



RESEARCH ARTICLE

The Correlation Between Self-Concept and Self-Adjustment in Women Who Wear Veils

Laiqaa Kaliasy*¹, Desti Handayani²

¹Department of Social Science, Southern Technical University, Basra, Iraq
²Department of Social Science, Riau Islamic University, Pekanbaru, Indonesia

* Corresponding author : Llaiqaaa56@gmail.com

Tel.: +81-72-867-1686; fax: +81-72-867-1658 [Tel./fax of the corresponding author]

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Abstract

Adjustment is the process through which an individual achieves balance in dealing with the demands of his life. If you have a high self-concept, you may experience self-adjustment. The purpose of this research is to determine the relationship between self-concept and self-adjustment in women who wear veils. Female students from the Faculty of Islamic Religion at the Islamic University of Riau who wore the veil were the subjects of this study. 45 persons are possible. The saturated sample approach was employed for topic collection. The scale of self-concept and self-adjustment is employed as a measuring tool. Sperm Rank Order correlation was used in this research. The statistical analysis revealed a value of $r = 0.018$ with a $\text{Sig} = 0.352^*$ ($p > 0.05$), indicating that there is a relationship between self-concept and self-adjustment in veil-wearing women. Self-concept accounts for 2.7% of self-adjustment. Other factors influence the remaining 98.3%. For women who wear the veil, the greater the self-concept, the higher the self-adjustment, and vice versa.

Keywords: Female, self-concept, self-adjustment, Riau Islamic University

1. Introduction

Indonesia is one of the world's major Muslim countries, with Muslims accounting for up to 12.7 percent of the global population. Indonesia has a total population of over 205 million people, with Muslims constituting 88.1 percent of the population (Republika, 2015). The wearing of the headscarf, particularly the veil, is still controversial among the majority of Indonesia's Muslim population. This is due to society's negative perception of veiled women (Iskandar, 2013).

In Islam, women must adhere to wearing headscarves all over their bodies (Q. S. Al Ahzab: 59). Muslim women utilize the rationale to wear the hijab or cover their genitals. Each verse in the Al-Quran is addressed differently. Similarly, this Muslim woman's genitalia is restricted. In addition to the headscarf, some Muslim women wear the veil as a form of religious observance.

According to Iskandar (2013)'s research, the use of the veil is based on their comprehension of the actual headscarf. Veiled Muslimahs understand the veil as a sign of adherence to God's laws, as well as extra protection because the face is the greatest source of slander (temptation) for them, hence it is mandatory to cover it. The application of the veil in the social lives of veiled Muslim women is indeed uncommon, therefore it is not surprising that many around them look at them strangely and cynically.

Previously, Sari (2014) investigated self-adjustment in veiled women, defining adjustment as a process by which an individual achieves a balance in dealing with needs, demands, frustrations, and conflicts within oneself and the environment, resulting in harmony between oneself and others. Sari (2014) describes the environment. Researcher at the Faculty of Islamic Studies, Islamic University of Riau,

focused on self-adjustment and self-concept in veiled women in this study.

According to Surakhmat (in Muttaminah 2014), who claims that self-concept influences human behavior, it serves as a guiding principle, or at the very least as a cause for the creation of specific types of adjustment mechanisms. Individuals with a positive self-concept are regarded to be more adaptable than those with a negative self-concept. In other words, the more a person's self-concept, the greater his ability to modify it. In contrast, the lower or negative a person's self-concept, the lower his ability to modify it.

The conclusion is that there is a self-concept aspect in individual adjustment that will drive the pattern of adjustment undertaken by the individual. In other words, to make successful modifications, a positive self-concept is required. It is clear from this that self-adjustment and self-concept are inextricably linked.

Based on this, the researcher wishes to investigate the relationship between self-adjustment and self-concept among veil-wearing women.

2. Theory Review

2.1 Self-Concept

1. Definition of Self-Concept

According to Chaplin (2008), self-concept is a person's appraisal of oneself and an assessment or assessment of oneself by the individual concerned. Reber (2010) defines a person's concept of himself as a thorough and in-depth description that can be delivered as optimally as feasible.

