Improving of 'Basic Skill Counseling' for Peer Counselor PIK-R Pradita Dirgantara High School

Nur Sholehah Dian Saputri[1] , Pipit Septiani [2] and Muhammad Rizky Nur Prakoso [3]

[1]Universitas Mercu Buana Yogyakarta, Jl. Wates Km. 10 Yogyakarta, Indonesia
[2] Pradita Dirgantara High School, Jl. Cendrawasih No.4, Tanjungsari, Boyolali. Indonesia
[3]Universitas Slamet Riyadi, Jl. Sumpah Pemuda No.18, Surakarta, Indonesia
nur.sholehah@mercubuana-yogya.ac.id

Abstract. Mental health issues are a problem discussed by all groups in the world, including teenagers. The Youth Information and Counseling Center (PIK-R) is an effort to increase understanding and first solutions regarding adolescent mental health, especially in schools. This research aims to improve the counseling skills of peer counselors at PIK-R at Pradita Dirgantara High School. The training was attended by 25 members of PIK-R Pradita Dirgantara High School peer counselors. The focus of this training is to provide knowledge and insight regarding basic counseling skills in adolescent counseling. The training is designed to increase the competency of peer counselors in conducting conversations as listeners for peers. Training is designed into several stages, namely planning, implementation, follow-up, and evaluation. This training covers basic counseling skills such as attending, empathy, self-disclosure, acceptance, and asking questions. The results obtained from training activities are increased post-test results. The pre-test average was 6.40 and the post-test average was 9.80. the percentage increase from the pre-test to the post-test was around 53.13%. Apart from that, peer counselors can carry out guided practice in the last session and can evaluate the guided practice. This training will prepare participants to work as peer counselors and improve their ability to communicate effectively in peer counseling.

Keywords: adolescent counseling, basic skills counseling, peer counseling, peer counselor, PIK-R

1   Introduction

Mental health is the state of well-being of an individual in which he or she has own ability to manage stress, work more productively, and be beneficial to the people around them [1]. A mentally healthy person does not experience feelings of guilt towards himself, can face problems well, can accept one's shortcomings, being satisfied in his social life as well as his happiness in life [2]. However, it turns out that not everyone is mentally healthy. Around 10-20% of children and adolescents in the world have mental health problems [3]. According to data from the Ministry of Health in Indonesia, as many as 6.1% of the Indonesian population aged 15 years and over have mental health [4]. In addition, it is stated that the number of pain and death among teenagers also increased

by 200% due to disability control behavior and emotions. Adolescence as a level of development Individuals need to maintain mental health [5].

The people closest to a child are his family [6], but the people around the child such as teachers and friends peers also join in supporting children's mental [7]. If the role environment does not support a child in growth, then various diseases will bother mental development. Several causal factors problems teenagers, namely family problems, friendship problems with friends peers, or school, developmental problems behavior, abuse of drugs prohibited, Sexual activity early childhood, and behavior other [8]. Other problems that can cause a teenager to experience mental health problems are loneliness [9], bullying [10], and internet addiction [11]. Therefore, all components of society need to have a good support system, including schools.

Guidance and counseling teachers (Counselors) are one component in schools that are responsible for the development of adolescent mental health. Guidance and counseling teachers at schools are counselors who work in schools completely and professionally in the implementation of Guidance and counseling [12]. Gerard Egan (2013) in the book 'Skill Helper' states that counseling is a process of helping clients manage their lives effectively, develop source power, and make clients better at helping themselves [13]. Apart from that, counselors need to be tasked with coping with various adolescent mental problems like worry[14], the problem of low self-esteem [15], and helping teenagers form character positive[16].

In their duties, counselors cannot work alone. Counselors need other parties such as stakeholders, homeroom teachers, student guardians, and all students at school to run their duties effectively. One of the parties who can help counselors in schools is peer counselors who can carry out peer counseling services. Peer counseling is a helping process that pays attention to the interpersonal actions carried out by friends non- professional peers[17]. Friends of the same age are several people with almost the same [18]. Relationship between Friends Peer relationships are strong relationships and focus on how a teenager is accepted into friendships because own similar age, background back, and fate [19]. Often friend relationships with Peers are stronger than families and their role is very influential in the formation process [20]. In his duties, a peer counselor not only helps with problems in class but can also help with cases that occur in life such as friendship, behavior, and love problems with the assistance of a school counselor [19]. Therefore counselors are important in efforts to assist counselors in implementing services at school.

