# Enhancing Counseling Services in Secondary Schools Through the Implementation of Training Modules and Counseling Materials for Peer Counselors

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## Abstract

The implementation of this community service aims to address issues in counseling services in remote secondary schools, resulting from the lack of counselors with a background in counseling education. Counselors often play the role of subject teachers, leading to suboptimal counseling implementation, causing students in need of psychosocial assistance to receive inadequate services. The form of community service utilized combines Service Learning and Community-Based Participatory approaches. Lecturers and students actively engage in developing and implementing training modules and counseling materials for adolescent peer counselors. Meanwhile, the community, particularly secondary schools and peer counselors, are invited to participate in designing and adapting modules to fit the local context and needs. The solution derived from this community service is the development of relevant and effective training modules and counseling materials to enhance the competence of peer counselors in providing support and counseling to their peers. With the existence of these modules, it is anticipated that counseling services in remote secondary schools can be improved, ensuring that students in need of psychosocial assistance are better served. In conclusion, the implementation of this community service combines the Service Learning and Community-Based Participatory approaches to address issues in counseling services in remote secondary schools. The development of training modules and counseling materials emerges as a relevant and effective solution to enhance the quality of counseling services, involving the community as partners in the decision-making process and service implementation. It is expected that this community service will have a positive impact in assisting adolescents in overcoming issues and increasing awareness and social support within the school environment.

**Keywords**: Counseling Services, Peer Counseling, Training Modules, Counseling Materials

## INTRODUCTION

Counseling in secondary schools plays a crucial role in providing support and psychosocial services for adolescents. However, in many schools in remote areas, counseling implementation faces various challenges, resulting in suboptimal counseling services (Arifin & Fahyuni, 2018; Kusumawaty et al., 2020; Parlindungan Hutahae, 2020; Ridha, 2019; Salmiati et al., 2018; Sarmin, 2017). The primary issue is the lack of qualified

counselors with a counseling education background. On average, counselors are subject teachers, such as Islamic religious teachers or civic education teachers, tasked with doubling as counselors. Due to this dual role, they struggle to provide counseling services that are suitable and effective.

This problem is of high urgency because adolescence is a critical period in individual development. Adolescents face various complex physical, emotional, and social changes. Emotional instability, academic pressure, friendships, and identity issues are some challenges adolescents encounter. These conditions can impact mental health, academic performance, and overall well-being. Therefore, effective and supportive counseling becomes crucial to assist adolescents in facing various challenges and demands during this critical age (Eem Munawaroh et al., 2018; Gainau, 2015; Hasanah, 2010; Umar, 2023).

In the context of education in remote areas, counseling services for adolescents in secondary schools face serious challenges due to a shortage of counselors with a counseling education background. Counselors are often directed to double as subject teachers due to the scarcity of professional counselors. Consequently, counseling services in schools are often suboptimal, leading to insufficient support for students in need of psychosocial assistance (Handayani & Rahadian, 2013; Lubis, 2020; Sari & Setiawan, 2020). This situation creates a gap in access and the quality of counseling services, especially for students in remote areas who often face critical social and economic challenges. Furthermore, mental and emotional health issues among adolescents are on the rise, especially in the school environment. High academic pressure, social environment demands, as well as emotional and identity changes, cause many adolescents to face complex psychological problems. In such situations, the role of trained and competent peer counselors becomes crucial. However, the lack of formal training and education in counseling makes it challenging for peer counselors to provide appropriate and effective support to their peers.

The use of training modules and counseling materials underlies the implementation of community service activities in these areas. Through this community service, peer counselors will be empowered with the right knowledge and skills through intensive training. The use of modules will help them understand counseling theories, ethics, and effective peer counseling strategies. It is expected that with strengthened peer counseling services, high school students will have easier access to counselors and feel comfortable seeking support from them. The implementation of training modules and counseling materials will also provide insights and skills for students to support peers in need. A thorough analysis of this situation emphasizes the urgency and the need to address challenges in counseling services in remote secondary schools. By strengthening counseling services through the implementation of modules and peer counseling training, it is hoped that mental health issues and student well-being can be empowered, and the access gap to counseling services can be overcome. This community service is expected to have a positive impact on improving the quality of counseling services, helping adolescents overcome problems, and enhancing awareness and social support in the school environment.

