BUTTERFLY HUG THERAPY IN ENHANCING SELF-ACCEPTANCE AMONG HIGH SCHOOL FEMALE STUDENTS

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ABSTRACT

This transitional period experiences significant changes that may be followed by various crises as it relates to identity formation, self-image, body image. Self-acceptance can help adolescents achieve a more positive self. Butterfly hug therapy is one way to increase self-acceptance. This study aims to determine the effect of butterfly hug therapy on self-acceptance in high school students. Quantitative methods with a pseudo-experimental design were used in this study. Involving 34 high school students, data were obtained using a self-acceptance scale. The data collected were then analyzed with the results of the study showing that: 1) independent sample t-test, obtained a sig value. (2-tailed) of 0.000 <0.05 which means there is a difference in the average self-acceptance results between the experimental class of butterfly hug therapy and the control class. Hypothesis testing shows that H1 is accepted and H0 is rejected with the research hypothesis that there is an effect of increasing self-acceptance in adolescent girls who are treated with butterfly hug therapy; 2) Spearman rank test on the experimental group showed a correlation coefficient of 0.922**. This means that the level of relationship strength (correlation) between the experimental class posttest results and the experimental class sustain effect is 0.922 or very strong. It can be concluded that the treatment given has a long-term effect with a range of 1 week after treatment.

KEYWORDS	*Butterfly Hug Therapy; Self-Acceptance; Schoolgirls*

INTRODUCTION

Adolescence is a phase characterized by significant changes that cannot be avoided both internally and externally. This developmental transition is a pivotal point in a person's life. This age is a momentum full of struggles with various issues that begin to emerge. This is supported by the condition of adolescents who begin to consider various contexts or situations to describe themselves. In this phase, adolescents begin to enter a stage of development that allows the formation of self-

identity. In addition, the adolescent phase is a momentum for someone to understand their self-image.

Self-image is also understood as all forms of ideas and feelings of a person that can be in the form of memories or personal characteristics in the form of values, beliefs and/or a belief. Self-image describes the actual-self and the ideal-self. An idealized self-image when in conflict with the actual self can negatively affect the psychological state of adolescents. This negative psychological situation can be associated with forms of sadness, disappointment, dissatisfaction, and its relationship to emotional-motivational problems.

In this regard, the rapid development of technology that makes it easier for adolescents to access social media keeps the view of the ideal self moving. Crises such as body acceptance, achievement, and lack of confidence in what is owned also develop. So this allows negative psychological conditions or adolescent mental health to become an issue that is still hot today. This also underlies the issue that is often found in adolescent girls, namely that negative body image in adolescent girls will affect individuals who cannot accept and are dissatisfied with their body and appearance and have a tendency to lack self-confidence (Wiranatha & Supriyadi, 2015).

This condition is not only influenced by the gap between the expected ideal self and the actual condition of the self, but the environment that supports to always feel less and reluctant to accept himself. Whereas in this phase individuals can be said to have successfully gone through developmental tasks, if the individual has accepted their physical condition and quality (Yusuf in Refnadi, Marjohan, & Yarmis, 2021).

Self-acceptance is important for adolescents. Self-acceptance is said to exist in an individual when he is able to accept everything that is unpleasant, able to think logically about the problems that occur without being followed by hostility, inferiority, shame, and insecurity (Refnadi, Marjohan, & Yarmis, 2021). Berger (1952) revealed that self-acceptance is a mental attitude in which a person internalizes personal values, has confidence in himself, accepts responsibility for his own behavior, is able to respond either in the form of praise or criticism objectively, without any denial and self-blame, a feeling of worth, equal to others, does not expect rejection, and does not feel different or inferior.

Self-acceptance is basic and fundamental for adolescents in an effort to achieve a positive self-concept. Self-acceptance helps individuals to be more self-aware and realistic (Ramadhani, Sofia, Nisa, & Putri, 2023). This self-acceptance is able to become an individual's foundation for adjusting to the environment and experiences to achieve personal growth, prosperity and self-actualization (Anugrahwati & Wiraswati, 2020). The existence of self-acceptance which refers to the possibility of realizing hopes for adolescents to be able to accept themselves fully for all forms of deficiencies and strengths. So that there will be no significant gap between ideal-self and actual-self.

