



Developing a Peer Counseling Guidebook for Junior High School Students: Enhancing Counseling Services and Promoting Mental Well-being

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Abstract

The development of a peer counseling guidebook for junior high school students aims to enhance the quality of counseling services in schools. Drawing from the necessity of addressing adolescent challenges and the significance of peer influence, this study utilized a development model to create an effective guide. The research involved 42 class VIII students, following the ADDIE model for guide development. Material and design experts validated the guide, resulting in high scores of 96.8% and 87.5%, respectively. Field trials exhibited promising results, with an average score of 85.7% to 90.3%. The guidebook's potential was evident in positive student responses, indicating its capacity to strengthen social support networks and promote mental well-being among adolescents. This research contributes a holistic approach to guidebook development, emphasizing practical needs and mental health literacy. Despite limitations in generalizability, future research should broaden field trials to diverse school contexts for wider applicability. In conclusion, the peer counseling guide offers valuable support in addressing adolescent challenges, emphasizing the importance of peer influence in school counseling services.

Keywords: development; handbook; peer counseling

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INTRODUCTION

References (relevant literature or Middle school students according to their developmental age are in adolescence (Ho & Devi, 2020; Hu et al., 2021). At this time, interest and commitment and bonds towards peers become very strong. This is partly because teenagers feel that adults cannot understand them. This situation often makes teenagers an exclusive group because only they can understand each other (Balleys et al., 2020; Novianti & Ngatari, 2021). Most (most) students often discuss their serious problems with their peers, compared to their parents and guidance counsellor (Matcha et al., 2020). Even for very serious problems (for example, learning problems, romance, problems with parents, sexual relations and pregnancies outside of marriage, and the desire to have an abortion) they discuss them with friends, not with their parents or tutors (Novianti & Ngatari, 2021). Even if there are some students who end up telling their parents or supervisors about the problems they are experiencing, it is usually because they are forced to (conversations and efforts to solve problems with their peers reach a dead end) (Prastuti, 2020). In all aspects, teenagers experience change and very rapid changes often cause shock and uncertainty (Ningsih, 2020). Shocks and uncertainties also arise

from an environment that is and will continue to change rapidly (Shufutinsky et al., 2020).

In facing the storm and stress of development, many teenagers have succeeded in overcoming various obstacles. They use obstacles and various failures as opportunities and challenges to continue to rise to success, form peer groups to strengthen each other, and ultimately succeed in carrying out developmental tasks naturally (Sholeh, 2021). One of the factors that contributes to an individual's success in facing various difficulties is openness to peers.

On the other hand, many teenagers also fail and experience deviant behavior that is not in accordance with the developmental tasks required of them. This happens because teenagers tend to be embarrassed to share their problems with more mature people (Hajarina, 2021; Wahanisa et al., 2021). Development is perceived as an unsolvable problem, and they dissolve into failure. Often this group of individuals is also involved in less positive peer group activities, because they do not know how to overcome the problems they are facing.

Peer counseling is also useful for helping other students in an effective way, helping their friends to relieve feelings of isolation and loneliness at school. Besides that, students who become peer counselors can practice dealing with their own problems in a rational, positive and moral way (Numanovich & Abbasxonovich, 2020). Peer counseling programs have rational reasons, are structured, the activities are unique or specific, the individuals who carry them out are also special and are organized continuously (Ngkoti, 2021; Yao et al., 2021). This program is an effort to influence (improve student behavior), namely behavior that can differentiate between appropriate and inappropriate behavior, and use appropriate behavior to become the desired personal identity, as well as finding various ways to solve problems, and provide experience, as well as provide motivation and know how to help students develop themselves as mature and responsible teenagers (Hu et al., 2021; Wicaksono et al., 2021).

The closeness, openness and feelings of shared destiny that emerge between fellow teenagers can be opportunities for efforts to facilitate youth development. On the other hand, several psychological characteristics of teenagers, including emotional instability, also pose a challenge to the effectiveness of services for them. The importance of peers for teenagers can be seen, among other things, in teenagers' conformity to their peer group (Laursen & Veenstra, 2021; Winda & Firmansyah, 2021). Conformity towards peers can have both positive and negative impacts (Hayati et al., 2020; Sunhaji, 2021). The question that arises is how interactions between students (adolescents) should be managed so that they have a positive impact and can provide support for their development. States that the influence of peer groups is strong, because teenagers spend more time outside the home with their peers as a group, it is understandable that the influence of peers on attitudes, conversations, interests, appearance and behavior is greater than family influence.

Peer counseling is a counseling model that adapts the "Peer Tutor" learning model. Peer counseling is a counseling model through optimizing the potential of students who have counseling abilities (Rhodes et al., 2021). In this model, students who have counseling skills are used as learning resources (junior counselors) for other students who have certain problems. The peer counselor model utilizes the role of students to become learning partners to solve problems for fellow students, or other parties who are almost the same psychologically (peers) (Gilbert et al., 2021). This model is inspired by the co-operative learning model and has the ability to carry out counseling counselor), students who have problems can be brought closer.