### Problem Formulation

Based on the situational analysis in secondary schools in remote areas, the main identified problem is the lack of qualified counselors with a counseling education background. The dual role of counselors as subject teachers impedes the optimization of counseling services, resulting in insufficient support for students in need of psychosocial assistance. Additionally, the increasing mental and emotional health issues among adolescents and the limited formal training for peer counselors in counseling pose challenges. Therefore, the problem formulation can be detailed as follows:1) What are the potential problems and opportunities for peer counseling services in secondary schools in

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remote areas?, and 2) How can the development and implementation of training modules and counseling materials enhance the competence of peer counselors in secondary schools?

### Objectives and Benefits of Community Service

Based on the formulated problems, the objectives of this community service activity are: 1) Improve the quality of counseling services in secondary schools in remote areas through the development of peer counseling training modules and materials. 2) Empower peer counselors with appropriate knowledge and skills through intensive training using the developed modules. And 3) Increase awareness and social support in the school environment related to peer counseling services.

The expected benefits of this community service are as follows:1) For Students : a. Enhance students' access to higher-quality counseling services. b. Provide psychosocial support to students experiencing emotional and social issues.; 2) For Peer Counselors :a. Improve the competence and knowledge of peer counselors through intensive training. b. Expand the skills of peer counselors in providing support to their peers.; 3) For Secondary Schools : a. Improve the quality of counseling services within the school environment. b. Provide guidelines in the form of training modules for sustainable use.; 4) For the Community : a. Increase awareness of the importance of peer counseling services in secondary schools. b. Encourage active participation in efforts to improve the mental well-being of adolescents.; 5) For Faculty and Students: a. Provide an opportunity for tangible contributions to addressing social issues in remote areas. b. Expand understanding of the challenges of counseling in secondary schools and engage in the development of relevant solutions. Thus, this community service activity is expected to have a sustained positive impact on improving the quality of counseling services in secondary schools in remote areas.

## METHOD

### Implementation Stages

The implementation method of this community service is a combination of two approaches: Service Learning and Community-Based Participatory (Afandi, 2022). This approach is designed to provide a positive and sustainable impact on the community, particularly in enhancing counseling services in secondary schools in remote areas.

Service Learning: Service Learning combines community service with learning in higher education. Faculty and students will play an active role in implementing community service activities as a practical application of the knowledge gained during their academic studies. In this community service, faculty and students will directly participate in designing, implementing, and evaluating training modules and counseling materials for peer counselors in secondary schools. Service Learning allows the application of counseling theories to become more tangible and relevant in the context of community life.

Community-Based Participatory: Community-Based Participatory is an effort to actively involve the community as partners in decision-making and the implementation of community service. Faculty, students, and the community will collaborate as agents of change in achieving the goals of the community service. In this case, the community, especially secondary schools and peer counselors, will be invited to participate in designing and adapting training modules and counseling materials to fit the local context and needs. Community participation makes the community service more relevant, sustainable, and impactful for the community.

By combining these two approaches, the implementation method of this community service becomes an effective collaboration between faculty, students, and the community in enhancing counseling services in secondary schools. Apart from benefiting adolescents in need of psychosocial support, this approach also provides opportunities for faculty and

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students to better understand community challenges and needs, contributing meaningfully to addressing the issues faced by schools as part of the community. Below is the action plan for the implementation of training modules and counseling materials:

