

## PEER COUNSELING TRAINING FOR STUDENTS

**Rifqi Farisan Akbar<sup>1</sup>, Prinska Damara Sastri<sup>2</sup>, Bella Prameswari Putri Djaelani<sup>3</sup>, Sandra Meilia Azzahra<sup>4</sup>, Wien Ningsing Handayani Halawa<sup>5</sup>**

<sup>1,2,3,4,5</sup>Psychology, Universitas Indonesia Membangun, Bandung, Indonesia

<sup>1</sup>rifqi.farisan@inaba.ac.id, <sup>2</sup>prinska.damara@inaba.ac.id, <sup>3</sup>bellaprameswaripd@gmail.com,

<sup>4</sup>sandraazzahram156@gmail.com, <sup>5</sup>wininghalawa150@gmail.com

### ABSTRACT

*Many people experience stress in living their daily lives, including students. Stress is the body's reaction to situations that seem dangerous or difficult. Light stress will be useful because it can spur a person to think and do things faster and harder so they can answer the challenges of everyday life. However, stress that is too much and sustainable, if left untreated, will be dangerous for individuals. Individuals in a state of stress view problems as tangled threads, they have difficulty finding a way out, so they need help. Peer Support is defined as a variety of interpersonal helping behaviors assumed by non-professionals who undertake helping roles with others. This peer counselor aims to overcome someone's stress in academic life in the campus environment. This training method is given in several sessions to students which contain a variety of knowledge and carry out role plays to apply previously obtained knowledge. The training session will close with an implementation questionnaire.*

*Keywords: Stress; Peer Counselor; Helping Behaviors*

### INTRODUCTION

Many people experience stress in their daily lives, including students. Stress is the body's reaction to situations that seem dangerous or difficult. When an individual experiences a stressful condition, it causes the body to produce the hormone adrenaline, which works to defend itself. Stress is a part of human life. Stress with mild chills will be beneficial because it can motivate individuals to think and work faster and

harder so that they can solve the challenges of everyday life.

But if a person experiences too much persistent stress, and if it is not neglected, then it will be dangerous. Individuals in a state of stress see the problem as a threat that they have trouble finding a way out of, so they need help.

According to a study by Brown, C., & Miller, D. (2018), 40% of students suffer from mental health disorders, and only one-third receive professional help. Furthermore, according to the Sample Registration

System results carried out by the Litbang Agency (2016), there are 1,800 suicides per year, or every day 5 people commit suicide, and 47.7% of suicide victims are aged 10-39, adolescents, and working age.

In extreme situations, such as suicide, students prefer to discuss their problems with peers rather than with parents, teachers, or counselors (Lerner, R. M., & Steinberg, L., (2009).

Research conducted at Trinity College found that 78% of students seek support through close friends when they feel anxious or under stress, while the other 5% choose to meet with a lecturer and 4% choose to consult with a counselor (Smith, J., & Jones, A., 2020). The process of helping is all the effort used to help others, including giving ears to listen, caring attitudes, and emotional support, enriching relationships, and helping people we care about. One of the best ways to help others is to listen and communicate effectively with them. (Geldard & Geldard, 2003).

There are several studies regarding interventions for self-injury, one of which was conducted by (Akbar, 2022). The results of the intervention show that Problem Solving Therapy is

effective in improving emotional regulation in subjects who commit visible self-injury decreased levels of difficulty regulating emotions and cessation of self-injury behavior in research subjects.

Peers are individuals who share values, experiences, and lifestyles that are generally similar or related, where they generally belong to the same age category. With the problems and conditions that have been presented, there is a need for student training. It will help students in improving their skills in communication, self-esteem, problem-solving, and leadership. Besides, this activity can cultivate a sense of empathy and respect for others. This training is also expected to add experience in the non-academic sector that can be useful in the world of work. Therefore, on the community dedication this time the theme of "Equal Companion Training in Students" and the goal of the Society dedication is a student of psychology at the University of Inaba.

## IMPLEMENTATION METHOD

In this activity, the steps that will be implemented by the team of lecturers and students at the University of Inaba as well as the Community Services team cover two parts, namely preparation and implementation.

### 1. Preparation Stage

In the preparatory phase, the team of lecturers at the University of Inaba together with the Community Services executive formulated the appropriate material given to suit the needs of the students. After an agreement, materials, themes, and concepts of the event, the Inaba University lecturer team and the Community Services team create the publication material in the form of online posters containing the title of the activities, day / date of their implementation of activities, along with the University of Inaba lecturer's team, publishing materials and publishing, performing Community Services, and also performing internal coordination concerning the material, allocation of time, arrangement of seminars, etc.



