

OVERCOMING STRESS DISORDERS BY INCREASING SELF-DISCLOSURE IN ADOLESCENTS: SYSTEMATIC LITERATURE REVIEW

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Abstract

This research aims to identify the factors that cause low self-disclosure, the relationship between self-disclosure and stress disorders, and to enhance self-disclosure. This study uses a systematic literature review method. This research article was obtained through PubMed, Scopus, Wiley, and Garuda. The literature search used the keywords self-disclosure, stress, and adolescents with inclusion criteria of adolescent population, research from 2015-2025, and research articles. Data analysis yielded 6 relevant literatures that met the inclusion criteria. Based on the results of the literature review, it is explained that the factors causing low self-disclosure include feelings of insecurity and fear of opening up to others, closed communication between parents and adolescents, and a privacy attitude that makes teenagers reluctant to share their problems with others. This study proves that low self-disclosure will lead to certain psychological pressures, resulting in stress disorders in adolescents. Therefore, a Cognitive Behavioral Therapy counseling approach is necessary to enhance self-disclosure among adolescents. It is concluded that it is important to enhance self-disclosure among adolescents. Adolescents are encouraged to build good social relationships so that they can express their problems to others, thereby reducing the stress symptoms caused by low self-disclosure

Keywords: : *self-disclosure, stress, adolescent*

Introduction

Social life can influence one's educational success, not only in education, but also in social life. In building social relationships, it is necessary to interact, socialize, and communicate with other individuals. Adolescent students should be able to socialize well, establish good relationships with others, and be able to interact well with other students. This is in line with the Law of the Minister of Education and Culture on Guidance and Counseling No. 111 of 2014 concerning social guidance, which explains that students/counselees are expected to be able to understand their environment and be able to carry out positive social interactions, be skilled in social interactions, be able to overcome social problems they experience, be able to adapt and have harmonious relationships with their social environment so as to achieve happiness and meaning in their lives. To create good social relationships, self-openness is needed to be able to find friends. Self-openness is not only done to create good relationships in friendships, but is also useful for sharing stories to avoid stress disorders caused by closed behavior and hiding problems. However, the reality and phenomena in the field do not match expectations. Many individuals still don't realize the importance of building good relationships in their daily lives and lack the awareness of the importance of openness

when facing problems. Research by Gusmawati et al. (2016) shows that 55.29% of students are still reluctant to openly discuss their problems.

Self-disclosure is the most important key to communicating with others. *Self-disclosure* encompasses not only oneself or others, but also personal information previously known to others. For adolescents' *self-disclosure* to be well-established in the relationships they create, trust is needed between adolescents of similar ages. This will make adolescents feel comfortable sharing information about themselves. According to Chen et al., (2021), adolescent *self-disclosure* loneliness can be influenced by not having friends to confide in. Therefore, it is important to have friends to share stories with and find solutions to life's problems. Additionally, Davis (2012) suggests that communication can increase adolescents' sense of belonging and *self-disclosure*, and therefore, peers are needed to support identity development. Therefore, it is concluded that self-disclosure can be a key factor in developing a *positive self-disclosure*. Communication and interaction between peers are necessary to support a person's self-development in socializing. However, other research shows a different statement, the reality is that 72.16% of people prefer to open up to their mothers compared to peers, while with friends who are peers only as many as 55.49% choose to *self-disclose* to peers (Gusmawati, et.al., 2016). Psychological disorders such as stress certainly have a negative impact on adolescent growth. Adolescents will experience stress if they are under pressure that affects their behavior. Ironically, adolescents are unable to understand and cope with the stress they experience, fearing it will lead to inappropriate actions. Zhu et al., (2022) found that adolescents who harbor some of the experiences are problems and are closed and don't want to tell people. Other factors can cause stress symptoms in adolescents. Furthermore, according to Harvey & Boynton, (2021), individuals with higher psychological resilience experience less stress and greater positive outcomes when facing difficult or emotionally arousing events. This means that stress can be caused by low psychological resilience in adolescents. To anticipate such events, adolescents need self-disclosure so they can express their thoughts to others and seek help from others to provide the best solutions to problems. Meanwhile, other studies have found different results. According to Gamayanti et al. (2018), their research subjects showed no relationship between self-disclosure and reduced stress levels.