1.  Step 1: Socialization and Preparation : Conduct socialization and preparation involving school stakeholders, including the head of the school, peer counselors, and teachers. Explain the objectives and benefits of the developed training modules and counseling materials. Seek support and official approval from the school stakeholders to ensure the successful implementation of the modules and counseling materials.
2.  Step 2: Training for Peer Counselors : Involve peer counselors in intensive training. The training will cover understanding counseling theories, practicing module use, counseling ethics, and effective peer counseling strategies. Experienced counseling experts or speakers will be engaged in the training to ensure quality and effectiveness.
3.  Step 3: Implementation of Modules and Counseling Materials : After training, peer counselors will start implementing the modules and counseling materials in peer counseling sessions with students. Counseling sessions will focus on relevant issues commonly experienced by adolescents. Ensure that peer counselors document counseling sessions and provide feedback on the use of modules and materials.
4.  Step 4: Monitoring and Evaluation : Periodic monitoring will be conducted by the community service team to ensure that peer counseling using modules and materials is in line with the plan. Evaluation will involve collecting feedback from peer counselors and students regarding the effectiveness and relevance of the modules and materials.
5.  Step 5: Revision and Improvement : Results from monitoring and evaluation will be the basis for revising and improving the counseling modules and materials. Revisions will be made to ensure that modules and materials meet the needs and responses of users. Revised modules and materials will be retested in the implementation of peer counseling sessions.
6.  Step 6: Dissemination and Further Implementation : After counseling modules and materials are considered effective and relevant, they will be disseminated more widely in other secondary schools in the area. Schools are encouraged to sustainably implement modules and counseling materials in their peer counseling programs.

This action plan is designed to ensure the successful implementation of training modules and counseling materials in the school environment. By actively involving peer counselors and students in the implementation process, it is expected that these modules will have a positive impact on improving the quality of counseling services and helping adolescents overcome various challenges during their adolescence.

### Partner Participation

The partners for this community service activity are the school management, guidance and counseling teachers, and students. Each partner plays a crucial role in ensuring the success of the community service and its impact on the improvement of counseling services in secondary schools in remote areas.

School Management : The school management has a key role in supporting the success of this community service. They are responsible for providing administrative support and necessary facilities during the implementation of activities. The involvement of the school management is crucial in the initial step of the activity, which is socialization and preparation. The school principal needs to provide support and official approval regarding the implementation of training modules and counseling materials.

Guidance and Counseling Teachers : Guidance and counseling teachers play a primary role in developing the competence of peer counselors. They will actively participate in the intensive training, covering counseling theories, module usage practices, counseling ethics, and effective peer counseling strategies. Guidance and counseling teachers will also serve as change agents in the implementation of modules and counseling

materials in schools. Additionally, they can act as mentors for peer counselors in understanding and applying the modules in daily counseling sessions. Students : Students are at the center of peer counseling services. They are also direct beneficiaries of this activity. In the initial step, socialization and preparation, student participation will be required to understand the benefits of the training modules and counseling materials. Subsequently, students will be directly involved in peer counseling sessions conducted by trained peer counselors using the modules. Student participation can also involve providing feedback on their experiences in receiving peer counseling services, which can be valuable input for evaluation and improvement. By actively collaborating between the school management, guidance and counseling teachers, and students, this community service activity can run synergistically. The school management provides support and official approval, guidance and counseling teachers act as change agents and training participants, while students directly benefit from the improved counseling services. This synergy is expected to create a supportive, motivating environment and provide relevant solutions to enhance the quality of counseling services in remote secondary schools.

## RESULT AND DISCUSSION
### Peer Counseling Potential Analysis

During the preparation phase, we attempted to explore the potential counseling issues and the readiness and willingness of students to become peer counselors. From 40 students in two 8th-grade classes that we visited, the following data were obtained: 1) 100% of students expressed a desire to help their friends. 2) Various reasons for this desire include solidarity and empathy towards their friends' issues. 3) 90% of students admitted to receiving confessions or stories about their closest friends' issues. 4) 85% of students declared readiness to become peer counselors. 5) Various reasons for this readiness include their desire to deepen their role as counselors, to be beneficial to others, and to contribute to social aspects such as friendship, camaraderie, and justice.

### Desire to Help Friends

All participating students, a total of 100%, stated a desire to help their friends. This motivation is based on solidarity and empathy towards the issues faced by their peers. Consistent with social psychology approaches, this phenomenon can be understood as a desire to make a positive contribution to their social group (Fiske, 2018; Thomas et al., 2009; van Stekelenburg & Klandermans, 2017; Vollhardt, 2009).