**Figure 1. Peer Counseling Poster**

### 2. Implementation Stage

The training was conducted using Microsoft Office. The session was held live on Monday, December 22, 2023. The event was attended by 15 participants, namely a student of psychology at the University of Inaba. The event began at 11:00 am and ended at 2 pm.

The event was guided by 1 (one) MC. The MC was one of the students of the Prodi Psychology University of INABA, namely Bella Prameswari. At the same time, the documentary part was Sandra Melia Azzahra (Community Services team as well as the Student Prodi psychology of the University of Inaba) and the minutes part was Wien Community

Services team as well as the Student Prodi psychology of the University of Inaba).

The event began with an exhibition by Rifqi Farisan Akbar M.Psi., Psychologist. with the title material “Introduction of the concept of peer accompaniment and Empathic Listening”, for about 60 minutes. Next, the exhibition session 2 of Prinska Damara Sastri, M. Psi., a psychologist on “Responding and Stage – Stage Helping Conversation” for about 60 minutes. The next event is a talk show conducted by the MC.

The event ended at 2:00 p.m. and was closed by MC, one of the students at the University of Inaba. Speakers offered that if there were any unanswered questions, they could be resumed via email or other social media.

## **RESULT AND DISCUSSION**

This training activity brought in two speakers who are experts in the field, namely Rifqi Farisan Akbar, M.Psi., psychologist, and Prinska Damara Sastri, M.Psi., psychologist. Before the training starts, the speaker asks questions about what the participants know about the companion or peer counselor. The participants

have not yet learned about peer companions. Then the speaker starts with the material “Introduction of the Concept of Peer Company and Empathic Listening,” explaining that before discussing peer partners, the participants are directed to the factors that influence the presence of companions or peer counselors in the campus neighborhood.

This peer counselor training came about because there was a gap between students and professionals, who tried to bridge it by telling friends who understood what they were dealing with.

Then she explained the benefits for the participants who took this training to help them improve their skills in communication, problem-solving, and leadership. In addition, this activity aims to cultivate empathy and respect for others.

Then the speaker explains the concept of helping in the context of companion or peer support, covering a variety of behaviors of helping or giving help by individuals who are not professionals to help others. It involves interpersonal aspects and active involvement in helping others overcome challenges or difficulties.

Helping Conversation is used to provide emotional, practical, or informational support to someone in need of help. The primary goal is to create a safe and open space where people can share experiences, detail issues, and receive support.

The phases in a helping relationship often reflect the process that occurs between a helper and someone in need of help in the context of emotional support or psychosocial help. These stages can vary in emphasis and sequence depending on a particular model or theory.

The first stage is to build a relationship, which is a psychological climate that emerges from personal contact between peers and companions. This process is expected to awaken trust, respect, and psychological comfort. The following is described as an attempt to focus attention about the discussion. The peer needs to explore, understand, and use his knowledge to help the side move toward the subject of the conversation that the side wants.

The next stage is the action plan phase, the process of helping conversations switch to actual change. When conceived as a driving trip, before turning on the engine, we'll set

up a journey plan. Without that plan, our journey will be pointless; we don't know where we're going, how to drive properly, or what the signs are that we've arrived.

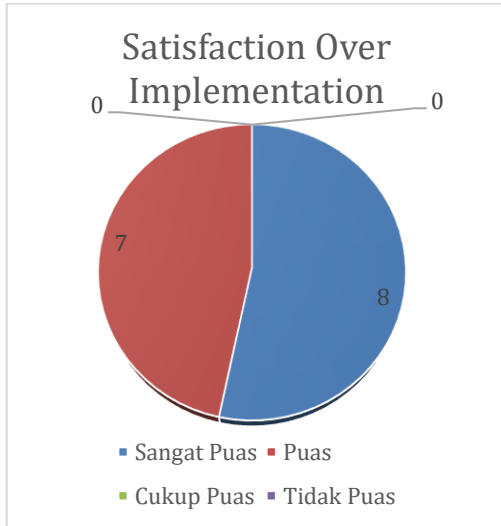
Then the final stage is the process of ending the helping relationship through the following steps: verbal preparation, follow-up, referral, and formal leave-taking. In the verbal preparation, it should be noted by the participants that the meeting will soon end. After that, conclude by helping the process be carried out, then give positive feedback or appreciation. After that, if necessary, proceed to the follow-up phase. If the accompaniment still needs help, then a referral process can be carried out, which is an attempt to help the accompanying person gain access to support from a source other than an accompanist. If it's done, then it is allowed to end the activities of the companion.