Increased self-acceptance is needed to deal with these crises and problems. Butterfly Hug is considered to be used in improving adolescent self-acceptance. Butterfly hug itself is known as one of the therapeutic models by giving advice to oneself which has the aim of bringing up better feelings. Butterfly Hug is also

understood as a psychotherapeutic technique that involves self-medication intervention by crossing the arms, resting on the biceps, and alternately tapping each arm to calm anger, reduce anxiety, and overcome traumatic feelings (Benor, 2005; Girianto, Widayati, & Agusti, 2021; Kurniawan & Ngapiyem, 2023). This therapy is known to be effective in recovering negative and traumatic feelings (Pristianto, et al., 2022).

Butterfly hug is also one of the methods that can have a positive impact such as a sense of comfort, reduce feelings of physical and psychological pain, and provide peace through the comfort that comes from a hug (Adriyansyah & Rahayu in Ramadhani, Sofia, Nisa, & Putri, 2023). Arviani, et al., (2021) conveyed that the butterfly hug method is a way of self-acceptance by giving suggestions to oneself so that better feelings grow

Butterfly hug is proven to be one of the qualified therapies for various groups, such as elderly people who feel lonely need action to overcome their anxiety, and the butterfly hug method can be an easy solution used by them to calm their minds. (Girianto, Widayati, & Agusti, 2021). Benor (2001) also revealed that butterfly hugs are often used by parents and children with the aim of being a form of affirmation. This is because hugging yourself feels comfortable, so it is very effective when combined in the form of affirmation and as a form of self-care. Research by Martini et al. (2022) states that the Butterfly Hug Technique has been shown to have a positive impact on various aspects, including reducing stress, anxiety, and negative affect. This is due to its ability to increase self-confidence and self-esteem for individuals who have faced many challenges in their life journey (Martini et al., 2022).

With regard to self-acceptance Ramadhani et al (2023) have previously conducted research related to the butterfly hug which is used to increase self-acceptance. The focus of this research is Generation Z in developing their identity. This is in line with how the urgency of self-acceptance has a relationship with self-adjustment (Yusdi & Rinaldi, 2019) and in relation to adolescent girls is able to influence how they adapt to their social environment (Mewengkang, et al, 2020).

This research focuses on how butterfly hug therapy can play a role in increasing self-acceptance. The subjects explored are adolescent girls with various tendencies that have been previously mentioned. This focus is a target that has not been widely researched by previous research, but has important goals in various fields, one of which is taking a role in reviewing one of the effective alternatives that can be used to reduce the impact of crises that occur in adolescence, especially in high school students for their happiness and well-being. In addition, an understanding of butterfly hug therapy can be done as an independent therapy and become an alternative to strengthen the science related to butterfly hug therapy and increasing self-acceptance.

Thus, the researcher intends to conduct research related to the use of butterfly hug therapy in increasing self-acceptance in high school students. This research focuses on adolescent girls at the high school education level. With the aim of this study is none other than to determine the effect of butterfly hug therapy on self-acceptance in high school students. Based on the explanation above, the researcher

took the research title "Butterfly Hug Therapy in Increasing Self-Acceptance in High School Girls".

RESEARCH METHOD

The research method used in this study is a quantitative approach with a quasi-experiment design. The variable in this study is "Self-acceptance" or the level of self-acceptance of high school students. Self-acceptance is a psychological concept that reflects the ability of individuals to accept and appreciate themselves, including both their strengths and weaknesses. Butterfly hug therapy treatment in this study was carried out using the Jarero and Artigas (2023) butterfly hug therapy implementation guide by making modifications to increase the self-acceptance of adolescent girls.

Research Subject

The research population in this study consisted of adolescent girls at SMA Negeri 1 Ngaglik, Sleman, Yogyakarta. The sample in this study was selected by random sampling and on the basis of agreement. This study will ensure that the sample taken will represent the population of high school female students at SMA Negeri 1 Ngaglik, Sleman, Yogyakarta, with relevant characteristics for this study.

Data Collection Technique

Data were collected using a survey by providing the subjects with a questionnaire containing statements about self-acceptance. The self-acceptance instrument used Berger's Self-Acceptance developed by Berger (1952). Scoring on the questionnaire that has been provided is based on an alternative answer choice Likert scale model. This Likert scale is a scale for measuring attitudes, opinions and perceptions of a person or group of people about social phenomena (Sugiyono, 2012). Statements that tend to support (favorable) scores will be given decreasingly, namely from four to one in the order SS, S, TS, STS. Conversely, statements that tend to be unsupportive (unfavorable) the score given increases from the smallest, namely one to four.

