

Analysis of Self-Disclosure Barriers and the Dominance of Negative Self-Talk in Early Adolescence

Analisis Hambatan Pengungkapan Diri dan Dominasi Dialog Batin Negatif pada Remaja Awal

¹Yuttami Keila Azahra,²Agus Triyanto

Universitas Negeri Yogyakarta, Indonesia

e-mail: yuttamikeila@gmail.com

Abstract: Low self-disclosure among early adolescents limits their use of school guidance and counseling services, yet studies on how students' inner dialogue shapes this barrier remain scarce in Indonesian junior high schools. This study analyzed barriers to self-disclosure and the dominance of negative self-talk among seventh-grade students in public junior high schools in Jogonalan District, Klaten Regency. A descriptive qualitative design was used, with semi-structured in-depth interviews as the primary data source. Eight students and two guidance and counseling teachers were selected purposively, and the data were analyzed through data reduction and thematic coding. A needs assessment of 480 students from 16 classes, analyzed descriptively, served only as supporting data for profiling and informant selection. Four barrier patterns emerged: social apprehension, shame-based inhibition, confidentiality distrust, and diffuse fear. All were internal-cognitive and were interpreted as expressions of negative self-talk. Source and methodological triangulation showed that teachers' accounts and the needs assessment (51.9% of students had not fully developed self-disclosure; 82.4% needed private, self-directed digital media) were consistent with these patterns. The findings provide a basis for developing reflective, private guidance media and for clearer confidentiality practices. The study is limited to one district, a small purposive sample, and self-report data, and the self-talk interpretation was not tested with a validated measure.

Keywords: Self-disclosure, Self-talk, Early adolescence.

Abstrak: Rendahnya pengungkapan diri pada remaja awal membatasi pemanfaatan layanan bimbingan dan konseling di sekolah, sementara kajian tentang peran dialog batin dalam hambatan tersebut pada konteks SMP di Indonesia masih terbatas. Penelitian ini menganalisis hambatan pengungkapan diri dan dominasi dialog batin negatif (negative self-talk) pada siswa kelas VII SMP negeri di Kecamatan Jogonalan, Kabupaten Klaten. Desain yang digunakan adalah kualitatif deskriptif dengan wawancara mendalam semiterstruktur sebagai sumber data utama. Delapan siswa dan dua guru bimbingan dan konseling dipilih secara purposif, dan datanya dianalisis melalui reduksi data dan pengodean tematik. Penilaian kebutuhan (needs assessment) terhadap 480 siswa kelas VII dari 16 kelas dianalisis secara deskriptif dan hanya berfungsi sebagai data pendukung untuk pemetaan dan pemilihan informan. Wawancara menghasilkan empat pola hambatan, yaitu kecemasan sosial, hambatan berbasis rasa malu, ketidakpercayaan terhadap kerahasiaan, dan ketakutan yang menyebar. Keempatnya bersifat kognitif internal dan ditafsirkan sebagai ekspresi dialog batin negatif. Triangulasi sumber dan metode menunjukkan bahwa keterangan guru serta hasil penilaian kebutuhan (51,9% siswa belum mengembangkan

pengungkapan diri secara penuh; 82,4% membutuhkan media digital yang privat dan mandiri) sejalan dengan pola tersebut. Temuan ini menjadi dasar pengembangan media layanan yang reflektif dan privat serta penguatan praktik kerahasiaan. Penelitian terbatas pada satu kecamatan, sampel purposif yang kecil, dan data laporan diri, serta penafsiran dialog batin belum diuji dengan ukuran yang tervalidasi.

Kata Kunci: Pengungkapan diri, Dialog batin, Masa remaja awal.

Introduction

Adolescence is a developmental period marked by rapid biological, emotional, and social change (Kullberg et al., 2026). For early adolescents, the transition from elementary to junior high school adds to this pressure. De Moor et al. (2023) followed adolescents across this transition and found that identity change generally moved toward lower commitment and exploration after the move to secondary school, whereas parental support predicted more adaptive change.