The activities in this research were carried out at Pradita Dirgantara High School which is a flight school. Various problems teenagers occur at school such as academic stress, burnout, self -understanding, self-awareness, and various other problems. With the number of counselors available, the role of peer counselors is very necessary. At this school, a Youth Counseling Information Center (PIK-R) was formed For accommodating youth counselors. PIK-R is a forum for generational activities planning or in Indonesia said GENerasi beREncana (GenRe) which is under the Population and Family Agency National Planning (BKKBN). The peer counselors at PIK-R are teenagers who have the commitment and motivation to provide counseling, especially regarding generation programs plan and have followed various slow peer counselors [21].

2   Research Approach

Basic counseling skills training was carried out during three sessions in October 2023 in the Pradita Dirgantara High School theater room which is located at Jl. Cendrawasih No.4, Tanjungsari , Ngesrep , Kec . Ngemplak, Regency Boyolali, Central Java. The activities carried out are skills training basic counseling or basic counseling skills for PIK-R members, totaling 25 Pradita Dirgantara High School students. In this event, several parties involved were presenters from the Guidance and Counseling Technical Services Unit at Universitas Mercu Buana Yogyakarta, two assistants from Guidance and Counseling laboratory at Universitas Mercu Buana Yogyakarta, and school counselors. The flow of implementation of this training activity is planning, implementation, follow-up, and evaluation. Here is the explanation flow of activities carried out :
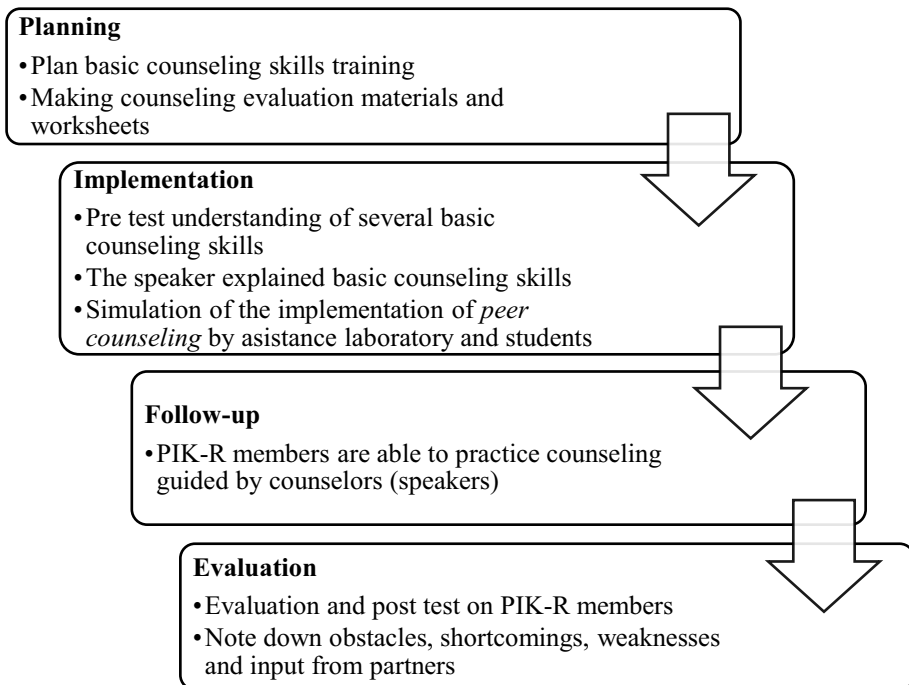
Planning
- Plan basic counseling skills training
- Making counseling evaluation materials and worksheets

Implementation
- Pre test understanding of several basic counseling skills
- The speaker explained basic counseling skills
- Simulation of the implementation of *peer counseling* by asistance laboratory and students

Follow-up
- PIK-R members are able to practice counseling guided by counselors (speakers)

Evaluation
- Evaluation and post test on PIK-R members
- Note down obstacles, shortcomings, weaknesses and input from partners

Fig. 1. Implementation Flow Chart

3   Result and Discussion

3.1   Planning

The results of the assessment by the school counselor become material considerations in carrying out this research. then the school counselor discussed with colleagues from Mercu Buana University, Yogyakarta. The results of the discussions carried out were that there was a need for peer counselors to assist with effective counseling guidance services. Various problems teenagers at school such as burnout, anxiety in academics, time management, anxiety in career, self-awareness issues, and various other problems related to social relations. Therefore, school counselors need to form peer counselors in the future PIK-R will assist in handling counseling before being referred to a counselor.

