



Development of Podcast-Based Irrational Belief Disputing Media to Increase Confidence of Body Shaming Victims in High School Students

(Pengembangan Media Disputing Irrational Belief Berbasis Podcast untuk Meningkatkan Kepercayaan Diri Korban Body Shaming pada Siswa Sekolah Menengah Atas)

Rintiarni Restu Wulandari¹, Adi Atmoko^{1*}, Diniy Hidayatur Rahman¹, Chea Lim²,
Septinda Rima Dewanti^{3,4}

¹Universitas Negeri Malang, Semarang St., No. 5 Malang, East Java, 65145, Indonesia

²Western University, 54 St 606, Phnom Penh, Cambodia

³Universitas Negeri Yogyakarta, Colombo St., No. 1 Sleman, Special Region of Yogyakarta, 55281, Indonesia

⁴Queensland University of Technology, 2 George St, Brisbane City, Queensland, 4000, Australia

*Corresponding author, email: adi.atmoko.fip@um.ac.id

Paper received: 9th-May-2022; revised: 15th-Oct-2022; accepted: 20th-Oct-2022

Abstract

This research and development aims to produce a podcast-based disputing irrational belief media to increase the self-confidence for victims of body shaming in high school students. This podcast is named the #PULIH podcast which is an audio visual medium and can be listened to independently through the Youtube platform. The #PULIH podcast consists of five episodes with different topics. Each episode discusses the aspect that will be changed, namely the perception of the physical by using the technique of disputing irrational belief. This research and development adapts the five stages of the Borg and Gall development model, namely the information collecting stage, planning stage, prototype development stage, initial field trial, and product revision stage. The initial field trial has three stages, namely the material expert test, the media expert test and the prospective user (student) test. The purpose of the assessment of experts and prospective users to determine the acceptability of the media which includes aspects of accuracy, usability, convenience, and attractiveness. Data analysis using the inter-rater agreement. The results of the expert and prospective user tests overall show a very high validation index. It is concluded that the podcast-based disputing irrational belief media is very appropriate, useful, easy, and interesting to increase the self-confidence for victims of body shaming in high school students.

Keywords: disputing irrational belief; podcast; self-confidence; body shaming

Abstrak

Penelitian dan pengembangan ini bertujuan menghasilkan media *disputing irrational belief* berbasis *podcast* untuk meningkatkan kepercayaan diri korban *body shaming* pada siswa sekolah menengah atas. *Podcast* ini diberi nama *podcast* #PULIH yang merupakan media audio visual dan dapat didengarkan secara mandiri melalui *platform* Youtube. *Podcast* #PULIH terdiri dari lima episode dengan pembahasan yang berbeda-beda. Setiap episodenya membahas aspek persepsi tentang fisik dengan menggunakan teknik *disputing irrational belief*. Penelitian dan pengembangan ini mengadaptasi lima tahapan dari model pengembangan Borg dan Gall yaitu tahap pengumpulan informasi, tahap perencanaan, tahap pengembangan prototipe, uji coba lapangan awal, dan tahap revisi produk. Uji coba lapangan awal terdapat tiga tahap yaitu uji ahli materi, uji ahli media dan uji calon pengguna (siswa). Analisis data menggunakan *inter-rater agreement*. Hasil penilaian uji ahli dan calon pengguna secara keseluruhan menunjukkan indeks validasi yang sangat tinggi. Hal ini menunjukkan bahwa media *disputing irrational belief* berbasis *podcast* sangat tepat, berguna, mudah,

dan menarik untuk meningkatkan kepercayaan diri korban *body shaming* pada siswa sekolah menengah atas.

Kata kunci: *disputing irrational belief; podcast; kepercayaan diri; body shaming*

1. Introduction

Body shaming is still a problem that often occurs (Martínez-González et al., 2021; Novitasari & Hamid, 2021; Schlüter, Kraag, & Schmidt, 2021; Willson & Kerr, 2021). Not only experienced by adults, perpetrators and victims of body shaming also include teenagers and even children (McMahon, McGannon, & Palmer, 2022; Sukamti & Wardana, 2020). Body shaming is included in the category of verbal bullying. Physical aspects that are usually used as objects for body shaming include body posture, body shape, skin color, and facial condition. Many victims of body shaming afflict women (Lestari, 2019; Martínez-González et al., 2021).