Within this period, the ability to disclose oneself, that is, to open up voluntarily to others, faces significant obstacles. Self-disclosure is commonly defined as any message about the self that a person communicates to another (Wheeless & Grotz, 1976), and its empirical study goes back to early questionnaire work on how much people reveal about themselves (Jourard & Lasakow, 1958). In adolescence, self-disclosure is a psychosocial competency rather than a simple communication skill. A systematic review found that self-disclosure is associated with higher relationship quality and well-being (Towner et al., 2022), and it has been identified as an active ingredient in interventions for adolescents with anxiety and depression (Gonsalves et al., 2023). Self-disclosure has also been shown to affect adolescents' loneliness, with peer relationships acting as a mediator (Chen et al., 2021). Yet young people often do not seek help. Systematic evidence shows that stigma, embarrassment, and a preference for self-reliance are among the most important perceived barriers (Gulliver et al., 2010), and research on young people's help-seeking has long asked what inhibits and what facilitates it (Rickwood et al., 2005).

In this study, self-disclosure is treated as a multidimensional behavior. Building on the classic conceptualization of reported self-disclosure, which distinguishes amount, intent, valence, depth, and honesty (Wheeless & Grotz, 1976), we identify six indicators that distinguish students with high and low self-disclosure: frequency of sharing, breadth of topics, depth of expression, honesty, choice of confidants, and the self-talk that accompanies the decision to disclose (Table 1). These indicators were operationalized in the needs assessment and the interview guide, as described in the Method section.

Table 1. Indicators Distinguishing High and Low Self-Disclosure

Indicator	High self-disclosure	Low self-disclosure
Frequency	Shares feelings and problems regularly and on their own initiative	Rarely or never shares; comes to the counseling room only when called
Breadth of topics	Discusses personal, family, peer, and school matters	Limits talk to non-sensitive topics; withholds personal problems
Depth of expression	Describes feelings and thoughts in detail	Gives superficial or general statements; conceals feelings
Honesty	Describes experiences as they are	Holds back or adjusts what is said to avoid judgment

Choice of confidants	Trusts peers, teachers, and counseling teachers	Avoids counseling teachers; prefers anonymous outlets such as social media
Accompanying self-talk	Supportive self-statements (e.g., that it is safe to talk)	Negative self-statements (e.g., "I won't be believed," "others will judge me")

The second variable, the dominance of negative self-talk, requires a clear conceptual basis. Self-talk is the inner dialogue through which people interpret, evaluate, and regulate themselves and the situations they face. The Self-Talk Scale distinguishes four functions of self-talk, namely self-critical, self-reinforcing, self-managing, and social-assessing self-talk (Brinthaupt et al., 2009). In the psychological literature, spontaneous self-talk that accompanies anxiety or depression is commonly labeled negative self-talk (Latinjak et al., 2023). Among adolescents, anxious automatic thoughts have been shown to mediate the relationship between early maladaptive schemas and social anxiety (Calvete et al., 2013). This matters for self-disclosure because disclosing involves an appraisal of risk: whether one will be believed, judged, or exposed. Such appraisals take place in inner dialogue before anything is said. Evidence from adolescents supports this reasoning. Adolescents withhold distressing topics when they expect a negative response or feel ashamed (Kullberg et al., 2026), and perceived negative outcomes, such as peer disapproval and feeling weak, predicted students' intentions to disclose being bullied (Boulton et al., 2017). Thoughts such as "I won't be believed," "others will judge me," or "I'd rather just keep quiet" can therefore act as cognitive barriers even when the environment is safe and supportive. In this article, the dominance of negative self-talk refers to the predominance of negative over supportive self-statements in students' accounts of whether to disclose.

The empirical reality in Indonesia points to a concerning picture. Andriani and Wibowo (2024) surveyed 310 early Generation Z adolescents and found that most had low self-disclosure. The same study found a significant positive relationship between self-confidence and self-disclosure. Preliminary field data from the needs assessment for this study were consistent with this picture: 51.9% of the seventh-grade students had not fully developed their self-disclosure, and guidance and counseling teachers reported that the available media were limited to passive, one-way information boards.

The expected condition is different. School guidance and counseling services are meant to be a safe space where students voluntarily bring personal concerns to counselors. The discrepancy between this expectation and students' actual reluctance is the problem addressed here. Existing studies mostly describe levels and correlates of self-disclosure (Andriani & Wibowo, 2024), compare online and offline disclosure (Towner et al., 2022), or examine relational facilitators and barriers among older adolescents in Western settings (Kullberg et al., 2026). To the authors' knowledge, studies that analyze self-disclosure barriers together with negative self-talk among junior high school students in Indonesia, using qualitative data as the primary source, remain very limited.