Next, peer counselor It is felt necessary to have basic counseling skills so that in carrying out the duties of peer counselors they can make friends feel comfortable peers and peer counseling can work effectively. Before conducting speaker training prepare basic counseling skills material such as attending, empathy, self-disclosure, acceptance, and asking questions. The material will delivered using learning media interactive and interesting by using the application Canva. Apart from that, the speaker prepares pre-tests and post-tests in Google Forms.

3.2   Implementation

The pre-test given contains several related questions knowledge of basic skills basics of counseling and the duties of peer counselors. A total of 25 students participated fill out the pre-test well. There are 10 related questions regarding understanding of skills basics in counseling. At the transfer of knowledge stage, several materials are presented that is:

Attending

Attending or active listening means listening to respond like that appearance so that clients are aware that they are being heard or understood [22]. In attending skills, you need to pay attention to several things like posture, eye contact, and facial expressions during counseling [13]. This material is presented with an introduction presentation of examples, theories, and methods of application skills in peer counseling.

Empathy

Empathy means the counselor can be sensitive to what, how, and background behind other people's feelings and thoughts like what the person [23]. Empathy can arise from the reason of wanting to help other people with the problems they are experiencing [24]. Skills Empathy in counseling is conveyed by explaining examples, theories, and methods of application Empathy in peer counseling

Self-disclosure

Counselors need to have self-disclosure skill, so that clients feel more appreciated and not alone. If the counselor is disclosure her self, it can stimulate the counselee For open to the problem [25]. Self-disclosure is the process of presenting oneself which is realized by sharing feelings and information with other people [26]. Skills delivered in training by explaining theory and methods apply self-disclosure in peer counseling

Acceptance

counselors need to have acceptance skills because everyone has their respective problems. Acceptance is a technique of communication or skills basics in counseling that counselors use to receive counselees as is [27]. Peer counselors also need to learn to accept other people. In training, acceptance skills are taught by providing examples, theories, and applications in counseling

Asking questions

asking questions is important in counseling. Without asking, the counselor cannot dig into the problem. Therefore, questioning skills need to be learned well. There are two questions in counseling, namely open questions and closed questions. In the training, questioning skills are taught by providing examples, theory, and application in counseling

After the theory is delivered briefly, then the peer counselor is given a simulation implementation of individual counseling by assistants at BK UMBY laboratory. Counselees in a simulation are students or members of PIK-R who become volunteers. PIK-R members who do not volunteer are given a checklist form containing skills being practiced as well as taking notes advantages and disadvantages of ongoing sessions.

Fig. 2. Counseling simulation by an assistant laboratory (left) with peer counselor (right)

3.3   Follow-up

PIK-R members are capable of practicing counseling guided by a counselor (speaker). In this stage, two PIK-R members tried to practice peer counseling. They practice individual counseling with one of them being a peer counselor. For 10 minutes they apply the theory that has been given by the speaker. At the end of the session, the speaker Asks about perceived difficulties and obstacles. Some of the difficulties experienced by peer counselors are difficulties in getting started session, Difficulty composing the next question, and Difficulty in closing the session.

Fig. 3. Guided practice by a peer counselor

3.4   Evaluation

At the end of the last meeting session, the team gave a post-test to all PIK-R members who took part in the training. The results of the pre-test and post-test test as follows:.

Table 1. Result

	N	Mean	Median	Std. Deviation	Std. Error Mean
Pre-test	25	6.40	6	1,658	0.3317
Post-test	25	9.80	10	0.408	0.0816

Based on the table above it can be seen that there is enhanced understanding between before and after training. For the value pre-test, The average understanding of peer counselors was 6.40. Whereas For mark post-test obtained an average of 9.80. The number of respondents or peer counselors who are PIK-R members is 25 people. For standard deviation, the pre-test amounted to 1.658, and the post-test of 0.408. This data is proof that there has been an increase in Skills in basic counseling from peer counselors or PIK R members at Pradita Dirgantara High School

Furthermore, the counselor or speaker assists peer counselors or PIK-R members in carrying out their duties as peer counselors at PIK-R Pradita Dirgantara High School. Peer Counselors are given the task of each doing one session to provide more peer counseling experience using the basis of the skills that have been taught.