### **Evaluation of Activities**

#### **Evaluation Stage**

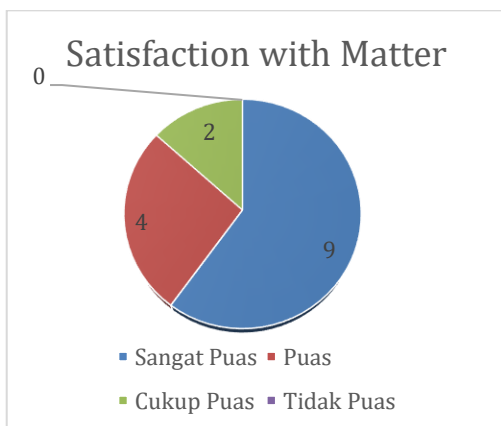
After the activity proceeds, the executives of the Community Services, evaluate the activity positive feedback and appreciation from the participants, because the event can run smoothly and benefit the students.

To develop training activities for future companions, participants are expected to give feedback on this training, although the results are:



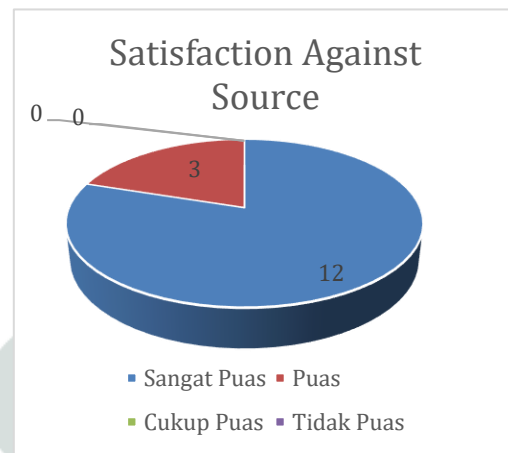
**Figure 2. Satisfaction Over Implementation**

Based on Figure 2, it was concluded that 53% of participants assessed that the training was very satisfactory, and another 47% considered the training satisfactory.



**Figure 3. Satisfaction with Matter**

Based on Figure 3, it was concluded that 60% of participants assessed that the material given in the training was very satisfactory then as much as 27% were satisfied with the material provided in the education, and another 13% assessed the training as satisfactory.



**Figure 4. Satisfaction Against Source**

Based on figure 4, it was concluded that 80% of participants assessed that the material given in training was very satisfactory, and then 20% of participants were satisfied with the material provided in training.

## CONCLUSION

Based on the training activities with the theme “Equal Accompanying of Students” that have been carried out, it can be concluded that this activity is beneficial to the participants. Furthermore, the evaluation results



show that the event has a high value in terms of implementation, performance, and the ability of the practitioner.

For the upcoming events, this training activity will discuss more about the peers, and there will be time to do roleplay with peers so that the participants can apply the knowledge acquired from the material given.

## DOCUMENTATION



**Figure 1. Session 1**



**Figure 2. Session 2**



**Figure 3. Session 3**



**Figure 4. Team of Peer Counseling**

## REFERENCES

- Akbar (2022). Efektivitas Problem Solving Therapy Untuk Meningkatkan Kemampuan Regulasi Emosi. *Schema: Journal of Psychological Research*  
<https://doi.org/10.29313/schema.v0i0.5002>
- Badan Litbang Kesehatan. (2016). *Laporan Sistem Registrasi Sampel: Kasus Bunuh Diri di Indonesia*. Jakarta: Kementerian Kesehatan Republik Indonesia.
- Brown, C., & Miller, D. (2018). Barriers to accessing mental health services among college students: A qualitative study.

*Journal of Counseling Psychology*, 25(2), 212-225.

Geldard, D., & Geldard, K. (2003). *Counseling Adolescents: The Proactive Approach for Young People*. Thousand Oaks, CA: Sage.

Lerner, R. M., & Steinberg, L. (Eds.). (2009). *Handbook of adolescent psychology, volume 1: Individual bases of adolescent development*. John Wiley & Sons.

Smith, J., & Jones, A. (2020). Support-seeking behavior among college students: A study at Trinity College. *Journal of College Counseling*, 12(3), 45-58.

INACOS-J