According to Hurlock (in Gufon, 2010), self-concept is a person's idea of themselves that is a blend of physical, psychological, social, and emotional beliefs, and

accomplishments. Papalia (2009) defines self-concept as "our total picture of ourselves." When a person grows his cognitive capacities and deals with tasks for children, adolescents, and adults, his self-concept becomes clearer and more comprehensive.

Based on the description above, it can be concluded that self-concept is an individual's total assessment or picture of himself as a whole or in-depth by consciously adding his cognition. Self-concept encourages individuals to see themselves both in physical, psychological, and social aspects.

2. Aspects of Self-Concept

According to Calhoun and Acocella (in Gufon 2010), self-concept consists of three aspects:

a. Knowledge

Knowledge is what individuals know about themselves. In his/her mind, the individual has a list of characteristics that describe him/her, such as physical completeness or deficiency, age, gender, nationality, ethnicity, occupation, religion, and so on. Individuals get knowledge about themselves through their social groups.

b. Hope

A person has an aspect view of himself at times. Individuals also have ideas about what they want to be in the future. Individuals set goals for themselves to achieve their ideal selves. Each person's ideal self is significantly diverse.

c. Evaluation

In the assessment, individuals are positioned as judges about themselves. The results of the assessment are called self-esteem. The more inconsistent expectations and self-standards, the lower a person's self-esteem will be.

Based on the description above, it is possible to deduce that with knowledge, individuals will be able to have an ideal perspective of their expectations. As a result, the individual becomes a judge of him/herself.

3. Factors Affecting Self-Concept

According to Syam (2012), the following factors can influence self-concept:

a. Parenting Style

Parenting style also has an impact on the self-concept that is established. Positive parental attitudes that children read will foster positive notions and thoughts, as well as self-esteem. Parents' negative attitudes will raise questions in children's minds, leading to assumptions that they are not worthy enough to be loved, to be loved, and respected, and all the consequences of the flaws that exist in them that cause parents not to love them.

b. Failure

Failures that are continuously experienced often raise questions about oneself and end with the conclusion that all the causes lie in self-weaknesses. Failure makes people feel they are useless.

c. Depression

People who are experiencing depression will have thoughts that tend to be negative in looking at and responding to everything, including judging themselves. Any neutral situation or stimulus will be perceived negatively.

d. Internal Criticism

Self-criticism is sometimes necessary to bring someone's attention to their conduct. Self-criticism

frequently serves as a regulator or signal in acting and behaving for our existence to be recognized by society and adapt properly.

4. Formation of Self-Concept

In reality, self-concept is established by one's impression of himself. When we were kids, the most important people in our lives were our parents and siblings, who shared a house. We gradually build a self-concept based on them. All flattery, praise, and gratitude will result in a positive evaluation. In contrast, ridicule, ridicule, and censure will lead to a negative evaluation of ourselves. Sullivan emphasized in this context that if we are accepted, respected, and liked by others because of our circumstances, we will respect and accept ourselves. If we are constantly belittled, blamed, and rejected by others, we will not like ourselves (McCandless, in Sobur, 2003).

2.2 Self-Adjustment

1. Definition of Self-Adjustment

Adjustment is a situation that occurs when a problem and its associated conditions are overcome. Adjustment is also a process by which an individual achieves a sense of equilibrium in dealing with the demands of his life.

Gerungan (2010) defines an adjustment as "changing oneself in response to circumstances or one's desires, or vice versa." Hurlock (1980) defines self-adjustment as a person's ability to be accepted in a group or setting by displaying nice attitudes and actions. Hurlock (1980) went on to say that for people to unify and be accepted in groups, they must try to change their conduct by modifying it.

Schneider (in Desmita, 2011) defines an adjustment as a process that comprises mental and behavioral responses in which individuals attempt to successfully overcome their wants, information - information, conflicts, and frustrations. So that a level of harmony or concord is reached between the needs from within and what is anticipated by the environment in which he lives, he must have had some experience.

Adjustment is stated to be relative, according to Schneider (in Desmita, 2011), because:

a. Adjustment is formulated and evaluated in terms of a person's willingness to change or overcome the demands that bother him. This ability varies according to ability values and stages of development.

b. The quality of self-adjustment varies with some things related to society and culture.

c. There are certain variations in individuals.