Implementation of training is not without obstacles, but the obstacles can be overcome smoothly. This obstacle is distance speakers from different training venues city, so communication before and after training can only be done online. However, with current technology, communication can be done using video conferencing such as Zoom, and social media such as WhatsApp. The hope is that with mentoring and training after training, peer counselors can serve well at PIK-R Pradita Dirgantara High School, and ultimately can help improve the mental health of all Pradita Dirgantara High School students.

4 Conclusion

Based on the results of implementing skills training activities the basis of counseling as an effort to increase the skills of peer counselors at PIK R Pradita Dirgantara High School, withdrawn conclusion that the number of activities is 25 people. In general, every peer counselor Participates in activities from start to finish properly and seriously from delivery material, session questions, and answers, and practical assessment, to practice guidance. During assignments after the training, peer counselors also participated in instructions properly so that they could be carried out practice guided. Based on pretest and posttest analysis can be concluded that there is increased knowledge and skills in skills basic counseling at PIK-R Pradita Dirgantara High School peer counselors. The average pre-test score is 6.4 and the post-test score is 9.8, which means there is a significant increase.

In connection with the implementation and results of skills training activities for basic counseling at PIK R Pradita Dirgantara High School Peer Counselors, the team can provide several suggestions for increasing the quality of peer counseling services at PIK R Pradita Dirgantara High School. Guidance and counseling teacher and PIK R Pradita Dirgantara High School expected to continue monitoring peer counselors To use guard quality Guidance and counseling services. Apart from that, PIK-R is expected always to innovate to continue to help maintain the mental health of Pradita Dirgantara High School student

5 Acknowledgment

References

1. "Kesehatan Mental Remaja Indonesia.pdf."
2. A. E. Prasetyo, "EDUKASI MENTAL HEALTH AWARENESS SEBAGAI UPAYA UNTUK MERAWAT KESEHATAN MENTAL REMAJA DIMASA PANDEMI," *JE; Jurnal Pengabdian; Journal of empowerment*, vol. 2, no. 2, p. 261, Dec. 2021, doi: 10.35194/je.v2i2.1757.
3. C. Kieling *et al.*, "Child and adolescent mental health worldwide: evidence for action," *The Lancet*, vol. 378, no. 9801, pp. 1515–1525, Oct. 2011, doi: 10.1016/S0140-6736(11)60827-1.
4. dr. Siti Nadia Tarmizi, M.Epid, "Menjaga Kesehatan Mental Para Penerus Bangsa." [Online]. Available: https://www.kemkes.go.id/id/rilis-kesehatan/menjaga-kesehatan-mental-para-penerus-bangsa

5.   S. A. Rufaida, I. Y. Wardani, and R. U. Panjaitan, "DUKUNGAN SOSIAL TEMAN SEBAYA DAN MASALAH KESEHATAN JIWA PADA REMAJA," vol. 4, no. 1, 2021.

6.   Rianti and Ahmad Dahlan, "Karakteristik Toxic Parenting Anak dalam Keluarga," *DIAJAR: Jurnal Pendidikan dan Pembelajaran*, vol. 1, no. 2, pp. 190–196, Apr. 2022, doi: 10.54259/diajar.v1i2.742.

7.   M. J. Hockenberry, *Wong's nursing care of infants and children*, 11th edition. St. Louis, MO: Elsevier, 2018.

8.   F. Manti *et al.*, "Psychometric Properties and Validation of the Italian Version of Ages & Stages Questionnaires Third Edition," *IJERPH*, vol. 20, no. 6, p. 5014, Mar. 2023, doi: 10.3390/ijerph20065014.

9.   M. E. Loades *et al.*, "Rapid Systematic Review: The Impact of Social Isolation and Loneliness on the Mental Health of Children and Adolescents in the Context of COVID-19," *Journal of the American Academy of Child & Adolescent Psychiatry*, vol. 59, no. 11, pp. 1218-1239.e3, Nov. 2020, doi: 10.1016/j.jaac.2020.05.009.

10.   A. Yusuf, A. N. Habibie, F. Efendi, I. D. Kurnia, and A. Kurniati, "Prevalence and correlates of being bullied among adolescents in Indonesia: results from the 2015 Global School-based Student Health Survey," *International Journal of Adolescent Medicine and Health*, vol. 34, no. 1, p. 20190064, Feb. 2022, doi: 10.1515/ijamh-2019-0064.