Based on the ZAP Beauty Index report (2020), around 62.2% of women in Indonesia have been victims of body shaming during their lifetime. Forty-seven percent of respondents experienced body shaming because their bodies were considered too fat. Thirty-six-point four percent of respondents experienced body shaming because they have acne-prone skin. Then, 28.1% of respondents were victims of body shaming because they had chubby faces. Also, 23.3% of respondents are exposed to body shaming because of dark skin color. Meanwhile, 19.6% of respondents are exposed to body shaming because they are considered to have a body that is too thin. For teenagers, the parameters of the ideal body are often discussed and debated to affect mental health. For example, many teenagers with hard diets such as anorexia and bulimia or who use excessive make-up even do various beauty treatments for fear of experiencing body shaming.

One of the causes of body shaming is individuals' low levels of empathy. When a person can position himself as a person who receives treatment, it will increase the ability of the individual's empathy (Muharammah, Setiyowati, & Flurentin, 2021). By understanding and having the ability to empathize, individuals will think more about their feelings, emotional experiences, and the impact of their actions to avoid behaviors that harm others.

This body shaming behavior makes the victim have a bad perception of his or her physical appearance or is called a negative body image (Novitasari & Hamid, 2021). For example, adolescents who are obese experience more discrimination when doing social interactions in their environment so that they become dissatisfied with their body condition and form a negative body image (Casarrubias-Jaimez et al., 2020; Nurvita, 2015). Especially at the age of teenagers, where they are going through various important stages of development. One of them according to Hurlock (1990) The developmental task that must be fulfilled by adolescents is to accept their physical condition.

A person who has a negative body image will affect his confidence (Jameel & Shamim, 2019). The cause of someone having low self-confidence can be seen from the REBT theory of change or commonly referred to as the ABC framework which stands for activating, belief, consequence. In this case, self-distrust arises because of the consequences (C) of the response conditioned by belief (B) or one's belief. The belief that emerges is an irrational belief that is activated (A) by body shaming.

In the REBT counseling approach, someone who has irrational beliefs can be helped by using the disputing technique or debating their irrational beliefs. The use of REBT technique is proven to increase self-confidence (Biswas, 2019). In the application of the technique of disputing irrational belief in the counseling session, it takes a long time and there is a need for direct interaction between the counselor and the counselee. This is what underlies the researchers to develop REBT counseling media in the form of podcasts by modifying the technique of disputing irrational belief to be more efficient and can be done independently without being bound by space and time.

Podcasts are media containing audio or video material that can be accessed on the internet and can be transferred automatically to a computer or portable media player either for free or by subscription (Fadilah, Yudhapramesti, & Aristi, 2017). Not only containing REBT techniques, the podcast that was developed will contain positive words that have been strung together by paying attention to things that can increase confidence in victims of body shaming, especially high school students. If this media is developed by counselors in schools, it can certainly help students to fulfill developmental tasks, especially in their teens. If it is associated with the Competency Standards for Student Self-Reliance (*SKKPD*) at the junior high school and senior high school/ vocational high school levels, this media can support the achievement of student development goals in the aspect of self-development. It is hoped that this media can help students get to know their abilities and desires so they can accept their own circumstances, both advantages and disadvantages in a positive way.

2. Method

The research method used is the research and development. Borg dan Gall (1989). Researchers adapted five steps from the ten steps of Borg and Gall, namely: the information gathering stage, the planning stage, the prototype development stage, the initial field trial, and the product revision stage. This research and development resulted in a prototype in the form of podcast-based irrational belief media that can be accessed through the Youtube platform which aims to help students who are victims of body shaming increase their self-confidence. The prototype that has been produced will later go through the trial phase.

The data collection instrument used in this development research is a rating scale questionnaire. The assessment questionnaire compiled contains a written statement that includes an assessment of the accuracy, usefulness, convenience, and attractiveness of the developed media. The questionnaire was distributed to material experts, media experts, and potential users in the form of a google form link. The results of data collection using the questionnaire instrument became numerical data. As for verbal data, it was obtained from the answers of material experts, media experts and prospective users (students) by filling in criticism and suggestions on the same link.