The novelty of this study lies in three contributions that respond to this gap. First, it links two variables, self-disclosure barriers and negative self-talk, within a single qualitative analysis of early adolescents, so that the inner dialogue that precedes disclosure is examined rather than assumed. Second, it places interview data at the center and uses source and methodological triangulation with guidance and counseling teachers and a needs assessment. Third, it provides an empirical basis for designing targeted guidance media. Accordingly, this study aimed to analyze the barriers to self-disclosure and the dominance of negative self-talk among seventh-

grade students. The research questions were: (1) What barriers to self-disclosure do seventh-grade students experience? (2) How is negative self-talk reflected in these barriers? (3) How do guidance and counseling teachers describe students' disclosure and the available service media?

Method

Research Design

This study used a descriptive qualitative design. Qualitative data from interviews were the primary data, and quantitative descriptive data from a needs assessment played a supporting role. The design was chosen to describe a naturally occurring phenomenon without variable manipulation and to explore the meaning behind the numbers (Creswell & Poth, 2018). The needs assessment was used to map students' general self-disclosure profile and to identify potential informants. It was not intended for statistical generalization.

Setting and Participants

The research was conducted in two public junior high schools in Jogonalan District, Klaten Regency, in April 2026. Participants were drawn into two components. Needs assessment respondents. The needs assessment involved 480 seventh-grade students from 16 classes (an average of 30 students per class) at the two public junior high schools in Jogonalan District. Because this component provided supporting data, the sample size followed the size of the participating classes.

Interview informants. Interviews were conducted with 8 seventh-grade students and 2 guidance and counseling teachers, who were selected purposively. The inclusion criteria for student informants were: (a) registered as a seventh-grade student in a participating school; (b) had completed the needs assessment; (c) represented different levels of self-disclosure (high, moderate, and low) according to the needs assessment classification; (d) recommended by a guidance and counseling teacher as able to describe their experience; and (e) willing to participate, with the student's assent and parental or guardian consent. The inclusion criteria for teacher informants were: (a) an active guidance and counseling teacher in a participating school; (b) directly providing services to seventh-grade students; and (c) willing to participate.

Data Collection

Data were collected using two complementary techniques, with interviews as the main technique.

Needs assessment. The needs assessment used a closed-ended Likert-scale instrument that asked students about (a) their self-disclosure, based on the indicators in Table 1 (7 items), and (b) their need for guidance service media (4 items). The validity and reliability of the instrument were established through expert review. The instrument was administered face to face in the classroom during guidance and counseling hours and took approximately 35 minutes to complete. Students were classified as having a high or low level of self-disclosure using the self-disclosure instrument.

In-depth interviews. Interviews were semi-structured and covered both study variables. For students, the guide addressed four areas: (a) habits in sharing personal problems, including with whom, about what, and how often (self-disclosure); (b) the thoughts and self-statements that arise before, during, and after they consider sharing (negative self-talk); (c) experiences interacting with guidance and counseling teachers; and (d) views on the available service media. For teachers, the guide addressed their observations of students' disclosure, the conditions of

guidance and counseling services, and the media in use. Each interview lasted about ten minutes and was audio-recorded after consent was obtained.

Data Analysis

Qualitative data were the primary data. Following [Miles et al. \(2014\)](#) and Braun and Clarke (2006, 2021), the analysis proceeded through six steps: (1) verbatim transcription and repeated reading; (2) data reduction, in which transcript segments relevant to the two variables were selected, condensed, and focused; (3) open coding; (4) grouping of codes into categories and themes, with particular attention to the internal-cognitive dimension (negative self-talk); (5) reviewing and naming themes; and (6) drawing and verifying conclusions. Needs assessment data were analyzed descriptively as frequencies and percentages. They were used only to contextualize and corroborate the interview themes.

Trustworthiness

Credibility was strengthened through two types of triangulation ([Patton, 2015](#)). Source triangulation compared the accounts of students with those of guidance and counseling teachers. Methodological triangulation compared the interview findings with the needs assessment results. The analytic steps above are reported in sequence so that readers can trace the analysis, in line with guidance on trustworthiness in qualitative research ([Lincoln & Guba, 1985](#); [Nowell et al., 2017](#)).