As previously explained, low self-disclosure in adolescents can lead to psychological anxiety. Adolescents tend to feel anxious and afraid when opening up to others, due to concerns about feedback and judgments from others. Amedie (2015) explains that anxiety arises from various negative feedback written freely by readers. Social media can be a place for self-disclosure and self-expression, which can certainly reduce feelings of loneliness, allowing students to feel heard and have friends to share stories with. Karsay et al., (2019) reinforce this statement, explaining that social media use can help relieve stress and loneliness in adolescents. However, recognizing this statement, social media use for adolescent students needs to be supervised by parents, due to concerns about excessive self-disclosure on social media. Therefore, social media use also needs to be limited and carefully considered. Improving self-disclosure can also be developed through the family environment. Zhen et al., (2022) state that open communication within the family can reduce symptoms of post-traumatic stress disorder and can support adolescent mental health in dealing with trauma.

Knowing this incident, self-disclosure It's not only done to express emotions and feelings that you want to convey, but it can also be done to express anxiety that occurs or trauma that has occurred in the past. Based on research by Xu et al., (2023), it explains that adolescents need to be given the opportunity to express themselves or self-disclosure with others regarding bullying experiences or feelings of insecurity to avoid stress. Zhu et al., (2022) also added Stress can be caused by feelings of pressure and remaining closed

off or keeping some of their problematic experiences to themselves. Adolescents still maintain a private attitude and hide some of their problematic experiences from others. This is due to a lack of confidence in expressing their feelings and emotions. However, according to Greenacre's research (in Maulifah & Hannani, 2023), secure individuals with high self-esteem feel free to express their thoughts, feelings, and creativity.

Method

1. Search Strategy

The article search process was guided by keywords related to topics such as " *self-disclosure*," " *stress*," and " *adolescents*." The article search process for review began with the use of specified keywords, followed by filtering to determine which articles would be processed and which would not. Below are the keywords for the topic that will be reviewed :

"Self-disclosure" OR "Self-openness" OR "Self-honesty" OR "Self-righteousness" OR "Self-transparency" AND "Stress disorder" OR "Under pressure" OR "Anxiety" OR "Restlessness" OR "Discomfort" OR "Worry" OR "Fidget" AND " Adolescent" OR "Teenager" OR "Juvenile" OR "Students" OR "Disciple" OR "Schoolchild"

2. Inclusion and Exclusion Criteria

Table 1 Inclusion and Exclusion Criteria

PICOS framework	Inclusion Criteria	Exclusion Criteria
Population	This study focuses on students in the adolescent age range who experience stress disorders due to not being open or hiding problems.	The study did not discuss adults, students, or the elderly who experienced stress.
Intervention	A study examining the psychological measures given to adolescents experiencing stress due to self-isolation.	Outside the Inclusion Category
Outcomes	Studies have shown that stress disorders are influenced by a person's level of self-disclosure.	Does not discuss other symptoms that are influenced by the level of self-disclosure.
Publication Years	Years after 2015 to 2025	Years before 2015
Document	Research article	Books, Book Chapters, and Review articles.
Language	English and Indonesian	Apart from English and Indonesian
Scope	Related to Guidance and Counseling, Education, related to Psychology, and related to Mental Health.	Outside the Inclusion Category

3. Study Selection Process

The selection process for this study was carried out in four stages: identification, screening, eligibility, and inclusion. In the Identification stage, four databases were used in this literature review: Pubmed, Scopus, Willey, and Garuda. The screening phase was assisted by the Rayyan application, which aims to identify duplicate articles and to determine inclusion and exclusion of articles. Duplicate articles were screened to determine inclusion and exclusion. After using Rayyan, it was discovered that out of 197 articles, 10 had similarities, meaning 20 articles were detected. Therefore, one of the two articles was removed and not used. These articles will then be screened through Rayyan.

