



Butterfly Hug Therapy in Leaving Self-Acceptance to Generation Z

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ABSTRACT

This study aims to increase self-acceptance in the z generation using butterfly hug. This research uses quantitative methods. The subjects in this study were 15 students of the Psychology Study Program at Univeristas Mulawarman who were selected using a purposive sampling. The data collection method used was self-acceptance scale. The collected data were analyzed with the help of the SPSS 26.0 for windows. The results of this study show that 1) There is a significant increase in self-acceptance in the experimental group with $p=0.046$. Then H_1 is accepted and H_0 is rejected, which means there is a significant self-improvement after being given the butterfly hug. 2) There is a significant increase in self-acceptance in the experimental control group with a value of $p=0.000$. So, there are differences in self-acceptance scores before and after in the control group which was not given the butterfly hug. 3) There is a difference in the level of self-acceptance with a value of $p = 0.042$ between the experimental group (given treatment) and the control group (no treatment).

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ABSTRAK

Penelitian ini bertujuan untuk meningkatkan penerimaan diri pada generasi z menggunakan terapi butterfly hug. Penelitian ini menggunakan metode kuantitatif. Subjek dalam penelitian ini adalah 15 mahasiswa Program Studi Psikologi di Universitas Mulawarman yang dipilih dengan menggunakan teknik purposive sampling. Metode pengumpulan data yang digunakan adalah dengan skala penerimaan diri. Data yang terkumpul dianalisis dengan bantuan program SPSS 26.0 for windows. Hasil penelitian ini menunjukkan bahwa 1) Terdapat peningkatan terhadap penerimaan diri yang signifikan di kelompok eksperimen dengan nilai $p=0.046$. Maka H_1 diterima dan H_0 ditolak yang artinya terdapat peningkatan diri yang signifikan setelah diberikan perlakuan terapi butterfly hug. 2) Terdapat peningkatan terhadap penerimaan diri yang signifikan di kelompok kontrol eksperimen dengan nilai $p=0.000$. Maka ada perbedaan skor penerimaan diri sebelum dan sesudah pada kelompok kontrol yang tidak diberikan perlakuan terapi butterfly hug. 3) Terdapat perbedaan tingkat penerimaan diri dengan nilai $p=0.042$ antara kelompok eksperimen (diberikan perlakuan) dan kelompok kontrol (tidak diberikan perlakuan).

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INTRODUCTION

Every individual must have experienced various kinds of changes and important processes in their growth and development. Man's life always experiences a turnaround

from time to time, from young to old and from the beginning of life to the end of his life. In the life of the individual will always face various problems, it's just that the problems faced by individuals have different levels of difficulty. In this case, students whose self-acceptance is good is characterized

by a positive attitude that exists in him, can accept the shortcomings and advantages that exist in him, including good and bad qualities and receives a positive outlook in every problem faced (Ridha, 2014; Thompson & Waltz, 2008; Zhang et al., 2020).

Adapting and accepting circumstances are two interconnected processes that occur in human life. Adapting and accepting one's own circumstances, especially when the individual is an adult, is quite difficult, especially if there are many demands obtained by the individual in the environment. Many things that are demanded become an "obligation" and can cause a person to become dissatisfied with what he is doing (Gamayanti, 2016; Rivers, 2021).

Accepting unexpected circumstances is not an easy one in which one must change the habits of one's previous life and must re-adapt to an already different reality of life and must learn to adjust to new circumstances. Individuals with healthy personalities are those who are seen as able to adapt well where individuals can optimize their ability to adapt in their community environment (Handayani et al., 2015; Latip et al., 2020; Plexico et al., 2019).

Man must not only accept himself physiologically but also psychologically he must be able to accept the situation he faces, because indeed every human being will not be separated from various problems. Therefore, with self-acceptance the individual will be able to actualize his abilities better and will also help the individual to be able to function ideally and be able to develop all the potential they have more optimally (de Nardo et al., 2016; Handayani et al., 2015).

Self-acceptance in individuals will be important if it affects various sides of a person's life. For example, individuals sometimes judge themselves to have difficulties because of very high ideal expectations, where the condition will become problematic when the individual receives an assessment from friends/others regarding his condition (Ridha, 2014; Wahat et al., 2021).

It is important for the individual to feel himself accepted by the environment and to accept himself for what is in him. Individuals who can accept themselves will become more self-aware and more realistic, so that individuals are able to focus their energy outside the self so that in the end they can function more constructively in the sense that individuals can build a more positive self-concept (Carson & Langer, 2006; Faustino et al., 2020; Wulandari & Susilawati, 2016).