An adjustment has several implications in psychology, such as meeting wants, dealing with dissatisfaction and conflict, finding peace of mind or spirit, or even forming symptoms (Semiun, 2006). This suggests a multidimensional adaptation that is difficult to characterize succinctly. Semiun (2006) defines an adjustment as a process involving mental and behavioral responses that cause individuals to try to overcome needs, demands, frustrations, and mental conflicts and align inner demands with the demands imposed on them by the world in which he lives.

2. The Aspects of Self-Adjustment

According to Fatimah (2008), self-adjustment has two aspects, namely:

a. Personal Adjustment

Personal adjustment is an individual's ability to accept him/herself to achieve a harmonious relationship between him/herself and his/her environment. He/she is fully aware of who he/she is, what are his/her strengths and weaknesses, and can act objectively according to the conditions he/she is experiencing.

b. Social Adjustment

Every individual in society experiences a mutual influence process. Based on this process, a pattern of culture and behavior emerges in line with a set of rules, laws, customs, and values to which they adhere to solve everyday difficulties. This is referred to as the process of social adjustment in the field of social psychology. Social adjustment takes place within the context of social connections, in which people live and interact with one another. These relationships include those with their neighborhood, family, school, friends, and society in general.

Based on these two aspects, it is possible to assume that someone with the skill of personal and social adjustment will impact his contact with his surroundings. Recognizing his self and his talents and flaws. In contrast, if a person lacks the ability for personal and social adjustment, it will be characterized by emotional shocks, anxiety, and gaps between individuals and the needs of their environment.

3. Factors Affecting Self-Adjustment

According to Papalia, Old, and Feldman (2008), the adjustment factors are: Physical conditions, Development and maturation, Psychological conditions include experience, education, and self-concept, Environmental conditions include schools, homes, and families, Level of religiosity and culture.

4. Self-Adjustment Process

According to Fatimah (2008), the adjustment process includes the following:

a. Harmonious Family Environment

A child will be able to make healthy and positive adaptations if nurtured in a harmonious household with love, respect, tolerance, a sense of security, and warmth.

b. Peer Environment

Establishing close and harmonious relationships with peers is very important.

c. School environment

Schools do not only have tasks that are limited to issues of knowledge and information but also include broad and complex moral and social responsibilities.

2.3 Hypothesis

Based on the preceding description, it is possible to hypothesize that there is a link between self-concept and self-adjustment in women who wear the veil. In this scenario, the greater a person's self-concept, the higher the level of self-adjustment, and vice versa, the lower the level of self-adjustment if the self-concept is low.

3. Introduction

3.1 Research Methods

1. Variable Identification

Following the title of the research to be, the variables in this study are:

a. Independent Variable (X): Self-Concept

b. Dependent Variable (Y): Self-adjustment

2. Variable Operational Definition

a. Self-concept

Self-concept is an image of oneself that is made up of physical, psychological, social, and emotional beliefs, as well as accomplishments. According to Calhoun and Acocella (in Gufon, 2010), the factors used in gauging self-concept in this study include knowledge, expectations, and judgments.

b. Self-Adjustment

Self-adjustment is a state or individual ability to overcome a problem and conditions faced and be able to adapt and be accepted in their environment. The aspects used in measuring self-adjustment in this study are according to Fatimah (2008), namely personal adjustment and social adjustment.

3. Research Subjects

a. Research Population

According to Azwar (2012), the population is the entire research subject or groups of similar persons in a certain region that must have traits or features that distinguish them from other groups to be generalized. The population is a component of the community as well. A community will be formed by several populations. In this study, the population consisted of 45 female students from the Faculty of Islamic Religion at the Islamic University of Riau who wore the veil. The researcher concentrated on disciplines taught at the Islamic Faculty of the Islamic University of Riau, where up to 45 female students wore the veil.

b. Research Sample

Total The number of samples in this study was shown based on the saturated sample technique. Sugiyono (2014) said that a saturated sample is a sampling technique in which all existing populations are used as samples in the study, namely 45 female students.

4. Data Collection Techniques

The scale method was employed for data collection in this study. A self-adjustment measure and a self-concept scale were utilized. Azwar (2012) defines the scale as a data-gathering procedure that serves as a measuring tool for the effective component, which is a psychological construct or notion that describes the characteristics of an individual personality.