The data analysis stage used in this development research is in the form of numerical and verbal analysis. Numerical data analysis using inter-rater agreement to seek validation of the prototype that has been developed. The inter-rater agreement model was used as an evaluation assessment model to assess the consistency of measurements across different times. The rater who has high agreement can be seen from the position of the observed subject. If the order of the subject scores of raters A and B is almost the same, then the two raters have high agreement (Ebel & Frisbie, 1972). Meanwhile, verbal data analysis was obtained from criticism and suggestions given by material experts, media experts and potential users of the

product. Researchers review each comment in the form of criticism and suggestions given by material experts, media experts and potential users and then draw conclusions from each comment given. The results will be used as a reference for revising or perfecting the developed media.

3. Results and Discussion

3.1. Results

This research and development resulted in a prototype in the form of podcast-based disputing irrational belief media to increase the confidence of victims of body shaming in high school students. This media consists of five episodes that discuss aspects that will be changed such as perceptions of body image, face and body shape which are usually the target aspects of body shaming. Determination of the topic and content of the podcast based on the results of the initial need assessment at school and REBT's view of self-confidence caused by irrational beliefs.

The results of the initial need assessment conducted by researchers at State Senior Public School 9 Malang, students who have demandingness beliefs are shown by as many as 55% of students think beautiful/handsome is ideal body, tall, and white according to beauty standards in society, as many as 50% of students think they should change their physical appearance is in accordance with beauty standards and as many as 43% of students are required to look according to beauty standards by their environment. Then students who have catastrophizing beliefs are shown by as many as 64% of students thinking only beautiful or handsome people in this world are treated fairly by society, as many as 31% of students think no one wants to be friends with him just because of his physical appearance, and as many as 44% of students think all stares are disparaging because of their unattractive appearance. While students who have self-depreciation beliefs due to body shaming, as many as 47% of students think that they are ugly and unattractive after getting body shaming, as many as 41% of students think they are not worthy of being loved and as many as 56% of students compare their physique with other people. In addition, based on the results of interviews with school counselors, students who experience body shaming are too afraid to tell the school counselor. Most students who are victims of body shaming choose to keep it to themselves. This is one of the foundations in determining where each podcast episode will help students change their beliefs to be more positive by debating various irrational beliefs such as demandingness, self-depreciation, and catastrophizing that arise in someone who has self-confidence due to body shaming.

The first episode of the podcast is an introductory episode entitled "*Untukmu yang Ingin Mencintai Diri Sendiri*" (For You Who Want to Love Yourself). This episode contains an introduction to the podcast, presentation of goals and an explanation of the lack of confidence due to body shaming according to REBT. The second episode, entitled "*Bukan tentang Kata Mereka*" (It's Not What They Say), debates irrational belief demandingness about negative body image. Then the third episode entitled "*Tidak Ada yang Salah dengan Wajahmu*" (There's Nothing Wrong with Your Face) which is debating irrational belief self-depreciation and catastrophizing about the changed aspect, namely the perception of the face. While the fourth episode is titled "*Mau Gendut atau Kurus? It's Okay*" (Fat or Skinny? It's Okay) who debated irrational belief self-depreciation and catastrophizing about the aspect to be changed, namely

the perception of body shape. The last episode entitled "Nobody's Perfect" contains a closing in the form of reflection and a guide to filling out a self-help format that can be followed independently.

Based on the assessment of the material expert test, the results obtained that the index of the media material expert test of podcast-based irrational belief is 1.00, which means it has very high validity. Based on two views of material experts, the text or content of podcast-based irrational belief media to increase the self-confidence of victims of body shaming in high school students gets very high acceptance, namely very precise, very useful, very easy, and very interesting. While the verbal data obtained from criticism and suggestions from material experts as a whole, there are several that need to be revised, such as the need to simplify the use of spoken language, formulate the goals of each episode more specifically, adding examples of positive and negative statements of thoughts and feelings, and adding examples in each episode. the steps in episode five regarding instructions for filling out the self-help form. The results of the material expert test assessment become the basis for improving the podcast script to be further developed into a podcast that is ready to be listened to by potential users.

The revised podcast script based on the results of the material expert test was developed into a podcast in the form of video media containing audio-visual media. Furthermore, a media expert test was conducted, and it was found that the media expert test index on podcast-based disputing irrational belief media to increase the confidence of victims of body shaming in high school students was 1.00. From these results, it is known that the developed media has a very high acceptability, namely very precise, very useful, very easy, and very interesting to help students increase their confidence. Verbal data obtained from criticism and suggestions from media experts are generally good to apply but it will be even more interesting if you can take full advantage of Youtube's features.