After that, at the Screening stage, 187 articles were obtained, then the articles were sorted again using Rayyan that were in accordance with the inclusion criteria. In

selecting the articles, the researcher found that some of the articles did not match the topic that was to be used for the Systematic Literature Review. The articles that were declared excluded numbered 174. For this reason, 13 articles were obtained that were in accordance with the inclusion provisions and could be considered for use as a Systematic Literature Review. Then, the Eligibility stage obtained 13 articles to carry out a study quality assessment to determine the eligibility of the articles that had been selected based on the inclusion criteria. Based on the assessment of the quality of the study, it is known that the two examiners produced the same articles, although the number was different, but those that were recommended not to be used were in the same articles, so that after being reviewed and reconsidered and re-analyzed, then, at the Included stage. It was decided that the six articles that would be used for the Systematic Literature Review would ultimately be designated as references for the Systematic Literature Review. The identification, screening, eligibility, and inclusion stages can be seen in the PRISMA flowchart for Systematic Literature Review as follows:

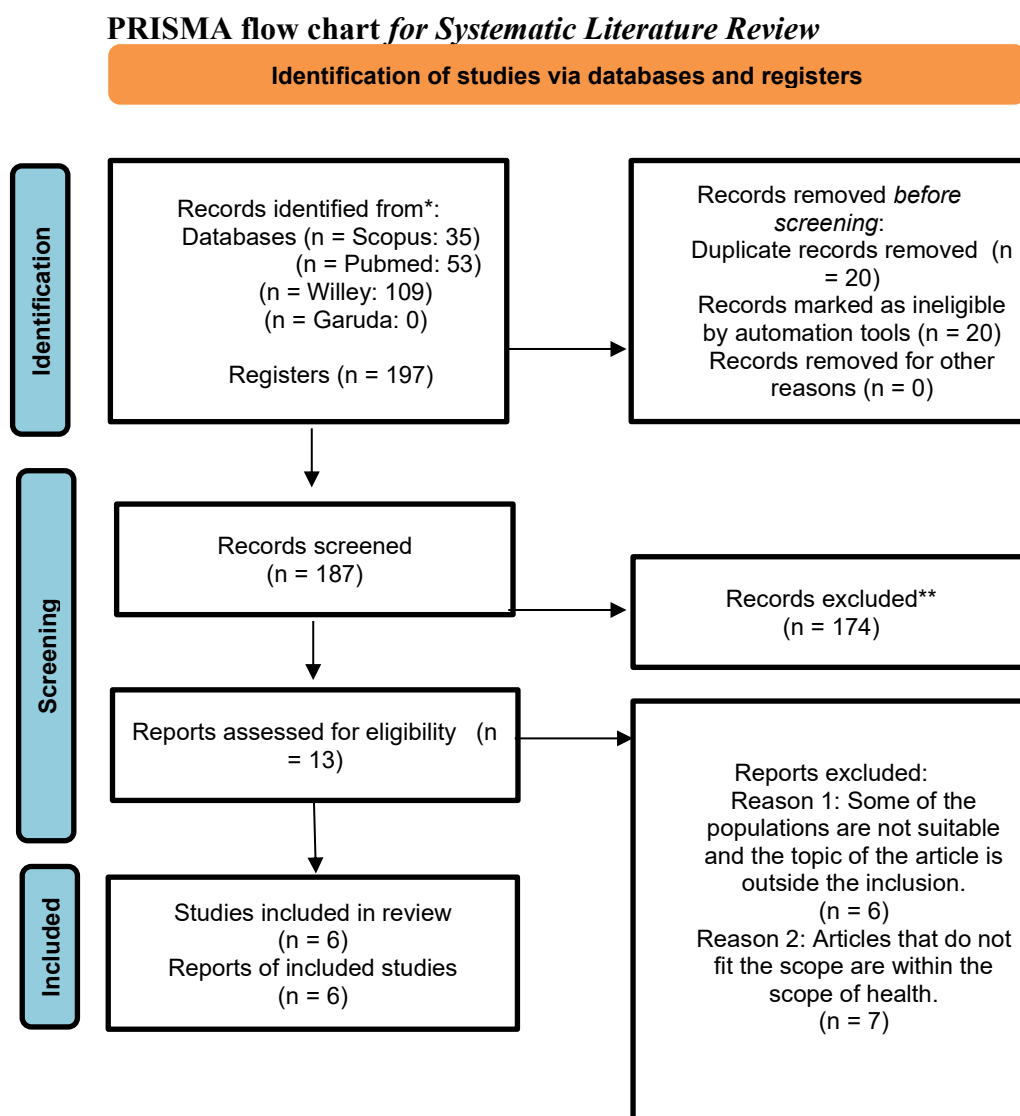


Figure 1 research report

Result and Discussion

The Systematic Literature Review identified six articles that met the inclusion criteria. Details of these six articles can be seen in Table 2, which explains the data extraction process:

Table 2 Data Extraction

No	Title, Author, and Year	Country	Language	Research purposes	Types of research	Method of collecting data	Population and Sample Size	Results
1.	School Bullying Victimization and Post-Traumatic Stress Symptoms in Adolescents: The Mediating Roles of Feelings of Insecurity and Self-Disclosure Writer: Yongyong Xu, Yingying Ye, Yichang Zha, Rui Zhen And Xiao Zhou Year: 2023	China	English	The purpose of this study was to examine the mediating role of insecurity and self-disclosure in the relationship between bullying victimization and PTSS, and to hypothesize that insecurity and self-disclosure play a dual mediating role in school lying victimization and PTSS.	Quantitative	This study used a questionnaire and convenience sampling to recruit participants.	In this study the population was students in grades 10 to 12. A total of 5,013 students participated in the investigation of which 2,410 were boys, 2,450 were girls, and 153 did not know the gender, 2,531 people were in Class 11, 2,480 people were in Class 12, and 2 people did not meet their grades; the average age at the time of the test was 16.77 years. Meanwhile, the sample consisted of 443 people who had experienced bullying at school.	