11.   W. Rakhmawati, C. E. Kosasih, R. Widiasih, S. Suryani, and H. Arifin, "Internet Addiction Among Male Adolescents in Indonesia: A Qualitative Study," *Am J Mens Health*, vol. 15, no. 3, p. 155798832110294, May 2021, doi: 10.1177/15579883211029459.

12.   S. K. Y. Lam and E. K. P. Hui, "Factors affecting the involvement of teachers in guidance and counselling as a whole-school approach," *British Journal of Guidance & Counselling*, vol. 38, no. 2, pp. 219–234, May 2010, doi: 10.1080/03069881003674962.

13.   G. Egan and R. Reese, *The skilled helper: a client-centred approach*, Third edition, EMEA edition. Andover, United Kingdom: Cengage, 2021.

14.   N. S. D. Saputri, R. E. Izzaty, and H. Retnawati, "Have school counselors assessed students' anxiety?," *COUNS-EDU*, vol. 4, no. 4, pp. 148–156, Dec. 2019, doi: 10.23916/0020190424840.

15.   N. S. D. Saputri and S. Sanyata, "The Effectiveness Gender Role Analysis Technique to Increase Self Esteem of Bullying Victims in Adolescent," in *Proceedings of the 2nd International Seminar on Guidance and Counseling 2019 (ISGC 2019)*, Yogyakarta, Indonesia: Atlantis Press, 2020. doi: 10.2991/assehr.k.200814.071.

16.   N. S. D. Saputri, "Menggali Nilai Filosofi Pancasila Sebagai Dasar Pembentukan Karakter Pelajar Generasi Z: Konseling SFBT".

17.   E. F. Fahyuni, *Buku Ajar Inovasi Konselor Sebaya di Sekolah (Dalam Perspektif Pendidikan Islam)*. Umsida Press, 2018. doi: 10.21070/2018/978-979-3401-93-5.

18.   J. W. Santrock, *Child development*, 13th ed. New York, NY: McGraw-Hill Humanities, 2011.

19.   S. Sarmin, "Konselor Sebaya: Pemberdayaan Teman Sebaya dalam Sekolah Guna Menanggulangi Pengaruh Negatif Lingkungan," *Bri*, vol. 2, no. 1, p. 102, Feb. 2017, doi: 10.28926/briliant.v2i1.30.

20.   N. W. Hidayati, "HUBUNGAN HARGA DIRI DAN KONFORMITAS TEMAN SEBAYA DENGAN KENAKALAN REMAJA," vol. 1, no. 2, 2016.

21. A. D. Susilowati, "STUDI EVALUASI KONSELING OLEH KONSELOR SEBAYA DI PUSAT INFORMASI KONSELING REMAJA (PIK-REMAJA) PADA SLTA NEGERI KOTA BENGKULU," *CONSILIA*, vol. 1, no. 1, pp. 69–78, Feb. 2018, doi: 10.33369/consilia.1.1.69-78.

22. S. Culley and T. Bond, *Integrative counselling skills in action*, 3rd ed. in SAGE counselling in action. Los Angeles: SAGE, 2011.

23. Y. Yunita, "Pentingnya Teknik Empati Dalam Proses Konseling Individual," *JURNAL PENELITIAN PENDIDIKAN, PSIKOLOGI DAN KESEHATAN (J-P3K)*, vol. 2, no. 3, pp. 310–315, Dec. 2021, doi: 10.51849/j-p3k.v2i3.128.

24. C. D. Batson, N. Ahmad, and D. A. Lishner, "Empathy and Altruism," in *The Oxford Handbook of Positive Psychology*, S. J. Lopez and C. R. Snyder, Eds., Oxford University Press, 2009, pp. 416–426. doi: 10.1093/oxfordhb/9780195187243.013.0039.

25. D. Wisnuwardani and S. F. Mashoedi, *Hubungan interpersonal*. Jakarta: Salemba Humanika, 2012.

26. D. Hidayat, *Komunikasi Antar Pribadi dan medianya*. Yogyakarta, Indonesia: Graha Ilmu, 2012.

27. A. Mahmud and K. Sunarty, *Mengenal teknik-teknik Bimbingan dan Konseling*. Makasar: Badan Penerbit Universitas Negeri Makassar, 2012.