Data Analysis Technique

The data analysis technique used in this study is statistical analysis and will use the longitudinal test. According to Creswell and Creswell (2018) the longitudinal test aims to see a comparison of developmental results over time in research subjects. This study uses the application of sustain effect. Sustain effect is where the researcher conducts a posttest on the day of implementation and a posttest one week later to see a comparison of the development of the subjects after 1 week of treatment or experimentation (Carbon & Ditye, 2011). ..... And to test the difference between the two groups using the Spearman Rank test. This test is used to determine whether or not there is a difference between two independent samples. This Rank Spearman test is a non-parametric test which is an alternative to the t-test (parametric test). The α value used is usually 5% (0.05).

Procedure

This study involved two groups, namely the experimental group that received the treatment and the control group. The research was conducted in at least four stages including the preparation stage, research stage, data processing stage, and report writing. The preparation stage includes applying for permission and consulting with the school. The implementation stage includes the experimental process itself. Several stages will be carried out in the implementation process in the following order, (1) the implementation of experimental research is preceded by the administration of pretests for both the experimental group and the control group; (2) after that the experimental group will be given treatment in the form of butterfly hug therapy; (3) this implementation ends with the first posttest for both the experimental group and the control group; (4) to ensure the sustainable impact of the treatment (sustain effect), the researcher reviews the second posttest with a predetermined period of time. The next stage is the data management process by assessing the experimental results, then processing the data and drawing conclusions. Finally, researchers conducted a report writing stage containing the results of experimental research that had been carried out.

RESULT AND DISCUSSION

Descriptive analysis was carried out to determine the difference in the level of self-acceptance before and after butterfly hug therapy training for adolescent girls in class XI in one of the high schools in Sleman Regency. The number of subjects in this study amounted to 34 people from 2 different classes and were divided into 2 groups. of these 2 classes, 17 people in class A were in the control group and 17 people in class B were in the experimental group. The first process in this study, namely conducting a pre-test given to research subjects serves to determine the level of self-acceptance before being given to the experimental group. Then proceed with the post-test after being given treatment. The experimental group and the control group were both given a post-test, although the control group was not given treatment. The following are the results of the descriptive test:

Table 1. The Results of The Descriptive Test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Eksperimen	17	74	100	88,29	7,148
Post-Test Eksperimen	17	76	105	92,53	7,195
Pre-Test Kontrol	17	55	87	70,24	8,437
Post-Test Kontrol	17	47	101	71,94	15,192
Valid N (listwise)	17				

In the experimental group pretest results, the minimum/minimum value is 74, the maximum/maximum value is 100, the average value is 88.29, and the standard deviation value is 7.148. Followed by the experimental posttest score results, the

minimum/minimum value is 76, the maximum/maximum value is 105, the average value is 92.53, and the standard deviation value is 7.195.

Furthermore, the score on the pretest of the control group, the minimum/minimum value is 55, the maximum/maximum value is 87, the average value is 70.24, and the standard deviation value is 8.437. Furthermore, the number of samples in the control group posttest, the minimum/minimum score is 47, the maximum/maximum score is 101, the average value is 71.94, and the standard deviation value is 15.192.

Table 2. Experiment Class

No.	Initials	Pre-test	Post-test	Sustain
1	RQ	80	86	86
2	SA	84	85	92
3	EA	96	97	98
4	RTA	92	93	97
5	KS	74	76	84
6	PNA	85	89	93
7	RC	87	89	90
8	AN	100	102	99
9	NFD	87	92	95
10	EA	87	95	96
11	ZAWW	89	91	92
12	AN	100	105	112
13	DPPM	94	102	106
14	ACR	86	94	99
15	DHL	85	94	94
16	NPMJ	95	97	99
17	IPLS	80	86	93

From the results in the table, it shows that most of them experienced an increase both after being treated and 1 week after (sustain). Of the 17 subjects who were treatedthere were 14 subjects who experienced an increase in both the posttest results and the sustain effect measurement. Then, 2 subjects experienced an increase in posttest results and stayed at the same score on the results of the sustain measurement. Furthermore, 1 subject experienced an increase at posttest, but the sustain effect had no influence.