These findings suggest that feelings of insecurity and self-disclosure mediate the relationship between school bullying victimization and PTSS. Psychological services should reduce adolescents' feelings of insecurity and provide them with more opportunities to disclose their bullying experiences to reduce stress and distress.
2.	The Relationship Between Youth Involvement, Alliance and Outcome in Trauma-Focused Cognitive Behavioral Therapy	Norway	English	The overall goal of this study was to better understand the relationship between adolescents' engagement behaviors to open up when	Quantitative experiments	Using questionnaire.	a The population in this study was 79 adolescents. The sample in this study was 65 adolescents aged 10–18	The findings of this study explain that the impact of adolescent involvement behavior on Cognitive Behavioral Therapy, namely positive involvement behavior will show an

Author: Kristianne S. Ovenstad, Silje M. Ormhaug & Tine K. Jensen			experiencing trauma, alliance, and treatment outcomes.			years who received TF-CBT. Adolescent self-reports (Children's PTSD Symptom Scale and Therapeutic Alliance Scale for Children) and observer ratings (Client Engagement Rating Scale) were used, and relationships were investigated using correlation and regression analyses.			understanding of treatment and self-openness during the treatment so that they will experience fewer symptoms of post-traumatic stress (PTSS).			
Year: 2022												
3.	Experiences of Participation in A Population-Based Survey on Violence: Emotional Discomfort, Disclosure Concerns, and The Perceived Value of Participation Among Adolescents and Young Adults	United States	English	The purpose of this study was to assess the response to participation in a nationally representative violence survey and assessing factors associated with feelings of distress related to participation.	Quantitative	Using questionnaires and interviews.	The population of this study was adolescents aged 13 years and above, with 6,714 male participants and 11,894 female participants . Meanwhile, the samples used in this study were 2,025 from Honduras and 1,548 from Lesotho.			These findings indicate that many teenagers experience stress due to their disclosure of their experiences of violence to the interviewer still keeps some of their experiences hidden privacy issues resulting in a certain level of stress.		
Author: Liping Zhu, Marie Kaye Soletchi Seya, Andrés Villaveces, Martha Conkling, Beugre Joseph Trika, Maman Fathim Myriam Kamagate, Francis B. Annor, Greta M. Massetti												