Social psychology is a branch of psychology that studies how individuals are influenced by the presence and actions of others, and how individuals perceive and interact with their social groups. In the context of social psychology, human behavior is often interpreted as a response to social pressure, group norms, and the need to interact positively with others. In the given statements, students' desire to help their friends is interpreted as a form of positive contribution to their social group. This means students feel compelled to provide support and assistance to their friends in an effort to improve the overall well-being of the group. Such positive contributions can include providing emotional support, helping solve problems, or creating a supportive social environment.

From a theoretical standpoint, this phenomenon can be analyzed by involving social psychology concepts such as altruism, social solidarity, or the need for acceptance within a group. Altruism refers to helping behavior without considering personal benefits, while social solidarity includes a sense of unity and responsibility towards the common welfare. In the context of students' desire to help their friends, there might be a drive to build solidarity within their social group. Students may feel that by making a positive contribution, they can create an environment that supports and strengthens positive relationships among group members. This analysis helps understand that the desire to make a positive contribution is not only individual but also related to the social dynamics of the group in which the individual is situated.

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*Reasons for Helping*

The variation in reasons among students indicates the complexity and diversity of motivational factors underlying their desire to play the role of peer counselors. This analysis is consistent with social motivation theories that emphasize the importance of social factors in shaping individual behavior. The variation in reasons among students indicates that the motivation to play the role of peer counselors cannot be explained in a one-dimensional or uniform manner. The factors driving students to take on this role may vary from one individual to another. Some students might be motivated by a desire to build friendships, while others might be driven by a motivation to benefit others. There may be various reasons, including intrinsic (internal) and extrinsic (external) motivations, making this phenomenon complex.

Analysis Consistent with Social Motivation Theory can be conducted to see the complexity of the variation in students' reasons consistent with social motivation theory. This theory emphasizes that individual motivation is not only influenced by personal needs and impulses but also by social interactions and group norms. Social factors such as group norms, interpersonal relationships, and the desire to be accepted within the group can play a significant role in shaping individual motivation (Bang & Ross, 2009; Cnaan & Goldberg-Glen, 1991, 1991; Fiske, 2018; Leary, 2007; Reeves, 2003; Stunkel & Grady, 2011).

In the context of students' desire to become peer counselors, social factors may include group norms that encourage altruistic behavior, influence from peers, or the desire to strengthen positive relationships in the social environment. An analysis recognizing the complexity of these motivational factors aligns with the perspective of social motivation theory, highlighting the influence and social dynamics in shaping individual behavior. Understanding the complexity of students' motivations can have practical implications for the development of peer counseling training programs. An approach that considers the diversity of student motivations can create a more responsive program that effectively meets the needs of students. Additionally, understanding the influence of social factors can aid in designing empowerment strategies that leverage social dynamics to enhance students' motivation in the role of peer counselors.

*Peer as a "Confidant" Partner*

Ninety percent of students admitted to receiving confessions or stories about their closest friends' issues. This indicates a high level of trust among students in sharing issues with each other. This condition can be linked to the concept of social support, where mutual listening and sharing experiences can be protective factors against psychosocial issues.

The fact that 90% of students admitted to receiving confessions or stories about their closest friends' issues indicates a high level of trust among students. This suggests that students feel comfortable and secure in opening up and sharing their personal experiences or problems with their friends. This trust may create an environment where social support can grow and flourish. This can be associated with the Concept of Social Support, which includes various forms of emotional, instrumental, and informational support provided by others in difficult or stressful situations. Social support can function as a protective factor against psychosocial issues such as anxiety, depression, or stress. In this context, mutual listening and sharing experiences among students create a communication channel that allows the development of emotional support and understanding (Alvord & Grados, 2005; Grapin et al., 2016; Uchino et al., 2018).

Peer communication is a protective factor against psychosocial issues. The existence of trust and mutual sharing of experiences among students can be considered as a protective factor against psychosocial issues. Students who feel supported and can discuss their problems with peer friends have a greater chance of coping with stress, resolving conflicts, and maintaining their mental health. This concept is consistent with

literature showing that social support has a positive impact on the psychological well-being of individuals (Afriani, 2022; Alvord & Grados, 2005; Uchino et al., 2018; Wulandari et al., 2023).Trust and social support among students can have implications for the school environment. Schools can create programs or activities that encourage open communication and sharing experiences among students, such as peer counseling programs or student well-being clubs. By creating an environment that supports mutual listening and sharing experiences, schools can contribute to the formation of strong social bonds and the overall psychosocial well-being of students.