Before analyzing the data further in the hypothesis test, it is necessary to first conduct an assumption test consisting of normality test, homogeneity test, and longitudinal test in order to check the success of the sustain effect or sustainable effect with a span of 1 week after treatment. The results of the research data assumption test are as follows:

Normality Test

Tests of Normality

	Kelas	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil Self Acceptance	Pre-Test Eksperimen	,160	17	,200[*]	,964	17	,713
	Post-Test Eksperimen	,091	17	,200[*]	,973	17	,874
	Pre-Test Kontrol	,099	17	,200[*]	,986	17	,991
	Post-Test Kontrol	,119	17	,200[*]	,968	17	,789

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The normality assumption test uses the analytical statistical technique of the Shapiro-Wilk normality test. This is because the number of subjects is 34 people. With 34 people, researchers used the Shapiro-Wilk normality test, because the number of participants participating was below 50 people. The rule used is if p> 0.05 then the distribution is normal and if p < 0.05 then the distribution is not normal (Santoso, 2016).

Based on the results of the normality test that has been carried out on the self-acceptance variable in the experimental group, the experimental pretest significance value is 0.713 and the experimental posttest significance value is 0.874. Furthermore, for the control pretest significance value is 0.991 and the control posttest significant value is 0.789. This shows that all data has a significant value of more than 0.05 (p> 0.05), so it is concluded that the research data is normally distributed.

Paired T-Test

Paired Samples Test

		Paired Differences							
				Std. Error	95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pre-Test Eksperimen - Post-Test Eksperimen	-4,235	2,840	,689	-5,696	-2,775	-6,149	16	,000
Pair 2	Pre-Test Kontrol - Post-Test Kontrol	-1,706	15,735	3,816	-9,796	6,384	-,447	16	,661

Referring to the output pair 1, the Sig value is obtained. (2-tailed) of 0.000 < 0.05, then the conclusion obtained is that there is an average difference in the results of self-acceptance for the experimental class pretest with the experimental class posttest. Then, referring to the pair 2 output, the Sig. (2-tailed) of 0.661 > 0.05, then the conclusion is that there no difference in the average self-acceptance results for the control class pretest with the control class posttest.

According to Sugiyono (2015) the paired t-test was conducted to test the effectiveness of the treatment given in experimental research, with a difference in the average both before and after treatment.

Homogeneity Test

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil Self Acceptance	Based on Mean	1,234	1	32	,275
	Based on Median	1,097	1	32	,303
	Based on Median and with adjusted df	1,097	1	25,674	,305
	Based on trimmed mean	1,241	1	32	,274

Based on the output results above, it is known that the significance value in the experimental and control groups is 0.275> 0.05, from this it can be concluded that the variance of the experimental class posttest data and the control class posttest data is the same or refers to the conclusion that the self-acceptance variable is homogeneous / equal.

Thus, one of the conditions (not absolute) of the independent sample t-test has been fulfilled. So that researchers can continue the independent sample t-test.

Independent Sample t Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Hasil Self Acceptance	Equal variances assumed	8,769	,006	5,050	32	,000	20,588	4,077	12,284	28,893
	Equal variances not assumed			5,050	22,833	,000	20,588	4,077	12,151	29,026

Based on the independent sample t-test above, the Sig. (2-tailed) of 0.000 <0.05. From these results it can be concluded that there is an average difference in the results of self-acceptance between the experimental class of butterfly hug therapy and the control class.

Spearman Rank Test

In this experimental trial, the researcher applied a sustain effect, namely the researcher conducted a posttest on the day of implementation and a posttest one week later to see a comparison of the subject's development after 1 week of treatment or experimentation. Sustain effect aims to see the sustainable effect on the long-term impact of the influence of the stimulus given (Karbon & Ditye, 2011). In this study, researchers checked the sustain effect on female students who were given treatment after 1 week ahead, by giving the same self-acceptance instrument on the pretest and posttest. From the results of the sustain effect, a longitudinal test was carried out to ascertain whether the effect of butterfly hug therapy still had an impact or effect after 1 week of treatment.

The following are the results of the Spearman Rank test in the control and experimental groups:

Experiment Class

Correlations

			Post-Test Eksperimen	Sustain Effect Eksperimen
Spearman's rho	Post-Test Eksperimen	Correlation Coefficient	1,000	,922**
		Sig. (2-tailed)	.	,000
		N	17	17
	Sustain Effect Eksperimen	Correlation Coefficient	,922**	1,000
		Sig. (2-tailed)	,000	.
		N	17	17

**. Correlation is significant at the 0.01 level (2-tailed).

From the above results, a correlation coefficient of 0.922** was obtained. This means that the level of relationship strength (correlation) between the experimental class posttest results and the experimental class sustain effect is 0.922 or very strong. The asterisk (**) means that the correlation is significant at a significance level of 0.01.