Year: 2022									
4.	How Does Parent–Child Communication Affect Posttraumatic Stress Disorder and Growth in Adolescents During the COVID-19 Pandemic? The Mediating Roles of Self-Compassion and Disclosure	China	English	The purpose of this study was to examine the influence of parent-child communication about PTSD and PTG through compassion and self-disclosure.	Quantitative	Data collection was conducted through self-report questionnaires administered to 683 adolescents during the COVID-19 pandemic.	The population consisted of 683 participants, 341 (49.9%) were male, 301 (44.1%) were female, and 41 (6.0%) did not report their gender. The mean age was 16.06 years (SD = 0.56 years), and the age range was 15–18 years.	Study This explains the importance of open communication in fostering resilience and reducing symptoms of post-traumatic stress disorder (PTSD) among adolescents.	
Author: Baohua Zhen, Benxian Yao, Xiao Zhou							Meanwhile, the sample in the study consisted of 183 adolescents who were identified as possible cases of PTSD.		
Year: 2022									
5.	Longitudinal Effects of Excessive Smartphone Use on Stress and Loneliness: The Moderating Role of Self-Disclosure	California San Francisco	English	These findings aim to show that sharing experiences and being open about personal feelings online can help maintain closeness with friends and family, thereby reducing stress and loneliness.	Quantitative	The population in this study was invited to participate in an online survey questionnaire. Data collection was conducted online by completing the questionnaire.	Only respondents who gave their consent and were 16 years of age or older could participate, provided that any teenager using a smartphone was eligible.	This study explains that if a person uses their cell phone to express themselves, excessive smartphone use actually helps them relieve stress and loneliness.	
Author: Kathrin Karsay, Desiree Schmuck, Matthes, And Anja Stevic							The sample used was 461 teenagers.		
Year: 2019									

6.	Honest, Open, Proud For Adolescents With Mental Illness: Pilot Randomized Controlled Trial Author: Nadine Mulfinger, Et.Al Year: 2018	Germany	English	The goal of Honest, Open, Proud is to support participants in making decisions about whether to disclose their MI in different situations.	Quantitative Experiment Two-group randomized controlled trial	Using a questionnaire, provided that participants have the ability to provide written consent; fluent German language skills; and at least a moderate level of self-reported distress related to disclosure.	The population in this study has age criteria of 13–18 years. Meanwhile, the research sample consisted of 98 participants.	HOP (Honest, Open, and Proud) can support adolescents with MI (mental illness) in making decisions about disclosing information and help them overcome stigma and discrimination. HOP has the potential to improve clinical outcomes as well as adolescents' recovery and well-being.
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Life is very necessary in the process of becoming an adult, adolescents need to build good social relationships so that they are expected to listen to each other and be heard all the complaints and contents of their hearts. However, seeing the statement, some of the teenagers are not open with each other, causing feelings of stress because they always hide their feelings and emotions. For this reason, it is recommended to be open with each other and express emotions and feelings in order to avoid symptoms of stress caused by closed behavior that results in feelings of stress due to carrying emotions for too long. Xu et al. (2023) describes evidence that being too private and closed regarding unpleasant experiences will cause stress for adolescents. Adolescents will feel depressed, causing symptoms of stress because they hide and do not express their emotions and problems. Behavior that tends to be closed is not only caused by not having friends, but can also be caused by feelings of worry and fear. Hermeren (in Zhu et al., 2022) describing that feelings of anxiety, shame, fear, guilt, discomfort, and frustration in answering someone's questions will make teenagers not want to open up to others about their problems and anxieties in the past.

