungan Self Efficacy dan Self Esteem Dengan Perilaku Berisiko Remaja. *Jurnal Keperawatan Profesional*, 9(2), 23–38. <https://doi.org/10.33650/jkp.v9i2.2765>
- Anggraeni, N., Rakhmawati, D., & Widiharto, A. (2023). Hubungan Efikasi Diri dengan Kesulitan Belajar Pada Peserta Didik Kelas XI di MAN 2 Semarang. *Jurnal Medi Kons*, 9(1), 110–118.
- Anjani, R., M, D., & Kamid, K. (2021). Proses Berpikir Siswa dalam Memecahkan Masalah Matematika Materi Sistem Persamaan Linear Tiga Variabel yang Ditinjau dari Tipe Kepribadian Keirse. *Jurnal Cendekia : Jurnal Pendidikan Matematika*, 5(3), 2746–2755. <https://doi.org/10.31004/cendekia.v5i3.835>
- Astuti, M. A., Salman, H. A., Samsudin, N., & Zulkarnain. (2025). *Lebih Dari Sekedar Percaya Diri: Membangun Self_Confidence Sehat Pada Anak Sekolah Dasar (Usia 12 Tahun)* (R. Adiansyah & N. Hujatusnaini (eds.)). CV. Ruang Tentor.
- Ayu, F. D., Hidayati, N. O., & Marhidayah, A. (2017). Gambaran Resiliensi Pada Remaja. *Jurnal Keperawatan 'Aisyiyah*, 4(1).
- Brigette, L. S., Lengkong, F. D. J., & Ruru, J. M. (2002). Peran Badan Perencanaan Pembangunan Daerah Dalam Penyusunan Rpjmd Kota Tomohon. *Jurnal Administrasi Publik (JAP)*, 04(048), 243.
- Cahyani, N., & Winata, H. (2020). Peran efikasi dan disiplin diri dalam peningkatan hasil belajar siswa. *Jurnal Pendidikan Manajemen Perkantoran*, 5(2), 234–249. <https://doi.org/10.17509/jpm.v4i2.18008>
- Dena, L. P. P., Suniasih, N. W., & Ngurah, W. K. (2018). Pengaruh Pola Asuh Orang Tua Terhadap Efikasi Diri Siswa Kelas V Sd. *Mimbar Ilmu*, 23(1), 83–94. <https://doi.org/10.23887/mi.v23i1.16410>
- Dinas Sosial Jawa Barat. (2025). *UPTD Di Lingkungan Dinas Sosial Provinsi Jawa Barat*. Dinas Sosial Jawa Barat.
- Dirjenpas. (2025). *Tahanan anak 2023-2025*. Dirjenpas. <https://sdppublik.ditjenpas.go.id/dwh>

- Edrisy, I. F., & Rozi, F. (2021). Penegakan Hukum Terhadap Pelaku Pengancaman Pornografi (Study Kasus Polres Lampung Utara). *Jurnal Hukum Legalita*, 3(2), 98–109. <https://doi.org/10.47637/legalita.v3i2.434>
- Eka, V., Suwandi, P., Santi, D. E., Ananta, A., Psikologi, F., & Suwandi, E. P. (2023). Self-confidence pada remaja: Adakah peran fear of negative evaluation? *INNER: Journal of Psychological Research*, 3(2), 366–374.
- Ells, R., Fathoni, A. R., Sampe, P. D., Tuasikal, J. M. S., Marhani, I., Huliselan, N., Sadat, W. A., Umarela, M. I. ., Gunawan, E., Hermawan, & Mahaly, S. (2024). *Pengantar Bimbingan dan konseling belajar*.
- Endang, M. (2025). *Data ABH*.