The correlation coefficient number in the above results is positive, namely 0.922 so that the relationship between the results of the experimental class is unidirectional (unidirectional type of relationship), thus it can be interpreted that self-acceptance in the experimental class increases and the sustain effect on different days still has an effect and increases.

As in the output table above, it is known that the significance value or sig. (2-tailed) of 0.000, because the sig value. (2-tailed) 0.000 <0.05 or 0.01, it means that there is a significant relationship between the experimental class posttest results and the experimental class sustain effect results.

Control Class

Correlations

			Post-Test Kontrol	Sustain Effect Kontrol
Spearman's rho	Post-Test Kontrol	Correlation Coefficient	1,000	,431
		Sig. (2-tailed)	.	,084
		N	17	17
	Sustain Effect Kontrol	Correlation Coefficient	,431	1,000
		Sig. (2-tailed)	,084	.
		N	17	17

From the output above, a correlation coefficient of 0.431 is obtained. This means that the level of relationship strength (correlation) between the control class posttest results and the control class sustain effect is 0.431 or sufficient.

The correlation coefficient in the above results is positive, namely 0.431 so that the relationship between the results of the experimental class is unidirectional (unidirectional type of relationship), thus it can be interpreted that self-acceptance in the control class increases and the sustain effect on different days still has an effect and increases.

As in the output table above, the significance value or sig. (2-tailed) of 0.084, because the sig. (2-tailed) 0.084> 0.05 or 0.01, it means that there is no significant relationship between the experimental class posttest results and the experimental class sustain effect results.

Discussion

In the normality test results in the experimental and control groups, the data showed normal distribution, indicated by all data showing a significant value of more than 0.05 (p> 0.05). The experimental pretest significance value is 0.713 and the experimental posttest significance value is 0.874. The significance of the control pretest is 0.991 and the significant value of the control posttest is 0.789.

Then in the hypothesis test results, using the independent sample t-test test. Independent sample t-test test, obtained sig value. (2-tailed) of 0.000 <0.05. From these results it can be concluded that there is an average difference in the results of self-acceptance between the experimental class of butterfly hug therapy and the control class. Hypothesis testing shows that H1 is accepted and H0 is rejected with the research hypothesis "there is an effect of increasing self-acceptance in adolescent girls who are treated with butterfly hug therapy"

The results previously described are in accordance with previous research conducted by Ramadhani et al (2023) which showed an increase in self-acceptance in Gen Z by doing butterfly hug therapy. This is also supported by the statement that self-healing using the butterfly hug method is a way of self-acceptance by suggesting to oneself to feel better (Arviani, Subardja & Perdana, 2021). This approach can also be used as a therapeutic method for traumatic conditions and anxiety (Arviani, Subardja & Perdana, 2021; Girianto, Widayanti, & Agusti, 2021). Butterfly hug is also one of the interventions carried out to manage and improve mental health status (Cagaon et, al. 2023).

The use of butterfly hug as therapy is one way to have a positive impact on adolescents who in this study refer to high school students to feel comfortable, reduce physical and psychological pain, and provide a sense of peace through a hug (Adriyansyah & Rahayu in Ramadhani, Sofia, Nisa, & Putri, 2023). Butterfly hug is presented as a psychotherapeutic technique that is also useful for calming anger, reducing anxiety, and overcoming emotional trauma (Benor, 2005; Girianto, Widayati, & Agusti, 2021; Kurniawan & Ngapiyem, 2023). This method as mentioned has been used previously as a therapy that increases self-acceptance for generation Z by Ramadhani, Sofia, Nisa, & Putri (2023). Existing self-acceptance will help adolescents to receive many benefits, including knowing themselves carefully, being able to overcome the problems and issues faced, getting support

from people around, reducing the burden of pressure (Setyawan, Nurhasanah, & Bakar, 2019).

Furthermore, increasing self-acceptance in high school students carried out in this study is a step to deal with the crisis experienced in adolescence . As stated by Santrock (2003), this phase is a transitional phase, where the development that occurs becomes an important point for their next life. Self-acceptance, which is all forms of characteristics, levels of ability, and the willingness of individuals to live within themselves (Hurlock, 1996), needs to exist and be improved. In other words, adolescent girls will be able to accept themselves and have a positive picture in giving meaning to themselves, their identity, and also be able to develop what they receive (Funaidi et. al., 2021).