Factors causing stress disorders due to low self-disclosure (RQ1)

Several factors have been found that are assumed to be the cause of adolescent closed behavior that can cause stress symptoms. The occurrence of stress disorders in adolescents can be identified from the trauma experienced by adolescents in the past, coupled with adolescent self-enclosure so that all problems that occur become a burden on their minds. According to Xu et al. (2023) explains that adolescents tend to have feelings of insecurity that cause self-enclosure in adolescents. Adolescents perceive that others will act not according to adolescent expectations, adolescents tend to feel afraid of being intimidated if they express emotions and reveal unpleasant things to themselves, bullying at school not only causes physical harm to victims, but also causes psychological problems in adolescents, so that from this it can cause adolescents to not want to do self-disclosure. Taormina (in Xu et al., 2023) adding that if individuals feel insecure, it will hinder the expression of their experiences and emotions, meaning that individuals with high insecurity will tend to hide their feelings and are reluctant to express themselves.

In addition, factors causing self-enclosure can also be caused by closed communication between parents and adolescents, parents with closed behavior will trigger adolescents to be closed so that there is no open communication between parents and adolescents. Family factors play an important role in preventing stress disorders, especially related to self-disclosure in the family environment. According to Zhen et al. (2022) parents who have open communication with adolescents can help parents to share information and understand the needs of adolescents so that they increase their self-confidence to be open with each other, this becomes more sensitive to the thoughts and emotions of family members, then with open communication between parents and adolescents, it will allow adolescents to openly express their traumatic and emotional experiences so that it helps adolescents to regulate negative emotions reduce stress. Juliawati & Destiwati (2022) added that factors causing adolescents to become closed can also be caused by overly strict parenting patterns that cause adolescents to not want to talk about their problems because they feel pressured and afraid of being judged.

Then, the importance of someone who is a listener can also influence adolescents to be closed and hide their problems because others think they will spread the problems they are experiencing. According to Zhu et al. (2022) say that adolescents will be private and hide some of their problems from others, this is because they are influenced by feelings of distrust of others so that adolescents will continue to keep their problems and cause certain stress pressure by adolescents. In addition, Khalid & Wahyuni, (2023) added

that the cause of self-enclosure by teenagers is triggered by academic pressure and various personal problems they experience, for this reason it is explained that the importance of self-disclosure in interpersonal relationships, in order to provide a theoretical basis for understanding adolescents' responses and reactions in experiencing their problems. Other causal factors can be caused by discomfort in the classroom, thus triggering adolescents to.

The relationship between the level of self-disclosure and the emergence of stress disorders in adolescents (RQ2)

As explained, the level of self-disclosure will cause stress disorders in adolescents, adolescents who always hide their emotions and feelings will tend to be easily stressed due to being burdened with too many problems that they think about themselves, for that it is necessary to be open and express emotions and feelings to others in order to relieve stress symptoms in adolescents. In line with the findings by Khalid & Wahyuni, (2023) which highlight the importance of self-disclosure in fostering healthier interactions and creating a positive academic environment, by creating a positive environment through self-disclosure, psychological well-being will also be created in adolescents. Costello et al., (2024) strengthens this statement, proving that interaction patterns and individual tendencies to be open will form good psychological well-being.

Self-enclosure certainly needs to be prevented from developing into depression and frustration. Therefore, adolescents need to seek help and assistance from others to avoid feeling the immense pressure of dealing with traumatic experiences and the problems they face. Schulte et al., (2021) demonstrated that increased communication, social support, family routines, and self-efficacy disclosures can reduce anxiety and worry in adolescents. Thus, self-disclosure in adolescents is linked to preventing stress and psychological distress. Stress symptoms will emerge if adolescents find it difficult to express their emotions. As explained by findings, adolescents who keep some of their problematic experiences secret and are reluctant to share them with others can experience stress symptoms. Novitarum et al., (2022) also added that high levels of psychological distress indicate Zhu et al. (2022) low levels of self-disclosure in adolescents, making them more vulnerable to experiencing high levels of stress.