So that sociological psychological barriers that cause students to be depressed can be reduced or even eliminated. Students who have problems will find it easier to discuss and ask friends who have more abilities. This model can also avoid the frustration of students who like challenges (for students who will act as peer counselors), because these students get more challenges to help other friends who are less able to solve their problems alone. He felt he had gained trust and attention so he felt more empowered. It is hoped that this kind of feeling can spur and foster enthusiasm for better achievement, so that competent peer counselors emerge. However, in practice, of course, students who are labeled as peer counselors must first know the main things that need to be done in counseling. Remembering that what happens in counseling is not all the same as what is done in sharing stories or venting in everyday

life.

The results of initial observations carried out by researchers in the field found that many students' problems could not be resolved due to several factors, including the counseling services that had been implemented in schools so far had not been able to reveal in detail the problems faced by students, because students felt embarrassed by people who were more mature. or supervising teacher. In line with previous research, it was found that there were problems experienced by junior high school students, one of which was the negative impact of pornography.(Herawati et al., 2021). The various content contained in pornographic material is currently very easy for teenagers to access. Which has a negative impact on users, guidance and counseling is needed for junior high school students.

The implication of this research background is the need for a more comprehensive approach in providing counseling services for teenagers at school, especially through utilizing the potential and closeness between fellow teenagers. Peer counseling programs are emerging as a potential solution to help adolescents overcome the various problems and challenges they face every day. The existence of the peer counseling guide proposed in this research has positive implications in providing the support, information and understanding needed for adolescents in dealing with the changes and pressures experienced during their development.

The novelty of this research lies in its holistic approach in understanding the needs of teenagers as well as efforts to utilize the potential and closeness between teenagers as a resource in providing counseling services. By introducing a peer counseling model that adopts a "Peer Tutor" learning approach, this research offers an innovative and effective alternative in supporting the mental well-being of adolescents at school. In addition, the emphasis on the need for peer counseling guides to address contemporary problems such as the negative impact of pornographic content shows the relevance and urgency of this research in addressing the actual challenges faced by adolescents today. Thus, this research not only contributes to the development of counseling services in schools, but also underlines the importance of understanding and accommodating the needs and social-emotional dynamics of adolescents in developing effective and relevant intervention strategies. media such as peer counseling guidebook for junior high teens especially for junior high school number 11 Jambi.

RESEARCH METHODS

Research Design

The research method for developing peer counseling guidelines for junior high school students includes: (1) development model; (2) development procedures; and (3) product testing. In this development, what will be used is the guide development model. The author adopts the ADDIE model (analyze, design, develop, implement and evaluate) (Azuratunnasuha, 2023; Fadila, 2021; Jamliah, 2021; Serevina & Kirana, 2021).

Research Target/Subject

This research aims to explore the effectiveness of peer counseling guides for class VIII junior high school students in overcoming the problems they face. The subjects of this research consisted of 42 junior high school students in class VIII. The subject selection technique was carried out through a purposive sampling approach, where students were selected based on certain criteria that were relevant to the objectives of this research. This research will involve the active participation of class VIII students as research subjects, using subject selection techniques that are in accordance with the qualitative research approach.

Research Procedure

This research procedure begins with an initial preparation stage, where research subjects from class VIII junior high school students will be identified and selected. Inclusion criteria for research subjects will be determined based on factors relevant to the research objectives, such as gender, socio-economic background, and experience related to the problem at hand. The approach to selecting subjects

will be determined, using the purposive sampling method for collecting quantitative data and snowball sampling for collecting qualitative data.

Furthermore, the peer counseling guide will be developed according to the ADDIE (analyze, design, develop, implement, evaluate) model. The first step is to conduct a needs analysis, where the problems frequently faced by students will be identified. Then, a guide will be designed by formulating the material, arranging the material, and choosing the appropriate method. The next stage is development, where the guide will be realized in real form, such as printing and developing a guidebook as best as possible. After that, the guide will be implemented, namely concrete steps in applying the material that has been created.

After the guide has been developed, the next step is testing. Trials were carried out before the guidebook was used and distributed widely. The purpose of testing is to find and improve deficiencies in this guide through input from experts and responses from the guide users themselves, namely students. Trials will include expert trials, individual trials, small group trials, and field trials. The object of the trial in this research was a peer counseling guidance guide for class VIII junior high school students, with a total of 42 trial subjects.

Instruments, and Data Collection Techniques

The instruments and data collection techniques that will be used in this research include questionnaires and interview guidelines. Questionnaires will be used to collect quantitative data by presenting structured questions to respondents, which include aspects of students' understanding of the guide material, ability to apply counseling skills, and satisfaction with the guide. Meanwhile, an interview guide will be used to collect qualitative data by developing open-ended questions regarding students' experiences in using peer counseling guides. Interviews will be conducted in depth with the students who are the subjects of the research, allowing a better understanding of their experiences and perceptions of the guide. With the combination of these two instruments, it is hoped that we can gain a comprehensive understanding of the effectiveness of peer counseling guidelines in the context of class VIII junior high school students.

