

Adolescent Peer Support Profile at School

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Abstract. Based on developmental tasks, adolescents have increased social interest in peers. This has an impact on mental health, so it needs to be analyzed in depth. This study aims to explore the profile of peer support in adolescents. The research approach is descriptive quantitative. The sample of this research is teenagers who study at the junior and senior high school level in Central Java which were selected randomly. The results show that on average, adolescents get peer support at a moderate level. The biggest aspect is support in obtaining awards while the lowest aspect is in terms of emotional support. This has implications for guidance and counseling services in schools in the future fostering the students to grow well.

Key words: Peer Support, Adolescent, School

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INTRODUCTION

One of the many places students spend half of their day is school. In school, students face numerous challenges that impact their mental health. There are risks to the student's physical development and mental health. Bullying and depression are two examples of adolescent issues that have been identified by researchers (Yin et al., 2017), and the connection between psychological health and negative life experiences (Nishikawa, 2018; Zou, 2018).

When compared to parents or other adults, adolescents tell their peers about many of the issues they face at school. When a character is an adolescent, they often hang out with their peers. The quality of a person's social support is a major factor in how severe psychological symptoms are (Lee et al. in 2021 by Sami and Naveeda).

According to Gao et al., adolescents spend more time with their peers than with their parents. (2021). According to Muslikah (2013), adolescents believe that peers have a deeper understanding of themselves than adults do. Adolescents can better conform to their peers by accepting, adjusting, and adhering to their choices and actions. so that peer support (peer support) makes it possible to create a supportive environment for one another is also supportive of one another.

Based on the fundamental principles of collaboration, respect, and shared responsibility, Peer Support is defined as a process of giving and receiving assistance (Taylor et al., 2018); According to Loukas in Zhang et al., peer support is a form of caring, trust, and connectedness among peers. (2021); According to Gao et al., peer support is also linked to higher levels of

psychological resilience and self-esteem than adults with previous experiences. (2021).

Teenagers' propensity to consult with friends can be beneficial, but it can also hinder their personality development. If the friend he consults has a positive attitude and behavior, the effect is positive. Peers, on the other hand, find it easier to comprehend their friends' issues because they are in a similar developmental stage. Conversely, if troubled students consult their troubled friends, who are already looking for solutions with negative attitudes and behaviors, they run the risk of becoming embroiled in more serious issues and jeopardizing their personal development—for example, engaging in promiscuity, which may be a means of escaping personal issues that are shared with troubled friends.

As a result, fostering peer support in the adolescent community is one way to foster the potential of positive peers at school. However, not everyone can become a peer. Competencies that have been previously trained to become peers should make up peer support. In peer support training, a number of students who meet the criteria for potential peers receive instruction on how to become good listeners and friends who can support one another through difficulties. Thus, the purpose of this study is to investigate the nature of school-based peer support for adolescents.

METHODS

A series of data collection processes in the study began with the preparation of instruments based on the construct of peer support. Then the instrument was tested for validity and reliability. After that, the research team distributed the

instrument to the research subjects, namely junior high school and high school students. There were 1,385 respondents who were chosen randomly. The first step in data analysis is to test whether the data is normally distributed or not using the Kolmogorov-Smirnov calculation. After

knowing that the data is normally distributed, then it is analyzed to determine the mean and standard deviation.

RESULTS AND DISCUSSION

Table 1. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
VAR00001	1385	41.00	115.00	69.7805	9.39473
Valid N (listwise)	1385				

The average value was 69.78, and the standard deviation was 9.39, according to the findings. The frequency distribution table's classification of the five categories into the medium category serves as the basis for the average. This demonstrates that research subjects receive neither excessively little nor excessively much peer support on average.

In the construct of peer support, it is known that the aspect that receives the highest score in comparison to other aspects is "getting appreciation" from the environment. Because of this, the environment in which students make friends with their peers is very grateful, and they can award students with prizes.

The aspect that received the lowest score, on the other hand, was emotional support. Students do not receive emotional support in the environment. Peers at school constitute the in-question environment. The data, on the other hand, demonstrate that the intervention had a positive effect on both the mentor and the mentee. According to Glazzard et al., mentees reported high levels of social trust, and mentors improved self-confidence and leadership abilities. (2019).

The study found that, in comparison to peer support activities, resistance training improved self-esteem and reduced anxiety symptoms. Depression and interpersonal relationships were similarly affected by both interventions. Resilience training can be more effective than peer support activities at reducing psychosocial distress among children in vulnerable schools in the face of limited resources to support school health programs in study settings (Olowokere and Okanlawon, 2018).

Peer educators and student trainees who participated in PEP had significantly higher levels of critical skills, including understanding key terms and readiness to support others. The majority of students will recommend the program to other students. Originality and value –

Although peer education is effective in several health promotion areas, little research has been done on the effectiveness of school-based peer-led mental health education programs. This study adds to the evidence that new peer education programs that can be used in secondary schools are effective (Eisenstein et al., 2019).

Similarly, the findings of the study by Zhang et al. (2021) demonstrate that self-esteem and self-control are positively correlated with teacher support but negatively with externalization issues. Adolescents who lack self-control and self-esteem benefit greatly from peer and teacher support. The findings of McCalman et al. (2020) are also supported by the two aforementioned studies. (2020), which demonstrates that by strengthening relationships with students, families, and school staff, boarding school health staff can contribute more to indigenous student-centered health and happiness care. and outside medical professionals. As a result, adolescents' access to health care will rise when they have healthy relationships with friends, family, school staff, and school health service providers.

The study's findings help guidance and counseling professionals in junior high and high schools provide services that focus on providing students with effective emotional support.

CONCLUSION

The profile of peer support for adolescents at school is known to be in the moderate category so they need help to maintain their mental health. The aspect that needs to be prioritized is the provision of emotional support through various guidance and counseling services by counselors. Further researchers can deepen the study in the form of developing guidance and counseling programs oriented towards increasing emotional support for adolescents. In addition, researchers can focus on studying the factors and impact of emotional support on adolescent mental health.

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