Results and Discussion

This section integrates the findings with their interpretation and discussion. It is organized by the research questions, and each subsection moves from the findings to their interpretation, then to related theory and previous studies, and finally to the implications for guidance and counseling practice.

Barriers to Self-Disclosure: Four Internal-Cognitive Patterns

In-depth interviews with students revealed that some informants rarely or never shared their personal problems, even with guidance and counseling teachers. Thematic analysis identified four patterns of barriers, all of which were internal-cognitive in nature rather than external-situational (Table 2).

Table 2. Themes of Self-Disclosure Barriers and Their Link to Negative Self-Talk

Theme	Description
Social apprehension	Fear that shared personal information will spread and be discovered by classmates
Shame-based inhibition	Students choose to suppress concerns to avoid potential judgment
Confidentiality distrust	Doubt that the guidance and counseling teacher can keep confidences
Diffuse fear	A fear of self-disclosure that students cannot articulate specifically

The first pattern was social apprehension, a fear that shared personal information would spread and be discovered by classmates. This pattern reflects students' pre-existing negative beliefs about the consequences of disclosure. The second pattern was shame-based inhibition, in which students actively chose to suppress their concerns rather than face potential judgment. These two patterns arose not from a lack of confidants but from an inner dialogue that had already judged disclosure not worth the risk. The third pattern was confidentiality distrust, that is, doubt about the guidance and counseling teacher's ability to keep confidences. The fourth pattern was diffuse fear, in which students felt a fear of self-disclosure that they could not

articulate specifically, which may point to deeper social anxiety. Across the four patterns, students gave the same response: they held back their feelings.

Taken together, the four patterns indicate that the barriers lay in how students appraised disclosure rather than in the absence of people to talk to. This reading is consistent with systematic evidence that stigma, embarrassment, and a preference for self-reliance are among the most important perceived barriers to help-seeking among young people (Gulliver et al., 2010). It also resembles work on bullying disclosure, in which peer disapproval, feeling weak, and a wish for autonomy were common reasons for not telling teachers (Boulton et al., 2017), and in which shame, helplessness, and self-reliance were among the themes adolescents gave for not disclosing (Delara, 2012). Our social apprehension and shame-based inhibition themes echo these findings in a different setting, namely Indonesian seventh-graders and personal problems in general rather than bullying. The comparison should therefore be made with care, because those studies addressed bullying specifically and involved different age groups and national contexts.

The practical meaning is that opening a counseling room does not, by itself, invite disclosure. If students have already judged disclosure to be risky, the mere availability of a counselor cannot remove the barrier. This is why the barriers are interpreted here in terms of inner dialogue and not only in terms of access to services.

Negative Self-Talk Behind the Barriers

The interview findings suggest that barriers to self-disclosure in this group of early adolescents were dominated by internal cognitive patterns, which we interpret as negative self-talk. This interpretation agrees with Kullberg et al. (2026), who found that adolescents withheld distressing topics because they expected a negative response and felt shame, and who described shame as a more internalized and emotionally driven obstacle than privacy concerns. Our social apprehension and shame-based inhibition themes match these barriers closely. The present findings extend that work in two ways. Kullberg et al. studied older Dutch adolescents (aged 15 to 21), whereas our informants were Indonesian seventh-graders. In addition, their analysis also identified barriers such as privacy norms and protecting parents from worry, which did not emerge as separate themes in our data. Our data therefore point to the inner dialogue as an important, but probably not the only, source of barriers.

The diffuse fear theme complements research linking social anxiety and self-disclosure. Calvete et al. (2013) showed that anxious automatic thoughts mediate the link between maladaptive schemas and social anxiety in adolescents, and Latinjak et al. (2023) describe negative self-talk as spontaneous inner speech that accompanies anxiety. Students who cannot name what they fear may be experiencing exactly this kind of automatic, unexamined appraisal. However, interview data cannot establish anxiety as a clinical condition, so the link should be read as an interpretation to be tested with validated measures. The Self-Talk Scale was developed to measure the frequency of self-talk functions, including self-critical and social-assessing self-talk (Brinthaup et al., 2009), and the accuracy of self-reported self-talk has itself been examined (Brinthaup et al., 2015). Whether such a scale suits early adolescents would need to be checked before it is paired with interviews in future work.