The psychological scale, according to Azwar (2012), is a description of features of individual personality. The term scale is most commonly used to refer to non-cognitive property measuring tools, particularly those that are provided in written form.

a. Adjustment Scale

The self-adjustment scale used to collect data in this study is a scale compiled by researcher based on the theory put forward by Scheinder (Desmita, 2011). The following is a blueprint of the self-adjustment scale. This scale asks participants to choose favorable alternative answers that are important according to and appropriate on the Likert scale, namely Strongly Agree (SS) is given a value of 5, Agree (S) is given a value of 4, Neutral (N) is given a value of 3, Disagree (TS) is given a value 2, and Strongly Disagree (STS) is given a value of 1, while for unfavorable questions in alternative answers as follows: Strongly Agree (SS) is given a score of 1, Agree (S) is given a score of 2, Neutral (N) is given a score of 3, Disagree (TS) is given a score of 4, Strongly Disagree (STS) is given a score of 5. The higher the score obtained by the subject means the higher the person's adjustment, but conversely,

the lower the score obtained by the subject, the lower the person's adjustment.

Table 1. Blue Print of Self-Adjustment Scale Before Tryout

Aspect	Indicator	Item		Total
		Favorable	Unfavorable	
Personal Adjustment	Capable of self-acceptance	5,11,25,30, 32	1,7,15,17	9
	Not running from reality	2,9,12, 19,24,39	6,18,27	9
Social Adjustment	Social Environment	3,8,16,26,29, 35,37	4,42	9
	Family	10,28,41	13,20,21,31,36, 44	9
	General Community	14,23, 33,34,38,40	22,43	8
	Total	27	17	44

b. Adjustment Scale

The self-concept scale used to collect data in this study is a scale compiled by researcher based on the theory put forward by Hurlock (in Gufron, 2010). The following is a self-concept scale blueprint consisting of 53 items which have 5 answer choices, namely: Strongly Disagree (STS), Disagree (TS), Neutral (N),

Agree (S), and Strongly Agree (SS). Scoring on this scale is done by giving a score of 1 if the respondent answers the statement strongly disagree, score 2 if the respondent answers disagree, score 3 if the respondent answers neutral, score 4 if the respondent answers agree, score 5 if the respondent answers strongly agree.

Table 1.2 Blue Print Self-Concept Scale Before Tryout

Aspect	Indicator	Item		Total
		Favorabel	Unfavorabel	
Knowledge	Self-knowledge covering age, sex, trait, and attitude	2,5,10,12, 25	19,22,32,40	9
	Knowledge about self-potential	3,11,20,23, 29,35	14,34,42	9
Expectation	Knowledge as the community member	15,30,49	21,41,50	6
	Expectation about the future	1,7,16,31,33, 43	47	7
	Self-expectation	4,6, 28,52	9, 17	6
Assessment	Expectation as family member	5,45	8,13,53	5
	Self-assessment	18,26	37	3
	Assessment towards family	27, 44	24,48	4
	Assessment towards community member	38, 39	36, 51	4
	Total	32	21	53

Before conducting research, the scale will be tested first to obtain validity and reliability following the principles of the research method.

5. Research Validity and Reliability

a. Validity test

A validity or validation testing process is required, according to Azwar (2012), to determine whether the scale is capable of delivering accurate data following its measurement objectives. The most crucial component of psychological scale validation is demonstrating that the structure of all behavioral elements, behavioral indicators, and items forms an accurate construct for the qualities being evaluated to achieve the intended results.

The validity used in this study is content validity, which means that the relevance of the item to the treatment indicator and the actual measurement objective can be evaluated using logic and common sense, which can determine whether the contents of the scale truly support the theoretical contract being measured (Azwar, 2012).

b. Reliability Test

The capacity to give accurate scores with few measurement errors is one of the properties of a high-quality measuring device. According to Azwar (2012), dependability refers to the confidence or consistency of measurement results, which indicates the measurement's accuracy. Before performing research, the scale will be validated to ensure validity and reliability in compliance with the research method's principles. If the measurement mistake happens at random, the measurement is said to be abnormal.