- Ferdyansyah, A., Rohaeti, E. E., & Suherman, M. M. (2020). Gambaran Self Efficacy Siswa Terhadap Pembelajaran. *FOKUS (Kajian Bimbingan & Konseling Dalam Pendidikan)*, 3(1), 16. <https://doi.org/10.22460/fokus.v3i1.4214>
- Firdaus, N., Kurniawan, T., & Pebrianti, S. (2020). Gambaran Self Efficacy Pada Keluarga Penderita Diabetes Melitus Dalam Menjalankan Upaya Pencegahan Diabetes Melitus. *Jurnal Ilmu Keperawatan Indonesia (JIKPI)*, 1(2). <https://doi.org/10.57084/jikpi.v1i2.493>
- Fultoni, A. S., & Sihombing, U. P. (2012). *Anak Berkonflik Dengan Hukum (ABH)*. <http://mitrahukum.org/wp-content/uploads/2012/09/buku-ABH-01.pdf>
- Ghufron, M. N., & Risnawita, R. (2010). *Teori-teori Psikologi* (R. Kusumaningratri (ed.); 1st ed.). AR-RUZZ MEDIA.
- Ghufron, M. N., & Suminta, R. R. (2013). Efikasi Diri dan Hasil Belajar Matematika: Meta-analisis STAIN Kudus. *Juni*, 21(1), 20–30.
- Habsy, B. A. (2017). Seni Memahami Penelitian Kuliitatif Dalam Bimbingan Dan Konseling : Studi Literatur. *JURKAM: Jurnal Konseling Andi Matappa*, 1(2), 90. <https://doi.org/10.31100/jurkam.v1i2.56>
- Hendra, H., Angreni, T., Hanitha, V., Oktari, Y., Yanti, L. D., & Novianti, R. (2023). Pemberdayaan Keterampilan Warga Binaan dalam Usaha Peningkatan Efikasi diri di Lapas Pemuda Kelas IIA Tangerang. *NEAR: Jurnal Pengabdian Kepada Masyarakat*, 3(1), 54–58. <https://doi.org/10.32877/nr.v3i1.1016>
- Ibad, M. I., Naqliyah, N., & Hariastuti, R. T. (2024). Self-efficacy Anak yang Berhadapan dengan Hukum di Lembaga Pembinaan Khusus Anak. *Al-Musyrif: Jurnal Bimbingan Dan Konseling Islam*, 7(1), 123–136. <https://doi.org/10.38073/almusyrif.v7i1.1724>
- Ilhami, M. W., Vera, N. W., Mahendra, A., Sirodj, R. A., & Afgani, W. (2024). Penerapan Metode Studi Kasus Dalam Penelitian Kualitatif. *Jurnal Ilmiah Wahana Pendidikan*, 10(9), 462–469. <https://doi.org/10.5281/zenodo.11180129>
- Khairul, I. (2016). Kata Kunci: Kriminal Anak, Lembaga Pemasyarakatan Kelas II B, dan Faktor Penyebab Kriminal. *JOM FISIP*, 3(2), 1–15.
- Mahmudi, M. H., & Suroso, S. (2014). Efikasi Diri, Dukungan Sosial dan Penyesuaian Diri Dalam Belajar. *Persona: Jurnal Psikologi Indonesia*, 3(02), 183–194. <https://doi.org/10.30996/persona.v3i02.382>
- Marinu, W. (2023). Pendekatan Penelitian Pendidikan: Metode Penelitian Kualitatif, Metode Penelitian Kuantitatif dan Metode Penelitian Kombinasi (Mixed Method). *Jurnal Pendidikan Tambusai*, 7(1), 2896–2910.