A related pattern appears in research on help-negation, in which students reported that they were more likely to seek help from no one as their depressive symptoms increased (Wilson et al., 2007). Our study did not measure distress, so we do not claim this mechanism. Nevertheless, the parallel shows why unexplained fear and withdrawal deserve attention in school counseling, since the students who most need support may be the least likely to ask for it.

Confidentiality Distrust and the Counseling Relationship

Confidentiality distrust is the barrier most directly tied to school counseling. Kullberg et al. (2026) reported that adolescents rarely disclosed to teachers or mentors, who felt emotionally distant, and one adolescent avoided a school psychologist because information was reported to parents. Our students' doubts about counselors keeping confidences follow the same logic, and our teacher informants' observation that students come only when called fits this pattern. The stake is significant: if self-disclosure is an active ingredient of interventions for adolescents with anxiety and depression (Gonsalves et al., 2023), students who do not come forward may miss the very process through which counseling helps.

Systematic evidence also lists confidentiality and trust in the provider among the facilitators of help-seeking, although facilitators were comparatively under-researched in that review (Gulliver et al., 2010). Read together with our findings, this suggests that clear and visible confidentiality practices, and not only media, are part of the response. A counselor who explains in advance what will and will not be shared may address the doubt that students voiced, and this is a matter of relationship and procedure that cannot be solved by a digital tool alone.

Teachers' Accounts, Service Media, and Needs Assessment Evidence

Interviews with guidance and counseling teachers confirmed this situation from another perspective. The teachers reported that many students were withdrawn and reluctant to discuss their problems voluntarily. Students generally came to the counseling room only when called or when facing a particularly pressing issue, rather than on their own initiative. The teachers also said that the available media were limited to passive, one-way information boards, which did not address students' internal cognitive barriers.

The needs assessment of 480 seventh-grade students in 16 classes provided a supporting profile of self-disclosure ability. A total of 51.9% of students ($n = 249$) had not fully developed their self-disclosure, and the remaining 48.1% ($n = 231$) showed adequate self-disclosure. In addition, 82.4% of students ($n = 395$) expressed a strong need for interactive digital media that is private and self-directed. Figure 1 presents both results.

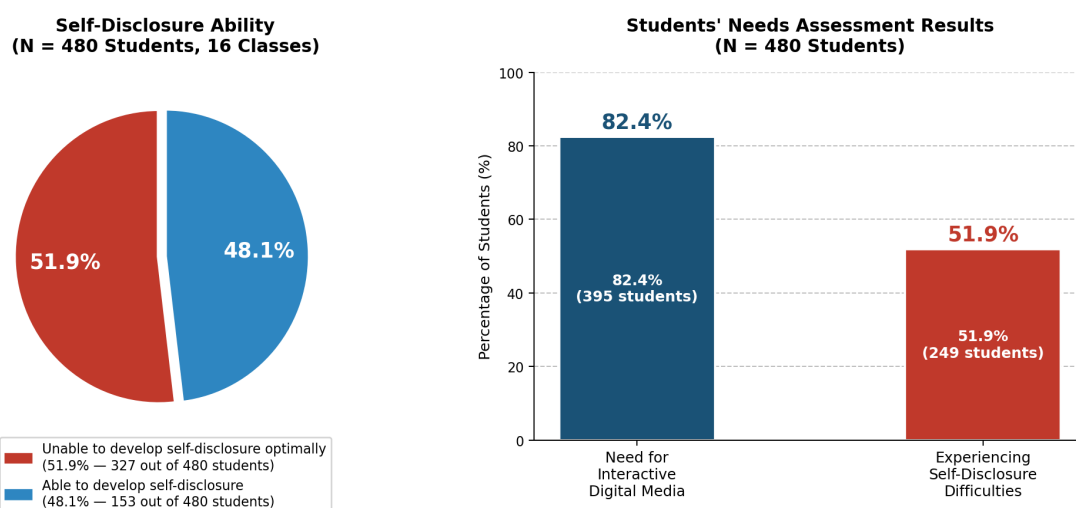


Figure 1. Distribution of Self-Disclosure Ability and Needs Assessment Results among Seventh-Grade Students at State Junior High Schools in Jogonalan District, Klaten Regency (N = 480)

The left panel of Figure 1 shows the proportional distribution of self-disclosure ability, and the right panel shows the proportion of students whose self-disclosure was not yet fully developed and those who expressed a need for interactive digital media. These figures support the interview findings: the limited self-disclosure reported by informants was not confined to a few individuals, and students' need for a private, self-directed medium was consistent with the preference for anonymous expression described below. Because the needs assessment reports expressed preferences and self-reported levels, it cannot by itself explain why students hold back. The interviews provide that explanation.