6. Methods of Data Analysis

In this study, the data was analyzed using Product Moment Correlation, which was aided by the SPSS 17.00

For Windows computer applications. The product-moment correlation approach is a single correlation technique used to calculate the correlation coefficient between two intervals of data. This correlation technique can be applied to multiple formulas, including (1) the original formula, (2) the short formula, and (3) the raw formula (Bungin, 2005).

a. Prerequisite Analysis Test

The data in this study is quantitative. A statistical method was used to analyze the data. In this method of assessing quantitative data, two things are done: (1) a prerequisite test, which includes tests for the normality and linearity of the relationship, and (2) a test of the study hypothesis.

b. Hypothesis testing

Following the assumption test or analytical prerequisite test, which consists of the data normality test and linearity test, the hypothesis test is performed, as previously stated, to determine the relationship between self-concept and self-adjustment in women who wear the veil. The product-moment correlation test from Pearson was employed in this study to establish the relationship between the two variables and to test the significance level. A computer application with Statistical Product and Service Solution (SPSS) for Windows Release 17.00 will be used to aid with the data analysis in this study.

7. Research Procedures

a. Trial Preparation

Before conducting the research, the researcher first tested the measuring devices. The purpose of this is to determine how valid and accurate the measuring device will be in the investigation. The research guarantees that the items are consistent with the behavioral indicators that will be revealed based on

the factors researched using the correct author's standards and following Indonesian culture. The trial took place in February 2020. The trial was conducted by paying a visit to the Faculty of Islamic Religion at the Islamic University of Riau.

b. Results of the Self-Adjustment Scale Trial

Azwar (2012) defines valid item determination as items with a coefficient greater than 0.30. Meanwhile,

Table 2.1 Blue Print Self-Adjustment Scale After Tryout (Trial). Bolded items are failed items.

Aspect	Indicator	Item		Total
		Favorable	Unfavorable	
Personal Adjustment	Capable of self-acceptance	5,11,25,30,32	1,7,15,17	7
	Not running from reality	2,9,12,19,24,39	6,18,27	8
Social Adjustment	Social Environment	3,8,16,26,29,35,37	4,42	6
	Family	10,28,41	13,20,21,31,36,44	8
	General Community	14,23,33,34,38,40	22,43	7
	Total	20	16	36

c. Test Results of Self-Concept Scale

According to Azwar (2012), the determination of valid items is based on items that have a coefficient > 0.30. From testing the validity of the self-concept scale conducted by the researcher, the resulting coefficients

the study's self-adjustment scale validation trial yielded coefficients ranging from 0.320 to 0.922. Cronbach's Alpha coefficient for the 44 items assessed is 0.922. This test revealed that eight items failed, notably **2, 5, 16, 21, 25, 26, 29, 33**. The items that fail are shown in bold. It is clear from the table below 2.1:

ranged from 0.312 to 0.932. Cronbach's Alpha coefficient shows 0.932 of the 53 items tested. It was found that 10 items fell, namely **4, 5, 18, 28, 29, 30, 33, 44, 45, and 49**. Items in bold are failed items. It can be seen from the table below 2.2.

Table 2. Blue Print Self-Concept Scale After Tryout (Trial). Items that are bolded are failed items.

Aspect	Indicator	Item		Total
		Favorabel	Unfavorabel	
Knowledge	Self-knowledge covering age, sex, trait, and attitude	2,5,10,12,25	19,22,32,40	8
	Knowledge about self-potential	3,11,20,23,29,35	14,34,42	8
Expectation	Knowledge as the community member	15,30,49	21,41,50	4
	Expectation about the future	1,7,16,31,33,43	47	6
	Self-expectation	4,6,28,52	9,17	4
Assessment	Expectation as family member	45	8,13,53	3
	Self-assessment	18,26	37	2
	Assessment towards family	27,44	24,48	4
	Assessment towards community member	38,39	36,51	4
	Total	22	21	43

4. Research Results and Discussion

4.1 Research Preparation

The first stage before conducting research is to establish where the research will be conducted and to prepare everything so that the research activities go well. In this study, the author used female students of the Faculty of Islamic Religion at Riau Islamic University who wore the veil as research subjects. The author chose the Faculty of Islamic Religion as the research place since she is a female student at the University and received permission and access to do research at the UIR Faculty of Islamic Religion to help ease research.