*Self-Readiness as a Peer Counselor and Motivation*

Meanwhile, 85% of students declared readiness to become peer counselors. This motivation was found to stem from their desire to delve into the role of counselors, to benefit others, and also to create positive social relationships such as friendship, camaraderie, and justice. These findings reflect the relevance of altruism and intrinsic motivation concepts in the context of peer counseling (Batson, 2011; Ryan & Deci, 2000). Some students stated that their motivation comes from a desire to delve into the role of a counselor. This indicates their aspirations to understand more about the duties and responsibilities of a peer counselor, reflecting intrinsic motivation to learn and grow in that role. Motivation to benefit others reflects the concept of altruism, the desire to help or provide support to others without considering personal gain. Students who feel compelled to benefit others through the role of a peer counselor create a dynamic of mutual assistance in the school environment. Students also stated their motivation to create positive social relationships, including friendship, camaraderie, and justice. This indicates that the role of a peer counselor is seen as a means to build and strengthen social bonds, creating a supportive and fair environment among students.

Relevance of Altruism and Intrinsic Motivation Concepts: These findings reflect the relevance of the altruism concept, where students are driven by internal impulses to benefit others, as well as intrinsic motivation, where satisfaction comes from activities carried out voluntarily and without external prompting (Batson, 2014; Finkelstien, 2009; Shin et al., 2018). As an implication for the development of peer counseling programs, understanding students' motivations can help in creating more effective peer counseling programs. Such programs can be designed to leverage intrinsic motivation and engage students in providing psychosocial support to their peers, creating a more positive and inclusive school environment.

Overall, these findings provide a strong foundation for the implementation of service activities. Students' willingness to become peer counselors, driven by altruistic and social motivations, provides optimism regarding the potential success of implementing training modules and counseling materials. This data analysis provides an in-depth view of students' readiness to act as positive change agents in the school environment.

### Peer Counselor Module Development

The module is currently in the development stage and covers counseling topics such as: 1) Understanding Body Changes in Puberty: A Guide to Facing Physical Changes with Confidence. 2) Maintaining Mental Health Amid Social Pressure: Strategies for Dealing with Stress and Low Self-Esteem. 3) Developing Social Skills: Learning to Communicate and Understand Emotions, both in oneself and others. 4) Planning for the Future: Exploring Career Options and Achieving Academic Goals. 5) Dealing with Conflicts with Parents and Peers: Tips for Improving Relationships and Understanding Different Perspectives. 6) Overcoming Shame and Rejection: Building Self-Confidence and Positive Self-Worth. 7) Learning to Manage Emotions: Understanding and Overcoming Anger, Anxiety, and Depression. 8) Understanding the Impact of Social Media on Mental Health: Maintaining Balance in Technology Use. 9) Knowing Oneself: Accepting Self-Identity and Building a Positive Self-Image. And 10) Approaching Addiction Issues: Overcoming Gadget,

Game, or Social Media Addiction with a Healthy Approach. Each module chapter includes an introduction to the problem, signs of issues, causes and triggers, problem management strategies, and counseling instruments in the form of question lists and problem analysis columns.

*Physical Development and Puberty*

Puberty is a critical phase in adolescent development, involving significant physical changes and a search for identity and roles in society. Erik Erikson's adolescent development theory views puberty as a stage of identity versus role confusion. During this phase, adolescents seek answers to questions about who they are, what they want, and how to build their identity. Therefore, a module that helps peer counselors understand and support students facing physical changes and identity issues during puberty is highly relevant to Erikson's theories (Eccles, 2009; Erikson, 1994; Hazen et al., 2008; Simmons, 2017).