The accounts of students, the observations of teachers, and the needs assessment therefore point in the same direction, which is the purpose of source and methodological triangulation. The teachers' observation that students come only when called also fits evidence that perceived negative outcomes can be strong enough to keep many adolescents from telling a teacher, even when the teacher would act on the problem (Boulton et al., 2017). Because convergence among self-reported sources does not establish cause, the needs assessment is read here as corroboration and not as proof.

Anonymous Expression and the Role of Private Digital Media

Most students also said they felt more comfortable expressing their feelings anonymously on social media because it felt more liberating and less threatening. This preference does not necessarily reflect a wish to stay secretive. It suggests a need for a safe, private space free from direct social judgment, a need that conventional guidance and counseling services did not meet.

This preference should be interpreted with care. Valkenburg and Peter (2011) argued that anonymity, asynchronicity, and accessibility make online self-presentation and self-disclosure more controllable for adolescents, which helps explain why students may find anonymous outlets less threatening. Valkenburg and Peter (2009) likewise discussed the Internet-enhanced self-disclosure hypothesis to explain why recent studies tend to report benefits of online communication for adolescents' social connectedness. At the same time, Towner et al. (2022) found that online self-disclosure appears less fulfilling and less beneficial for relationship quality than face-to-face self-disclosure. Anonymous outlets may therefore offer a safe first step but not a substitute for a supportive relationship. This nuance shapes how the 82.4% media need should be read: it shows what students say they want, not what will work. A private, reflective medium is best understood as a bridge toward, rather than a replacement for, disclosure to trusted people.

Rethinking "Direct Social Interaction"

An initial reading of our data suggested that approaches requiring direct social exposure, such as calling students to the front of the class or arranging face-to-face counseling without preparation, could deepen students' defenses. Kullberg et al. (2026) add an important qualification. In their study, adolescents were more inclined to share when a confidant initiated the conversation and when the relationship was warm. This indicates that the problem is not interaction itself but interaction that feels unsafe or forced. For practice, this means combining private, self-paced reflection with low-pressure, teacher-initiated invitations, which is a more moderate conclusion than claiming that direct interaction is ineffective.

Implication: Reflective, Self-Talk-Based Media

Given these barriers, a private and reflective medium that helps students notice and gradually reframe negative self-talk is a reasonable direction. Digital health interventions have been described as promising for improving access to mental health support for young people

(Hollis et al., 2017), and mental health apps may help reduce barriers to help-seeking, although their developers rarely publish trial-based validation (Bakker et al., 2016). A recent systematic review describes strategies for increasing positive self-talk in adolescents (Mulawarman et al., 2024). This study did not test any intervention, so these sources indicate plausibility rather than effectiveness. Any medium developed from these findings should be tested before it is recommended for school use.

Limitations

Several limitations should be noted. The findings come from one district and from purposively selected informants, so they should be read as transferable descriptions and not as generalizable estimates. The needs assessment relied on self-report. The interpretation of barriers as negative self-talk is analytic and was not verified with a validated self-talk measure, and measuring self-talk raises methodological challenges of its own (Brinthaupt & Morin, 2023). Future research can examine these links with such measures and test the effectiveness of a self-talk-based medium.

Conclusion

Interviews with seventh-grade students and guidance and counseling teachers in Jogonalan District, Klaten Regency, showed that barriers to self-disclosure were mainly internal-cognitive. They took four forms: social apprehension, shame-based inhibition, confidentiality distrust, and diffuse fear, all interpreted as expressions of the dominance of negative self-talk. These findings answer the research questions by identifying the barriers, showing how negative self-talk is reflected in them, and describing the teachers' view that students rarely come forward voluntarily and that the available media are passive. The needs assessment supported these findings: 51.9% of the 480 students had not fully developed their self-disclosure, and 82.4% expressed a need for private, self-directed digital media.