- Mariyono, D. (2024). *Strategi Pembelajaran Dari Teori Ke Praktik Pendekatan Pembelajaran Kolaboratif Di Perguruan Tinggi*. Nas Media Pustaka. https://www.google.co.id/books/edition/STRATEGI_PEMBELAJARAN_DARI_TEORI_KE_PRAK/

- Mudayat, M., & M. Mualip, M. (2024). Penerapan Teori Kognitif Sosial Olahraga di Sekolah SMA VIP Alhuda Kebumen 2024. *Jurnal Pendidikan UNIGA*, 18(1), 93. <https://doi.org/10.52434/jpu.v18i1.3845>
- Nizaar, M. (2018). Perilaku Mencontek Sebagai Indikasi Gagalnya Efikasi Diri (Self Efficacy) Anak Dalam Pembelajaran. *Jurnal Elementary*, 1(1), 16. <https://doi.org/10.31764/elementary.v1i1.140>
- Nurrindar, M., & Wahjudi, E. (2021). Pengaruh Self-efficacy Terhadap Keterlibatan Siswa Melalui Motivasi Belajar. *Jurnal Pendidikan Akuntansi (JPAK)*, 9(1), 140–148. <https://doi.org/10.26740/jpak.v9n1.p140-148>
- Pasaribu, A. (2025). *Data Klien Bapas II Subang*.
- Pasaribu, D. S. (2024). *Rasa Kurang Percaya Diri Mempengaruhi Kenakalan Remaja radio*. Radio Republik Indonesia.Co.Id. <https://rri.co.id/lain-lain/884421/rasa-kurang-percaya-diri-mempengaruhi-kenakalan-remaja>
- Putri, Z. (2024). "Hari Anak Nasional 2024, Kemenkumham Beri Remisi ke 1.138 Anak Binaan." Detik. <https://news.detik.com/berita/d-7452428/hari-anak-nasional-2024-kemenkumham-beri-remisi-ke-1-138-anak-binaan>
- Rizkiani, N. Hidayati, T. H. (2022). Penerimaan Diri Pada Anak Didik Lapas (Andikpas) Di Lembaga Pembinaan Khusus Anak (LPKA). *Jurnal Keperawatan*, 14, 47–54.
- Rahman, A., Sari, N. M. W., Fitriani, & Sugiarto, M. (2022). Metode Pengumpulan Data Sekunder. In *Asik Belajar* (Issue 10).
- Safara, T. (2021). *Terapi Kognitif untuk Anak*. UAD PRESS.
- Satria, B., & Neviyarni, S. (2024). *Persepsi Sosial dan Kognisi Sosial: Perspektif Psikologi dalam Dinamika Sosial*. 6, 196–202.
- Semiun, Y. (2020). *Teori-teori kepribadian behavioristik*. PT KANISIUS.
- Siregar, M. D. (2015). Kontribusi Pemberian Layanan Bimbingan Kelompok untuk Meningkatkan Kedisiplinan Siswa (Sebuah Studi Persepsi). *Jurnal Educatio*, 10(1), h. 150. <https://e-journal.hamzanwadi.ac.id/index.php/edc/article/download/97/75>
- Suryani, P., Cahyono, Y., & Utami, B. D. (2020). Pengaruh Motivasi dan Gaya Kepemimpinan Terhadap Produktivitas Kerja pada Karyawan Bagian Produksi di PT Tuntex Garment Indonesia. *Journal of Industrial Engineering & Management Research*, 1(1), 70–82. <https://jiemar.org/index.php/jiemar/article/view/28>
- Syarif, D. F. T. (2017). Pengaruh Pelatihan Motivasi Keyakinan Diri Terhadap Self Efficacy Pegawai Universitas X di Kota Palangkaraya. *Restorica: Jurnal Ilmiah Ilmu Administrasi Negara Dan Ilmu Komunikasi*, 3(1), 91–103. <https://doi.org/10.33084/restorica.v3i1.631>
- Trimurti, C. P., Muhartono, D. S., Karundeng, D. R., & Chasana, U. (2025). *Metode Penelitian Pendekatan Kualitatif dan Kuantitatif*. Penerbit Lakeisha.
- Yenrizal, T. (2023). Membuat catatan lapangan (Field Note) dalam penelitian kualitatif. *Researchgate*, November. <https://doi.org/10.13140/RG.2.2.31045.63202>
- Yuliyani, R. (2017). Peran Efikasi Diri (Self Efficacy) Dan Kemampuan Berpikir Positif Terhadap Kemampuan Pemecahan Masalah Matematika. *Jurnal Formatif*, 7(2), 130–143.