In the prospective user test, an assessment was carried out by six students who had experienced body shaming. The results of the prospective user test index are 1.00, which means it has very high validity. Thus, it can be seen that podcast-based irrational belief media is very appropriate, very useful, very easy, and very interesting to increase the confidence of victims of body shaming in high school students. The verbal data obtained shows that overall podcasts are interesting, easy to understand and useful for students.

3.2. Discussion

Based on the results of the assessment of material experts, media experts and potential users, it is known that the podcast-based disputing irrational belief media is very appropriate, very useful, very easy, and very interesting. Very appropriate, which means that podcast-based irrational belief media is very appropriate to help students who are victims of body shaming increase their self-confidence. The results of the expert test on guidance and counseling materials from the aspect of accuracy, namely the material, topic selection and podcast-based irrational belief disputing media techniques are very appropriate to increase the self-confidence of students who experience body shaming because the material presented is in accordance with student needs. As from the results of the need assessment, which showed that students had experienced body shaming because of body shape, posture, and facial conditions, it gave rise to irrational beliefs in the form of demandingness, catastrophizing and self-depreciation. Selection of topics and materials that contain debate on irrational beliefs to change

perceptions about body shape and physical appearance according to the conditions and needs of students.

The results of the media expert's assessment from the aspect of accuracy, namely the podcast-based disputing irrational belief media are very appropriate for students. Judging from the accuracy of the audio visual shown from the color, design, intonation, and articulation, it is suitable for the understanding of high school students. This is supported by research results by Syahrin and Bin As (2021) which shows that the use of audio-visual media is in accordance with the maturity of high school students, is very useful for helping students in the teaching and learning process, and even better if students are also involved in the use and utilization of existing media. While in the assessment of prospective users (students) from the aspect of accuracy, namely the podcast-based irrational belief media, it is very appropriate because podcast media is suitable for increasing the confidence of victims of body shaming in high school students. This is reinforced by seeing podcasts as innovative learning media that aims to produce students who are skilled and have the capacity to think critically in solving a problem (Laila, 2020). This makes the selection of podcasts very appropriate as an effective and efficient medium.

Acceptance assessment of the usefulness aspect of podcast-based disputing irrational belief media is very useful. Very useful has a meaning that refers to how useful the media developed can increase the confidence of victims of body shaming in high school students. The results of the material expert test assessment found that podcast-based disputing irrational belief media is very useful for increasing self-confidence seen from the use of techniques and discussion of material in each episode. This is in accordance with the purpose of disputing itself, namely the process of debating irrational beliefs, helping clients change irrational beliefs with more constructive beliefs (Erford, 2015). Meanwhile, in the assessment of media experts and potential users, it was found that podcast-based irrational belief media is very useful for students who experience body shaming to increase self-confidence seen from the selection of podcasts and the components in it. This is known based on the usefulness of the podcast itself. Some research results do show that podcasts are effectively used in the learning process (Alam et al., 2016; Hasan & Hoon, 2013; Kelly et al., 2022).

Acceptance assessment from the aspect of media ease of disputing irrational belief based on podcasts is obtained which is very easy. Very easy refers to how easy this media is to be accessed and understood by students as listeners/users. The material expert's assessment found that podcast-based irrational belief media is very easy because the steps and use of language are very easy to understand. This is because spoken language is a variety of languages expressed through oral media related to space and time so that in its disclosure it can help understanding. Spoken language is more expressive because it requires facial expressions, intonation, and body movements and can support communication (Amanda, Munaris, & Mustofa, 2017). The test assessments of media experts and potential users both show that podcast-based disputing irrational belief media is not only easy to understand, but also easy to access. Users or listeners can listen to the podcast through the Youtube platform.

The use of Youtube has indeed been proven to help the learning process (Chintalapati & Daruri, 2017; Moghavvemi, Sulaiman, Jaafar, & Kasem, 2018). By using Youtube, users only need to click on the link provided without having to download a new application because every smartphone user already has the Youtube application installed. This podcast is also called

effective because it can be used as a variety of learning and learning media, the playback device is simple and easy to find and can be listened to anywhere and anytime and can even be listened to while doing other activities or work (Laila, 2020). Audio-visual podcasts are easier to convey messages, easy to understand, and retain in memory so that they will affect learning outcomes both in the cognitive, affective and psychomotor domains (Rosyidah & Winarni, 2016).