Erikson's theory highlights identity crisis as the main challenge during adolescence. In the identity versus role confusion stage, adolescents face the task of identity development involving self-exploration and finding a coherent self-identity. Successfully overcoming this identity crisis leads to building self-confidence and emotional stability. Conversely, failure to resolve the identity crisis can result in role confusion and self-uncertainty (Erikson, 1994). This module focuses on education related to physical changes during puberty, emphasizing self-confidence, aligning with the importance of helping adolescents overcome identity crises. Understanding and accepting their physical changes can help build a strong foundation of self-confidence. By comprehending these challenges, peer counselors can provide appropriate support, helping students feel more comfortable with the changes in their bodies, and facilitating positive self-identification.

*Social Issues in School*

Social pressures in the school and community environment can negatively impact adolescent mental health. This module reflects a preventive approach, supported by Lazarus and Folkman's coping theory, emphasizing the importance of stress coping strategies in maintaining psychological well-being. On the other hand, social skills play a crucial role in adolescent social interactions. This module aligns with Vygotsky's social development theory, emphasizing the importance of social learning and skill development through interaction with others (Bala et al., 2019; Biggs et al., 2017; John-Steiner & Mahn, 1996; Mello et al., 2019; Wang, 2016).

The module addressing strategies to cope with social pressure in the school and community environment reflects a preventive approach to adolescent mental health issues. In this context, Lazarus and Folkman's coping theory is a crucial foundation. This theory emphasizes that individuals can use coping strategies to deal with stress and life pressures. By understanding and applying stress coping strategies, adolescents can build mental resilience to help maintain psychological well-being amid social pressures they may experience. The module addressing social skills development also has a strong theoretical basis, especially in Vygotsky's social development theory. Vygotsky emphasizes the importance of social learning and interaction with others in cognitive and social skill development. In the context of peer counseling, where students act as counselors, good social skills are essential to facilitate healthy and effective interactions among adolescents. This module reflects recognition of the importance of learning through social interaction, aligning with Vygotsky's principles.

Integrating Lazarus and Folkman's coping theory with Vygotsky's social development theory in this module demonstrates a holistic approach to adolescent well-being. By equipping them with stress coping strategies and social skills, the module focuses not only on preventing mental health problems but also on developing adaptive

capabilities and positive social interaction. This creates a strong foundation to help adolescents not only face challenges but also grow and thrive in their social context.

*Future and Career*

Adolescence is often identified as a critical period in students' career development. The module addressing future planning, career exploration, and academic goal achievement reflects support for career development theory. This theory, first introduced by Donald Super, emphasizes the importance of understanding career identity and engaging in exploration and implementation of career choices (Brown & Lent, 2013; Super, 1976).

According to career development theory, adolescence is marked by two main stages: the exploration stage and the implementation stage. The exploration stage involves efforts to understand personal interests, values, and skills, while the implementation stage includes decision-making and concrete actions to achieve career goals. This module covers both aspects, providing students with guidance and reflection to help them explore career options that align with their interests and potential and take concrete steps to achieve those goals (Blustein & Others, 1989; Jiang et al., 2019; Kenny et al., 2006; Usinger & Smith, 2010). A clear career identity in adolescence helps students guide their educational and occupational choices in the future. By providing a module that guides exploration and implementation of career choices, peer counselors can help students plan their futures more informedly and in line with their interests and goals. This aligns with the understanding that developing a positive career identity can provide clear direction and goals in facing the future.

Through this module, students not only receive information about various career options but are also encouraged to identify their personal values and interests. This is in line with efforts to build independence and enable students to make informed decisions about their education and careers. Thus, this module serves as a valuable guidance tool in the development of career identity in adolescence.

*Interpersonal, Intrapersonal, and Mental Health Conflicts*

Interpersonal conflict is a part of adolescent life. This module reflects the interpersonal conflict theory, where understanding and engagement in conflict resolution are considered key to healthy relationships. From an intrapersonal perspective, the module reflects Carl Rogers' self-esteem and self-concept concepts, emphasizing the importance of self-acceptance to overcome shame and rejection. In terms of mental health, emotional management is a critical skill. This module aligns with emotion regulation theory, which highlights the importance of understanding and regulating emotions in mental well-being.