Thus, it is known that there is a relationship between the level of self-disclosure against the emergence of stress symptoms in adolescents. Not only does it prevent stress symptoms, but self-disclosure also encourages adolescents to increase their confidence in making their own decisions with others. Expressing distress or unpleasant feelings can help adolescents feel safe and comfortable in their environment (Mulfinger et al., 2018).

Counseling approaches that can be used to increase self-disclosure in adolescents (RQ3)

In dealing with stress disorders experienced by adolescents due to self-enclosure, this is one of the problems that must be addressed and needs to be considered by parents and teachers. Stress disorders faced by adolescents will have an impact on adolescent development, in addition, it can make adolescents more vulnerable to depression and frustration when facing problems that they cannot solve alone. Therefore, several actions need to be taken to prevent the occurrence of stress disorders caused by adolescent self-enclosure. In the school environment, counselors can provide service actions using the Cognitive Behavioral Therapy approach, this approach aims to reduce psychological stress and maladaptive behavior, with this approach it is hoped that adolescents will overcome the stress disorders experienced by self-disclosure. This statement is supported by Ovenstad et al. (2023) explaining that Cognitive Behavioral Therapy treatment will help overcome stress through self-disclosure, adolescents are

asked to be actively and positively involved so they can be open and tell their problems. Therefore, it is necessary to be actively open and not private about all the problems and concerns experienced, adolescents can share their emotions with counselors to find a way out and solution to their traumatic experiences. In addition, by opening up, adolescents will be able to feel more relieved with all the thoughts they have to bear alone, expressing emotions can also relieve the stress they experience.

In addition to counseling assistance, the family environment is also crucial in preventing and anticipating stress disorders caused by self-enclosure. As previously explained, Zhen et al. (2022) open communication within the family is crucial for fostering self-disclosure in adolescents. Healthy and open communication within the family can support adolescents' mental health in coping with stressful trauma. This means that the family is a major factor contributing to adolescents becoming self-enclosure. Therefore, counselors need to collaborate with parents to promote self-disclosure adolescents so that it can prevent stress disorders. Then adolescents can express themselves through social media because it is assumed to help relieve stress and loneliness experienced by adolescents (Karsay et al., 2019). Social media frees people to be open to each other, not only open through Facebook, Instagram, and Twitter, but can communicate with others through social media such as WhatsApp to be able to tell and be open about the problems they experience to peers or other people they trust.

Conclusion

Based on the research findings, five factors were identified that cause stress disorders in adolescents due to their lack of disclosure. From the findings, it can be concluded that the factors causing adolescents to experience stress disorders are (1) adolescents tend to feel insecure, causing them to withdraw; (2) closed communication between parents and adolescents; (3) overly strict parenting styles, which prevent adolescents from sharing their problems; (4) a sense of privacy that leads them to hide their issues; (5) academic pressure and various personal problems experienced by adolescents. Furthermore, there is a relationship between the onset of stress disorders and self-disclosure. This is demonstrated by the fact that adolescents who keep some of their problems to themselves and are reluctant to share them with others will experience stress symptoms because they have been burdened by problems that they have not expressed to others for too long.

Therefore, to enhance self-disclosure for preventing and addressing stress disorders, counselors can provide guidance and counseling services using the Cognitive Behavioral Therapy approach. This approach aims to reduce psychological pressure and maladaptive behavior. With this approach, it is hoped that adolescents will address the stress disorders they experience through self-disclosure, as they are encouraged to actively and positively engage in the process, enabling them to open up and share their problems. Through self-disclosure, adolescents will feel more relieved by sharing their thoughts and emotions, thereby alleviating the stress they are experiencing.

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Author Contributions Statement

RR contributed as the main author and initiator in writing and completing this article.

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