The acceptance assessment of the attractiveness aspect of podcast-based disputing irrational belief media is found to be very interesting. It is very interesting, it means that podcast-based irrational belief media to increase the confidence of victims of body shaming in high school students is interesting to listen to, because it has an attractive appearance and audio sound. The results of the assessment from the material experts found that this media was very interesting in terms of the choice of topics and methods. This is because the material chosen is very close to the students as evidenced by the results of the need assessment which shows that most students have experienced body shaming. The use of the method also adapts the technique of disputing irrational belief into a podcast media where podcasts are currently being loved and are contemporary. Meanwhile, the assessment of media experts and potential media users is based on podcast-based irrational belief, which is very interesting because of the attractive design, sound, and use of methods. The use of audio-visual media in learning can improve the quality of learning (Peters, Heynen, & Puimège, 2016; Pham, 2021).

4. Conclusion

The development of podcast-based irrational belief media development to increase the confidence of victims of body shaming in high school students meets the criteria for product acceptance, namely very precise, very useful, very easy and very interesting in terms of the results of the assessment of material experts, media and potential users and adapted to theoretical review. With this acceptance, podcast-based disputing irrational belief media to increase the self-confidence of victims of body shaming in high school students is very feasible to be developed and applied. This media can also be a freelance media that can be listened to independently by students anywhere and anytime without having to meet face-to-face with the school counselor or it can also be an additional media that can be given after the counseling session for the counselee. In its use, the advice for counselors is to continue to supervise and guide students in listening to this podcast to find out whether students really listen to the podcast well. It is also recommended that school counselors ask students to provide an evaluation of the changes that occur after listening to this podcast or the results of filling out the self-help form. For further product developers, it is recommended to be able to develop podcasts by adding the latest variations. In the development carried out by researchers, this media has gone through the trial stage of prospective users, so that it can be continued with a deeper study using experimental quantitative research to determine the effectiveness of the application of podcast-based disputing irrational belief media to increase the confidence of victims of body shaming in high school students.

References

- Alam, F., Boet, S., Piquette, D., Lai, A., Perkes, C. P., & LeBlanc, V. R. (2016). E-learning optimization: The relative and combined effects of mental practice and modeling on enhanced podcast-based learning—a randomized controlled trial. *Advances in Health Sciences Education, 21*(4), 789–802.
- Amanda, W., Munaris, M., & Mustofa, A. (2017). Naskah drama Aeng karya Putu Wijaya dan implikasinya. *Jurnal Kata (Bahasa, Sastra, dan Pembelajarannya), 5*(4), 1–12. Retrieved from <http://jurnal.fkip.unila.ac.id/index.php/BINDO1/article/view/14412>