Theoretically, the study suggests that self-disclosure depends not only on communication skills or opportunities but also on the inner dialogue that precedes disclosure. Practically, guidance and counseling services may combine private, reflective media that help students work with their negative self-talk, warm and low-pressure invitations from teachers, and clear confidentiality practices. The study is limited to one district, purposively selected informants, and self-report data, and the self-talk interpretation was not verified with a validated measure. Further research is recommended to develop and test an interactive self-talk e-module through validated research and development (R&D) procedures, so that changes in students' self-disclosure and negative self-talk can be measured systematically.

Author Contributions

Yuttami Keila Azahra is a postgraduate student in Guidance and Counseling at the Faculty of Education, Universitas Negeri Yogyakarta. She is interested in student development, adolescent mental health, and the development of digital-based guidance and counseling services. Her research focuses on self-talk, self-disclosure, self-regulation, and adolescent social behavior in the digital era. She is interested in developing innovative guidance and counseling interventions and media to support students' psychological well-being and social skills in the school environment.

Agus Triyanto is a lecturer in the Guidance and Counseling Study Program at the Faculty of Education, Universitas Negeri Yogyakarta. He has expertise in guidance and counseling instruments and media, particularly in the development of service media, and in learning

innovations that support the effectiveness of guidance and counseling services in educational settings. Besides being active in education, research, and community service, he currently serves as Head of the Guidance and Counseling Laboratory of Universitas Negeri Yogyakarta. He also works as a counselor at the Guidance and Counseling Service Unit (ULBK) Peduli, Universitas Negeri Yogyakarta. His academic and professional interests focus on the development of assessment instruments, guidance and counseling service media, and the improvement of counseling service quality based on the needs of students and the community.

References

- Andriani, D. P., & Wibowo, D. H. (2024). Hubungan antara kepercayaan diri dengan self-disclosure remaja awal Generasi Z. *Jurnal Ilmiah Psikologi Mind Set*, 15(1), 39–46. <https://doi.org/10.35814/mindset.v15i01.5407>
- Bakker, D., Kazantzis, N., Rickwood, D., & Rickard, N. (2016). Mental health smartphone apps: Review and evidence-based recommendations for future developments. *JMIR Mental Health*, 3(1), Article e7. <https://doi.org/10.2196/mental.4984>
- Boulton, M. J., Boulton, L., Down, J., Sanders, J., & Craddock, H. (2017). Perceived barriers that prevent high school students seeking help from teachers for bullying and their effects on disclosure intentions. *Journal of Adolescence*, 56, 40–51. <https://doi.org/10.1016/j.adolescence.2016.11.009>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Braun, V., & Clarke, V. (2021). One size fits all? What counts as quality practice in (reflexive) thematic analysis? *Qualitative Research in Psychology*, 18(3), 328–352. <https://doi.org/10.1080/14780887.2020.1769238>
- Brinthaup, T. M., Benson, S. A., Kang, M., & Moore, Z. D. (2015). Assessing the accuracy of self-reported self-talk. *Frontiers in Psychology*, 6, Article 570. <https://doi.org/10.3389/fpsyg.2015.00570>
- Brinthaup, T. M., Hein, M. B., & Kramer, T. (2009). The Self-Talk Scale: Development, factor analysis, and validation. *Journal of Personality Assessment*, 91(1), 82–92. <https://doi.org/10.1080/00223890802484498>
- Brinthaup, T. M., & Morin, A. (2023). Self-talk: Research challenges and opportunities. *Frontiers in Psychology*, 14, Article 1210960. <https://doi.org/10.3389/fpsyg.2023.1210960>
- Calvete, E., Orue, I., & Hankin, B. L. (2013). Early maladaptive schemas and social anxiety in adolescents: The mediating role of anxious automatic thoughts. *Journal of Anxiety Disorders*, 27(3), 278–288. <https://doi.org/10.1016/j.janxdis.2013.02.011>
- Chen, L., Cheng, R., & Hu, B. (2021). The effect of self-disclosure on loneliness in adolescents during COVID-19: The mediating role of peer relationships. *Frontiers in Psychiatry*, 12, Article 710515. <https://doi.org/10.3389/fpsyg.2021.710515>
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications.
- Delara, E. W. (2012). Why adolescents don't disclose incidents of bullying and harassment. *Journal of School Violence*, 11(4), 288–305.
- De Moor, E. L., Van der Graaff, J., & Branje, S. (2023). Identity development across the transition from primary to secondary school: The role of personality and the social context. *Self and Identity*, 22(5), 762–782. <https://doi.org/10.1080/15298868.2023.2196087>
- Gonsalves, P. P., Nair, R., Roy, M., Pal, S., & Michelson, D. (2023). A systematic review and lived experience synthesis of self-disclosure as an active ingredient in interventions for adolescents and young adults with anxiety and depression. *Administration and Policy in*