4.2 Research Implementation

The study was conducted on Tuesday, March 9, 2020, with 45 UIR Islamic Faculty students who wore the veil as a sample. While the break was in session, the research was carried out. The author provided scales to 45 participants

who had previously been educated on the protocol for filling out the scale, and the researcher thanked each subject with gifts and mementos for filling out the scale. Each individual was given a questionnaire booklet that included the two scales. The self-adjustment scale has 36 items while the self-concept scale has 43 items. Appendix 7 contains the scale for this research, and the analysis follows.

4.3 Research Results

This study's data analysis outcomes included descriptive analysis, assumption test results, and hypothesis test results.

1. Descriptive Test Results

After scoring and processing descriptive study data on the relationship between self-concept and self-adjustment in women who wear the veil with SPSS 17.0 for window, an overview is obtained as given in Table 3.1:

Table 3.1. Description of Research Data

Research Variable	Score X obtained (Empirical)				Score X enabled (Hypotetical)			
	X Max	X Min	Average	SD	X Max	X Min	Average	SD
Self Adjustment	139	95	105,73	7,463	180	36	36	24
Self Concept	177	119	150,22	14,765	215	43	129	28,7

The table above shows that the adjustment to female students who wear varied veils may be seen in the range of scores achieved, which ranges from 95 to 139. Scores for self-concept range between 119 and 177. The table above

also compares the potential ratings acquired by the subject to the actual scores obtained after completing the research. The actual mean value for both variables is higher than the hypothesized mean value.

The author used regular criteria to assess self-concept and self-adjustment in female students who wear the veil, which are as follows:

1. Very high : $X \geq M + 1,5 SD$
2. High : $M + 0,5 SD \leq X < M + 1,5 SD$
3. Moderate : $M - 0,5 SD \leq X < M + 0,5 SD$
4. Low : $M - 1,5 SD \leq X < M - 0,5 SD$

5. Very low: $X \leq M - 1,5 SD$
 where : M = Mean empirical
 SD = Standard deviation

Based on the data description using the formula above, the adjustment variables in this study are classified as very high, high, medium, low, and very low. Table 3.2 summarizes the adjustment categories:

Table 3.2. Self-Adjustment Score

Category	Score	Frequency	Percentage
Very High	$X \geq 116,92$	3	6,7%
High	$109,46 \leq X < 116,92$	6	13,3%
Medium	$102 \leq X < 109,46$	19	42,2%
Low	$94,54 \leq X < 102$	17	37,8%
Very Low	$X \leq 94,54$	0	0%
Total		45	100%

Based on these categories, it can be inferred that those who participated in this study had moderate self-adjustment, as evidenced by the proportion of 42.2%. This means that 19 of the 45 subjects had to make adjustments

to their veil-wearing. Meanwhile, table 3.3 shows the self-concept score groups of the female students who wear the veil:

Table 3.3. The Self-Concept Score Who Wears the Veil

Category	Score	Frequency	Percentage
Very High	$X \geq 176,42$	1	2,24%
High	$157,6 \leq X < 176,42$	15	33,3%
Medium	$142,84 \leq X < 157,6$	16	35,6%
Low	$124,02 \leq X < 142,84$	12	26,7%
Very Low	$X \leq 124,02$	1	2,24%
Total		45	100%

According to the table above, the results of the self-concept of women who wear a veil from this study are included in the **high** category level, with a percentage of 35.6%, indicating that out of 45 participants, 16 female students have a self-concept in wearing the veil.

4.4 Discussion

The results of calculations using correlation analysis techniques obtained a correlation coefficient (r) of 0.352 with a value of $p = 0.018$ ($p < 0.05$). This explains why the hypothesis, namely that there is a relationship between self-concept and self-adjustment among women who wear the veil, can be accepted. Women who wear the veil have lower self-adjustment.

According to the above findings, there is a significant positive relationship between self-concept and self-adjustment, where the higher the level of a person's self-concept, the higher the level of self-adjustment, and conversely, the lower the level of self-concept, the lower the level of adjustment. According to Atkison (in Rahmawati, 2008), an individual's self-concept guides how they maintain places and positions to be accepted in society. This means that people are constantly trying to adapt.

5. Conclusion

Based on the findings of the data analysis, it is possible to conclude that there is a correlation between self-concept and self-adjustment in women who wear the veil. This suggests that for women who wear the veil, the greater the self-concept, the higher the self-adjustment. For women who wear the veil, the lower the self-concept,

the lower the self-adjustment.

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