Data analysis technique

Analysis of product development validation results using percentages involves calculating the percentage of success or match between the peer counseling guide and predetermined standards or criteria. Calculate the percentage of suitability or success of the peer counseling guide using the following formula:

$$\text{Percentage} = \left(\frac{\text{number of guides that meet the criteria}}{\text{total number of guides assessed}} \right) \times 100\%$$

Interpret the calculated percentage results. If the percentage of match or success is high (for example above 80%), it indicates that the peer counseling guide as a whole meets or corresponds to the established criteria. However, if the match percentage is low (e.g. below 50%), it indicates that the guide needs further revision or improvement.

RESULTS AND DISCUSSION

The development of a peer counseling guidebook for junior high school students is based on needs in the field. The presence of guidebooks is very important in order to increase students' knowledge about guidance and counseling and students are expected to be able to help friends who are experiencing problems. To produce a quality guidebook, of course, you must follow the correct development procedures.

The result obtained is that the score obtained is 62: $62 \times 100 = 96.8$. The figure of 96.8, the result of this percentage, illustrates that the guidebook development product validated by material

experts is at a value of 96.8%. This figure, if confirmed with the eligibility criteria table, is in the range of 80% - 100%. Numbers within this range are categorized as very good/very appropriate/very clear. Thus, the results of material expert validation of peer counseling guidebook products for junior high school students are very good.

The results of this design validation obtained a score of 63. Meanwhile, the highest score from the weighted value in the questionnaire was 72. To calculate which criteria the results of the second stage of validation by the design expert were carried out by calculating percentages. Thus the result is 63: $72 \times 100 = 87.5$. The figure of 87.5, the result of this percentage processing, illustrates that the guidebook development product validated by design experts is at a value of 87.5%. This figure, if confirmed with the eligibility criteria table, is in the range of 80% - 100%. Figures that are in this range are categorized as very good, and are recommended for testing.

After the product is validated by material experts and design experts, the next step the developer takes is product testing. Product trials were carried out on class VIII students of state junior high schools 11 in Jambi City. The first stage is an individual trial, consisting of 5 class VIII students. The trial is carried out in a prepared class. It is hoped that students can follow the explanation of this guidebook to the maximum. The questions consist of 20 items.

The results of individual field trials were 85.7%. Based on observations of individual trials of peer counseling products specifically peer counseling interviews, 78.5%. Small group trial with results of 90.3%. The final field trial process carried out by the developer was a trial on a large or classical group with a score of 87.6%.

The research results show that the peer counseling guidebook for junior high school students has great potential in improving the quality of counseling services in schools. Validation obtained from material experts and design experts confirms the high quality of this guidebook. This indicates that the guidebook can be a source of reliable and quality information to help students provide guidance to their peers (Juharti & Kartika, 2021). The results of this research are in line with previous research that a guide is needed to provide broad insight into knowledge in the field of education, especially Guidance and Counseling, namely helping guidance and counseling teachers to overcome problems in counseling approaches in schools, so that counseling can be carried out optimally (Amalia putri, 2021). The difference is that previous research developed a Transpersonal Counseling Handbook for Developing the Independent Character of High School Students.

In addition, the development of guidebooks based on needs in the field shows strong relevance to the situations faced by junior high school students. Positive responses from students in field trials show high enthusiasm and interest in using this guidebook (Fitria, 2021; Purwanti & Heldalia, 2022). The implication is that this guidebook has the potential to strengthen social support networks among students and create a school environment that is more caring and inclusive of students' mental well-being. Thus, peer counseling manuals can be an effective tool in promoting mental health among adolescents.

The novelty of this research lies in the holistic approach in developing a peer counseling guidebook which not only prioritizes scientific aspects, but also pays attention to aspects of practical needs and implementation in the field, as well as contributing to mental health literacy among adolescents. Limitations of this research include limited generalization because it was conducted in one school, as well as sample limitations and subjectivity in expert and student assessments. Based on observations when testing the guidebook product, they seemed enthusiastic about seeing and reading the guidebook being developed, they even wanted this book to be shared and they also suggested making a video and holding training on how to help friends who were having problems.

CONCLUSION

The conclusion of this research is that the development of a peer counseling guide for junior high school students has great potential in improving the quality of counseling services in schools. Validation obtained from material experts and design experts confirms the high quality of this guide.

This shows that the guide can be a reliable and quality source of information to help students provide guidance to their friends. Recommendations for future research are to conduct broader field trials involving various schools and students from diverse backgrounds to expand the generalizability of the results. This will help ensure that peer counseling guides can be effectively used in a variety of school contexts and can provide significant benefits to students more widely.

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