Self-acceptance relates to the individual's desire to feel useful and valuable especially in the environment in which he gets and accepts all the demands in his life. Having a sense of worth and being useful in the environment can increase self-acceptance which can make an individual's life goals clear for the sake of the future (Girianto et al., 2021; Satyaningtyas & Abdullah, 2007).

Self-acceptance is also associated with making oneself a burden or not, especially in feeling whether he has advantages or not, whether he has positive thoughts or not, whether he has problems with himself or not, and even whether he has confidence in himself or not in a healthy environment or a heavy environment. Self-assessment can greatly influence one's own outlook especially in seeing whether we deserve to be in social life. Even this can affect confidence in socializing and making friends-in the environment we live in (Karnouskos, 2020; Oktaviani, 2019).

Generation Z, which is known to be open in socializing with other individuals, can understand everyone's uniqueness and appreciate everyone without giving a specific label (Pristianto et al., 2022; Sakitri, 2021). This encourages generation Z to seek their role and presence in

their social environment. Generation Z who seeks to adapt their identity to behavior and desire to argue, express, and create (Adityara & Rakhman, 2019; Jiang et al., 2019).

However, in this identity adjustment process there are many challenges that can affect the level of self-acceptance of generation Z. Generation Z in developing their identity must always be centered on digital technology with an innovative and realistic goal-oriented and perspective (Firamadhina & Krisnani, 2020). However, most generation Z do not yet have a realistic perspective and innovative goal orientation in developing self-identity in their self-acceptance process.

The background of the above problems has exposed the problem of self-acceptance at the age of Generation Z. based on this background, researchers are interested in conducting a study with the interesting title "*Butterfly hug therapy in Improving Self-Acceptance in Generation Z*".

METHODS

The research method used in this study is to use quantitative methods. With bound variables, self-acceptance, and free variables i.e., *butterfly hug* therapy.

Subject of Research

The number of samples used as research was 15 students of the Psychology Study Program class of 2020 and 2021, Faculty of Social and Political Sciences at Mulawarman University. The *sampling* technique in this study uses *non-probability sampling*, which is a sampling technique that supplies an unequal opportunity for each member of the population to be selected as a sample. Then for the determination of samples in this study using *purposive sampling*, namely the collection of sample members from predetermined populations with certain criteria or characteristics in the selected population (Rozi, 2017).

Data Collection Methods

The method of data collection in research uses measurement tools or instruments. The research instrument used is the self-acceptance scale. In this study, the type of scale used was a Likert type scale. The Likert scale has the purpose of four alternative answers in the Likert type measurement scale, namely, to avoid the middle point or bias of the measurement results (Ardhini & Ganggi, 2019). The Likert type measurement scale has two properties, namely *unfavorable* (negative does not support the statement) and *favorable* (positive supports the statement).

Data Analysis Techniques

The data analysis technique that researchers use for research data processing is to use the *Static Group Comparison design* method in experimental designs involving experimental groups and control groups. The experiment began with giving a pre-test which was continued with the administration of treatment or treatment, then continued with the administration of a *post-test* to reveal the consequences of the *treatment* on the research subjects.

This study used a *Paired Sample T-test* data test analysis. Before the hypothesis test is conducted, it is necessary to conduct a descriptive test, a normality test, and a

homogeneity test with the help of the SPSS (*Statistical Packages for Social Science*) version 26.0 for Windows computer program.

RESULTS AND DISCUSSION

A descriptive analysis of the distribution of histogram frequencies was carried out to determine the differences in self-acceptance rates before and after the *butterfly hug* therapy training for students of the Psychology Study Program class of 2020 and 2021, Faculty of Social and Political Sciences at Mulawarman University.

The *pre-test* given to the research subjects serves to determine the level of self-acceptance before training which is then compared with the post-test results. Butterfly hug therapy training is considered effective if the post-test score is higher than the *pre-test* score.

Table 1. Summary of Score Data and Classification of Self-Acceptance Rates of Experimental Groups

Subject	Pre-test	Post-test	Status
SPA	34	74	Increase
FAS	51	50	Remain
F	55	62	Remain
CA	50	77	Increase
WIPE	49	66	Increase
ICE	47	56	Increase
SNA	51	56	Increase
AM	51	61	Increase
NNYZ	44	62	Increase
RN	56	55	Increase
CFS	59	71	Increase
DA	40	43	Remain
M	56	76	Increase
AWC	50	56	Increase
YPFP	53	63	Increase

Through table 2 above, there are differences in the results of pre-test and *post-test* scores in the control group who were not given butterfly hug therapy treatment, it is known that as many as 12 subjects experienced an increase in self-acceptance and as many as 3 subjects did not experience self-acceptance (fixed).