- Biswas, M. Das. (2019). Impact of REBT training on the self confidence of confidence of corporate sector employees. *Journal of Psychosocial Research*, 14(2), 267–273.
- Casarrubias-Jaimez, A. I., Legorreta-Soberanis, J., Sánchez-Gervacio, B. M., Serrano-de Los Santos, F. R., Paredes-Solís, S., Flores-Moreno, M., ... Cockcroft, A. (2020). Body image and obesity in children from public primary schools in Acapulco, Mexico: A cross-sectional study. *Boletín Médico Del Hospital Infantil de México*, 77(3), 119–126. doi: 10.24875/BMHIM.20000027
- Chintalapati, N., & Daruri, V. S. K. (2017). Examining the use of YouTube as a learning resource in higher education: Scale development and validation of TAM model. *Telematics and Informatics*, 34(6), 853–860.
- Ebel, R. L., & Frisbie, D. A. (1972). *Essentials of educational measurement*.
- Eriord, B. T. (2015). *40 Teknik yang harus diketahui setiap konselor* (Edisi Kedua). Yogyakarta: Pustaka Pelajar.
- Fadilah, E., Yudhapramesti, P., & Aristi, N. (2017). Podcast sebagai alternatif distribusi konten audio. *Jurnal Kajian Jurnalisme*, 1(1), 90–104. doi: 10.24198/kj.v1i1.10562
- Gall, M. D., & Borg, W. R. (1989). *Educational research: An introduction*.
- Hasan, M., & Hoon, T. B. (2013). Podcast applications in language learning: A review of recent studies. *English Language Teaching*, 6(2), 128–135.
- Hurlock, E. B. (1990). *Psikologi perkembangan*. Jakarta: Penerbit Erlangga.
- Jameel, H. T., & Shamim, F. (2019). Relationship of self-confidence with self body image of visually impaired children. *Journal of Research in Psychology*, 1(1), 9–11. doi: 10.31580/jrp.v1i1.517
- Kelly, J. M., Perseghin, A., Dow, A. W., Trivedi, S. P., Rodman, A., & Berk, J. (2022). Learning through listening: A scoping review of podcast use in medical education. *Academic Medicine*, 97(7), 1079–1085.
- Laila, D. (2020). Inovasi perangkat pembelajaran menggunakan aplikasi podcast. *Prosiding Seminar Nasional PBSI-III*, (2015), 7–12.
- Lestari, S. (2019). Bullying or body shaming? Young women in patient body dysmorphic disorder. *PHILANTHROPY: Journal of Psychology*, 3(1), 59–66.
- Martínez-González, M. B., Pérez-Pedraza, D. C., Alfaro-Álvarez, J., Reyes-Cervantes, C., González-Malabet, M., & Clemente-Suárez, V. J. (2021). Women facing psychological abuse: how do they respond to maternal identity humiliation and body shaming? *International Journal of Environmental Research and Public Health*, 18(12), 6627. doi: 10.3390/ijerph18126627
- McMahon, J., McGannon, K. R., & Palmer, C. (2022). Body shaming and associated practices as abuse: athlete entourage as perpetrators of abuse. *Sport, Education and Society*, 27(5), 578–591.
- Moghavvemi, S., Sulaiman, A., Jaafar, N. I., & Kasem, N. (2018). Social media as a complementary learning tool for teaching and learning: The case of youtube. *The International Journal of Management Education*, 16(1), 37–42.
- Muharammah, N. W., Setiyowati, A. J., & Flurentin, E. (2021). Pengembangan “Perasaan Kita” sebagai upaya internalisasi empati pada Siswa SMP. *Buletin Konseling Inovatif*, 1(2), 64–73. doi: 10.17977/um059v1i22021p64-73
- Novitasari, E., & Hamid, A. Y. S. (2021). The relationships between body image, self-efficacy, and coping strategy among Indonesian adolescents who experienced body shaming. *Enfermeria Clínica*, 31, S185–S189. doi: 10.1016/j.enfcli.2020.12.019
- Nurvita, V. (2015). Hubungan antara self-esteem dengan body image pada remaja awal yang mengalami obesitas. *Jurnal Psikologi Klinis Dan Kesehatan Mental*, 4(1), 1–9.
- Peters, E., Heynen, E., & Puimège, E. (2016). Learning vocabulary through audiovisual input: The differential effect of L1 subtitles and captions. *System*, 63, 134–148.
- Pham, D. T. T. (2021). The effects of audiovisual media on students' listening skills. *International Journal of TESOL & Education*, 1(1), 13–21.
- Rosyidah, I., & Winarni, W. (2016). Efektifitas ceramah dan audio visual dalam peningkatan pengetahuan dismenorea pada siswi SMA. *Gaster*, 14(2), 90–99.
- Schlüter, C., Kraag, G., & Schmidt, J. (2021). Body shaming: an exploratory study on its definition and classification. *International Journal of Bullying Prevention*, 1–12. doi: 10.1007/s42380-021-00109-3

- Sukamti, N., & Wardana, M. K. (2020). The relationship between body shaming treatment and body image in adolescents in Depok. *JIKO (Jurnal Ilmiah Keperawatan Orthopedi)*, 4(2), 70-76.
- Syahrin, A., & Bin As, A. (2021). Pengaruh penggunaan audiovisual dan motivasi belajar terhadap keterampilan berbicara bahasa inggris di SMA Negeri 3 Takengon. *KANDE Jurnal Ilmiah Pendidikan Bahasa Dan Sastra Indonesia*, 1(1), 21. doi: 10.29103/jk.v1i1.3644
- Willson, E., & Kerr, G. (2021). Body shaming as a form of emotional abuse in sport. *International Journal of Sport and Exercise Psychology*, 1-19. doi: 10.1080/1612197X.2021.1979079
- Zap Beauty. (2020). *ZAP Beauty Index*.