- Mental Health and Mental Health Services Research*, 50(3), 488–505.
<https://doi.org/10.1007/s10488-023-01253-2>
- Gulliver, A., Griffiths, K. M., & Christensen, H. (2010). Perceived barriers and facilitators to mental health help-seeking in young people: A systematic review. *BMC Psychiatry*, 10, Article 113. <https://doi.org/10.1186/1471-244X-10-113>
- Hollis, C., Falconer, C. J., Martin, J. L., Whittington, C., Stockton, S., Glazebrook, C., & Davies, E. B. (2017). Annual research review: Digital health interventions for children and young people with mental health problems: A systematic and meta-review. *Journal of Child Psychology and Psychiatry*, 58(4), 474–503. <https://doi.org/10.1111/jcpp.12663>
- Jourard, S. M., & Lasakow, P. (1958). Some factors in self-disclosure. *Journal of Abnormal and Social Psychology*, 56(1), 91–98.
- Kullberg, M.-L. J., Keijsers, L., Elzinga, B., & Janssen, L. H. C. (2026). Facilitators and barriers of adolescent self-disclosure across different confidants: A multi-informant mixed methods study. *Journal of Adolescence*, 98(3), 879–894.
<https://doi.org/10.1002/jad.70100>
- Latinjak, A. T., Morin, A., Brinthaup, T. M., Hardy, J., Hatzigeorgiadis, A., Kendall, P. C., Neck, C., Oliver, E. J., Puchalska-Wasył, M. M., Tóvares, A. V., & Winsler, A. (2023). Self-talk: An interdisciplinary review and transdisciplinary model. *Review of General Psychology*, 27(4), 355–386. <https://doi.org/10.1177/10892680231170263>
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. SAGE Publications.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). SAGE Publications.
- Mulawarman, M., Antika, E. R., Hariyadi, S., Ilmi, A. M., Prabawa, A. F., Pautina, A. R., Chairunnisa, D., Benu, K. M., Nadhita, G., Lathifah, A. A., & Yuliana, V. (2024). Positive self-talk in adolescent: A systematic literature review. *Bulletin of Counseling and Psychotherapy*, 6(3). <https://doi.org/10.51214/002024061034000>
- Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic analysis: Striving to meet the trustworthiness criteria. *International Journal of Qualitative Methods*, 16(1), Article 1609406917733847. <https://doi.org/10.1177/1609406917733847>
- Patton, M. Q. (2015). *Qualitative research & evaluation methods: Integrating theory and practice* (4th ed.). SAGE Publications.
- Rickwood, D., Deane, F. P., Wilson, C. J., & Ciarrochi, J. (2005). Young people's help-seeking for mental health problems. *Advances in Mental Health*, 4(3), 218–251.
<https://doi.org/10.5172/jamh.4.3.218>
- Towner, E., Grint, J., Levy, T., Blakemore, S.-J., & Tomova, L. (2022). Revealing the self in a digital world: A systematic review of adolescent online and offline self-disclosure. *Current Opinion in Psychology*, 45, Article 101309. <https://doi.org/10.1016/j.copsyc.2022.101309>
- Valkenburg, P. M., & Peter, J. (2009). Social consequences of the Internet for adolescents: A decade of research. *Current Directions in Psychological Science*, 18(1), 1–5.
<https://doi.org/10.1111/j.1467-8721.2009.01595.x>
- Valkenburg, P. M., & Peter, J. (2011). Online communication among adolescents: An integrated model of its attraction, opportunities, and risks. *Journal of Adolescent Health*, 48(2), 121–127. <https://doi.org/10.1016/j.jadohealth.2010.08.020>
- Wheless, L. R., & Grotz, J. (1976). Conceptualization and measurement of reported self-disclosure. *Human Communication Research*, 2(4), 338–346.
- Wilson, C. J., Rickwood, D. J., & Deane, F. P. (2007). Depressive symptoms and help-seeking intentions in young people. *Clinical Psychologist*, 11(3), 98–107.