Before analyzing further data in the hypothesis test, it is necessary to first conduct an assumption test consisting of a normality test and a homogeneity test. The results of the research data assumption test are as follows:

Normality Test

The normality test aims to look at the storage of the observed frequency under study from the theoretical frequency. Test normality assumptions using analytical statistical techniques Shapiro-Wilk normality test because the subject is less than 50. The rule used is that if $p > 0.05$ then the distribution is normal and if $p < 0.05$ then the distribution is abnormal (Santoso, 2016).

Table 3. Normality Test Results

Group	Statistics	Df	Sig.
Experiment	0.941	15	0.401
Control	0.935	15	0.326

Based on the results of normality tests that have been carried out on self-acceptance variables in the experimental

group produced a value of $p = 0.401$ ($p > 0.05$) and in the control group produced a value of $p = 0.326$ ($p > 0.05$), which means that the data has a normal data distribution, so data analysis is carried out parametrically.

Homogeneity Test

The homogeneity test aims to show that two or more groups of sample data come from populations that have the same variance. In this study, homogeneity between the low group and the high group was tested, so that it was known that the data of the two groups were the same variance. The homogeneity test rule is that variable data is considered homogeneous when the p -value > 0.05 . Calculation using the Levene's Test method.

Table 4. Homogeneity Test Results

Levene's Test for Equality of Variance	
Sig	Information
0.304	Homogeneous

Based on the results in the table above, it shows the value of the results in the experimental and control group $p = 0.304$ ($p > 0.050$) which means that the data of self-acceptance variables are homogeneous.

After conducting an assumption test, the researcher conducted a hypothesis test, namely the *Wilcoxon* Test which aims to analyze the results of observations in pairs from two different data or not (Widyanti & Mahmudah, 2019). Usually, this test is carried out when the distribution of data is abnormal, but in this study, it was used because the subjects were less than 30 samples. The basis for making the Wilcoxon test decision, namely if the significance value or $p < 0.05$, then H_1 is accepted and H_0 is rejected, and vice versa.

Researchers also used the *Independent Sample T-test* conducted to decide how far the influence of one independent variable in explaining the dependent variable (Magdalena & Angela Krisanti, 2019). The basis for decision making uses a significance level of 0.05. If the p value > 0.05 then there is no influence (H_0 is accepted, H_1 is rejected), while the p value is < 0.05 then there is an influence (H_0 is rejected, H_1 is accepted).

Table 5. Wilcoxon Pre-test Test Results – Post-test Self-Acceptance in Experimental and Control Groups

Group	Z value	Sig
Experiment	-3.239	0.001
Control	-3.408	0.001

Based on table 5 above, the *results of pretest and posttest* scores in the experimental group obtained statistical results of counting (Z) of -3,239 with a significance value (2-tailed) of 0.001 ($p < 0.05$). this shows that H_1 is accepted and H_0 is rejected which means that there is a difference in self-acceptance scores before and after being given butterfly hug therapy, resulting in a significant increase in self-acceptance after being given butterfly hug therapy treatment.

In the pre-test and *post-test* scores in the control group, a statistical calculation (Z) of -3,408 with a significance value (2-tailed) of 0.001 ($p < 0.05$) was obtained. This showed that there were differences in before and after self-acceptance scores in the control group that was not given the butterfly hug therapy treatment.

The second hypothesis to determine the difference in the level of self-acceptance in subjects after (post-test) was given *butterfly hug* therapy treatment, namely the

experimental group and *the post-test* control group that was not given treatment were as follows:

Table 6. Independent Sample T-Test Self-Acceptance Test in Experimental and Control Groups

Group	Sig	Information
Experiment-Control	0.042	Significant

Based on table 6 above, the *post-test* score in the experimental and control group of significance value (2-tailed) was 0.042 ($p < 0.05$), which means that there was a difference in the level of self-acceptance between the experimental group given the butterfly hug therapy treatment and the control group that was not given *the butterfly hug* therapy treatment.

DISCUSSION

The hypothesis in this study is to decide whether there is an effect of increasing self-acceptance in generation Z who are given treatment in the form of *butterfly hug therapy*. The results of the hypothesis analysis on the self-acceptance scale of the experimental group using the *sample paired t-test* resulted in a value of $p = 0.046$ ($P < 0.050$) in the *pre-test – post-test*. Meanwhile, the hypothesis results on the control group self-acceptance scale using the *sample paired t-test* resulted in a p value = 0.000 ($P < 0.050$) in the *pre-test – post-test*.