Self-acceptance encourages adolescent girls to fully accept themselves for all forms of deficiencies and strengths. Self-acceptance that is trying to be improved is also related to the statement of Sovitriana, Damayanthi, & Andini (2023) that the existence of self-acceptance will lead to a realistic relationship between the state of self and desires including in the development of talents and potential so that this can be used and utilized by adolescent girls. This is also a characteristic of a healthy mentality so that it makes a mature and optimal self. In relation to adolescent girls, increased self-acceptance is aligned with the ability of adolescents to view the ideal-self more realistically and achieve real life without disappointment over the actual-self. This also refers to the understanding that the existence of self-acceptance is said to be able to be a fundamental part for individuals in general to adapt to the environment and experience to achieve personal growth, prosperity and self-actualization (Anugrahwati & Wiraswati, 2020).

In this experiment, researchers also checked the sustain effect. In checking the sustain effect, a longitudinal test using rank spearman was conducted to ascertain whether the effect of butterfly hug therapy still had an impact or effect after 1 week of treatment. The Spearman rank test in the experimental group showed a correlation coefficient of 0.922**. This can be interpreted that the level of strength of the relationship (correlation) between the experimental class posttest results and the experimental class sustain effect is 0.922 or very strong. This shows that the relationship between the results of the experimental class is unidirectional (unidirectional type of relationship), which means that self-acceptance in the experimental class increases and the sustain effect on different days continues to have an effect and increases. So it can be concluded that the treatment given has a long-term effect with a span of 1 week after treatment.

Research related to these long-term effects has also been conducted in other studies, as the results of the pilot study discussed in Tarquinio et al.'s research (2021). The study found that there was a significant decrease in anxiety and depression scores, as well as a decrease in the Subjective Unit Impairment (SUG) measure, directly after the therapy session. These improvements were maintained 1 week after the intervention. The study also highlighted that therapy had a positive impact on fear of going to work and fear of personal safety. Thus, the results suggest that butterfly hug therapy (as one of the therapy techniques used) can have a lasting effect on improving emotional state and reducing distress in healthcare workers.

This study involved 34 high school students with two groups, namely control and experimental with treatment in the form of butterfly hug therapy given for 1 session (one meeting). Based on the research conducted and the analysis previously presented, it can be concluded that the use of butterfly hug therapy is able to increase self-acceptance for high school students, which in this case refers to adolescence. Butterfly hug therapy is also explained to be able to have long-term effects for those who apply it.

CONCLUSION

Based on the results of the research and discussion that has been presented, the conclusion that can be drawn is that there is an effect of applying butterfly hug therapy to high school students on self-acceptance. In the sense that the provision of butterfly hug therapy treatment can increase self-acceptance in high school students who in this case are in adolescence. Giving treatment in the form of butterfly hug therapy is also said to have a long-term effect. This is as a result of checking the sustain effect which refers to the condition of remaining influential and / or increasing within 1 week after treatment. And it is hoped that each student will be able to apply what has been conveyed regarding the butterfly hug as one of the self-healing capitals and maintain the stability of self-acceptance to be able to survive in the midst of a crisis that occurs at this developmental age.

This study is inseparable from shortcomings, namely the limited range of literature related to butterfly hug as a form of therapy and research that uses sustain effect as part of its data collection. Furthermore, the data collection method was not detailed enough as it only focused on the questionnaires that were distributed. Finally, we found an obstacle that became a shortcoming during the implementation of the research process, namely the existence of a class in a condition of being given a task, making the focus of students who became subjects tended to be low or divided. This shortcoming is expected to be reviewed and considered for future research.

Based on the experience that has been carried out during the research, there are several limitations that need to be considered by future researchers. These limitations include: 1. The results of this study cannot be generalized in one population. 2. Time constraints at the time of implementation, if time is not limited then researchers can take more classes. 3. The use of random sampling that does not determine certain characteristics at the time of research so that it is only able to provide an overview and not in detail at the time of research implementation. 3. Some answers to the questionnaire were answered in a perfunctory manner. In this case, the researcher did not have full control to reach the respondents' answers. 4. The limited time given made the students rush to fill out the questionnaires because they had to adjust to the next class schedule.

Based on the research we have conducted, several suggestions can be used as a reference for researchers and further research in seeking a better and more complete understanding. Future researchers can conduct a research process with several treatments and/or add more than one posttest (sustain effect) to ensure more accurate results. Future research can also conduct research on subjects from other circles, namely non-academics, for example a community. Furthermore, besides

focusing on questionnaires, future research can use other data collection such as interviews to explore the subject's response regarding the treatment carried out.

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