This suggests that the hypothesis then H_1 is accepted and H_0 is rejected so it can be concluded that subjects who use *butterfly hug* therapy have increased self-acceptance. This is supported by the statement of (Artigas & Jarero, 2014, 2018; Oktaviani, 2019) which reveals that self-acceptance is an ability that an individual has about who he really is with a positive outlook and needs to be developed by the individual through his own efforts because it cannot appear by itself. Self-acceptance as the ability from within to appreciate and show true self-identity without worrying about the judgment or views of others towards the individual (Nisa & Sari, 2019).

Individuals with good self-acceptance have the self-awareness to accept their own state unconditionally with confidence and independence and mutual respect by developing human nature from within themselves (Funaidi et al., 2021; Khadem et al., 2021). This is in accordance with previous research conducted by (Adityara & Rakhman, 2019) which states that the characteristics of generation Z are having confidence with a positive and optimistic character in achieving their dreams, goals, decisions, and desires. This is also in accordance with previous research conducted by (Wijayanti et al., 2022) which stated that the characteristics of generation Z are independent in learning new things and making decisions without relying on others (Adityara & Rakhman, 2019; Papat et al., 2022; Safatli, 2008).

Generation Z who always want to be at the forefront of the competition and the latest trends cause them to be a generation that is motivated in everything. This is in accordance with one aspect of self-acceptance according to (Funaidi et al., 2021) namely the individual develops his potential by utilizing his abilities effectively and with an opinion in setting the standard of lifestyle without comparing his lifestyle with the lifestyle of others. Thus, generation Z has a character who does not like to enjoy the process and always wants instant things to achieve their

needs and desires so that they tend to impose their own circumstances and abilities (Adityara & Rakhman, 2019).

If generation Z experiences failure and rejection, some of them can be realistic and logical in dealing with these circumstances (Lazzaroni et al., 2021; Sakitri, 2021). But some of them have not been able to control themselves by trying to be brave in dealing with these circumstances, so this can affect generation Z's self-acceptance for not accepting failures and rejections that cause them to blame themselves. Generation Z who are unable to accept these failures and rejections can affect their perspective in assessing themselves and worrying about other people's judgments of themselves (Funaidi et al., 2021).

Generation Z who has low self-acceptance will have difficulty accepting the reality that happens to themselves by negatively assessing their strengths and weaknesses and blaming others for what they are experiencing (Utami, 2022). Thus, generation Z with low self-acceptance will always view themselves as incompetent, loser, and worthless and inferior when receiving negative judgments from others.

The type of therapy used in this study was *butterfly hug therapy*. Butterfly hug therapy is a type of hug therapy method that has a positive impact on individuals such as providing feelings of comfort, reducing feelings of pain physically and psychically, and providing a feeling of peace through comfort from a hug (Adriyansyah & Rahayu, 2018). This hugging therapy method is an innovation developed by researchers from aspects of self-acceptance proposed by (Funaidi et al., 2021) which consist of self-awareness and mutual respect, positive thinking, developing self-potential, accepting failures and criticisms, as well as motivation to change oneself.

The application of *butterfly hug* therapy was given to the subjects for 1 session (1 meeting). The application of *butterfly hug* therapy was given to 15 subjects who were part of generation Z as subjects of this study based on the screening results. Based on the analytical data discussed in the previous sub-chapter, it can be concluded that the application of *butterfly hug* therapy is able to provide changes and increase self-acceptance in generation Z.

CONCLUSIONS AND SUGGESTIONS

Based on the results of research and discussion, several conclusions can be drawn as follows:

1. Subjects who received the application of *butterfly hug* therapy experienced an increase in self-acceptance in generation Z.
2. The application of *butterfly hug* therapy can provide changes and increase self-acceptance in generation Z.
3. Subjects who get material in the form of self-acceptance and *butterfly hugs* experience an increase in self-acceptance in generation Z.
4. The provision of material in the form of self-acceptance and *butterfly hugs* provides change and increases self-acceptance in generation Z.

It is hoped that generation Z who have low self-acceptance should be able to take a moment to do a *butterfly hug* while thinking about what has been successfully done to date. Thus, generation Z can accept itself. In addition, generation Z can also start learning to make shortcomings as motivation to improve themselves and use advantages to develop the abilities and potentials that exist in themselves.

For later researchers who are interested in researching more about self-acceptance, it can still be developed again using other methods other than *butterfly hugs*, such as *mindfulness* therapy or *well-being* therapy to see whether there is an influence between the therapies carried out on self-acceptance. In addition, researchers can also develop research using even more specific subject characteristics such as self-acceptance in children *at home*.

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