The module addressing interpersonal conflicts, including conflicts with parents and peers, reflects the interpersonal conflict theory. This theory emphasizes that understanding and actively engaging in conflict resolution are key to building and maintaining healthy relationships. By providing students with skills to manage conflicts effectively, this module supports the development of positive interpersonal skills, crucial in the context of peer counseling in school (Donohue, 1992; Folger et al., 2021; Umbreit, 2006).Aspects of the module addressing overcoming shame and rejection reflect Carl Rogers' self-esteem and self-concept theory. This theory emphasizes the importance of self-acceptance and building a positive self-image as the foundation for psychological well-being. The module provides guidance to students on understanding the importance of self-acceptance and offers strategies to overcome shame and rejection, in line with Rogers' principles (Kick, 1992; Marsh et al., 2006; Mruk, 2006, 2013).

The module's focus on emotional management aligns with emotion regulation theory. This theory highlights the importance of understanding and regulating emotions to achieve mental well-being. By providing students with tools and strategies to understand and manage their emotions, the module contributes to the development of critical emotion

regulation skills. This is in line with efforts to improve students' mental health, a primary focus of peer counseling services. Through the integration of these theories in the module, peer counselors can guide students to develop a better understanding of themselves, build healthy interpersonal relationships, and manage emotions more effectively in the context of adolescence.

*Social Media and Self-Image*

Psychological well-being theory and social media impact theory reinforce the urgency of this module. The module helps peer counselors understand the impact of social media and promotes healthy technology use (Choi & Lim, 2016; Kross et al., 2021; Naslund et al., 2016). Regarding self-image, Erikson's self-identity theory and Cooley's self-concept theory support the urgency of this module. Assisting students in developing a positive self-identity is crucial in adolescent development (Dill, 1998; Foelsch et al., 2014; Ribeiro, 2014).

The module addressing the impact of social media on adolescent mental health aligns with psychological well-being theory. This theory emphasizes the importance of psychological aspects such as happiness, life satisfaction, and meaning in achieving overall psychological well-being. By equipping peer counselors with an understanding of the impact of social media on psychological well-being, this module promotes a deeper understanding of factors affecting students' mental well-being. This module is also relevant to social media impact theory, which investigates the influence of social media on behavior, emotions, and social relationships. By providing information and guidance on how to manage social media use healthily, this module helps students develop awareness of its impact and enhance skills in managing online interactions.

Aspects of the module related to self-discovery and understanding self-identity reflect Erikson's self-identity theory. This theory emphasizes the importance of answering the question "who am I?" during adolescence as part of the self-identity search. The module provides guidance and reflection to help students explore and recognize their self-identity, aligning with the developmental stages described by Erikson (Ergün, 2020; Gadsden, 1992; Vynar, 2022).

Cooley's self-concept concept also supports the urgency of this module. This theory emphasizes how a person's self-view is influenced by social interaction and feedback from others (Hormuth, 1990; Kick, 1992). The module provides an opportunity for students to build a positive self-concept through self-understanding and acceptance, promoting positive social relationships. Through the understanding and application of these theories, this module not only provides practical information about healthy social media use but also supports the development of positive self-identity and self-concept during adolescence.

*Social Media Addiction*

This module reflects addictive behavior theory and a mental health approach to addiction. The module helps students understand and overcome potential addiction problems that can affect their mental health. Aspects of the module covering addiction, especially related to gadgets, games, or social media, reflect addictive behavior theory. This theory examines behavior patterns that can lead to dependence, focusing on the impulses, rewards, and consequences of such behavior. The module provides students with an understanding of addictive behavior characteristics and offers strategies to manage technology use healthily.

This module also adopts a mental health approach to addiction. This approach highlights the importance of mental health in overcoming addiction problems and emphasizes that addiction can have a significant impact on one's psychological well-being. By incorporating information about mental health in the context of addiction, this module promotes a holistic understanding of students' well-being (Beardslee et al., 2011; Choi & Lim, 2016; Kross et al., 2021; Naslund et al., 2016; Slade, 2010).

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The module helps students understand and overcome potential addiction problems that can affect their mental health. This involves providing information about signs of addiction, offering strategies to manage excessive use, and providing tools to increase awareness of the mental health impact of addiction. Thus, this module supports prevention and intervention efforts against addiction problems that may arise during adolescence. Through the application of addictive behavior theory and mental health approaches, this module not only provides practical understanding of addiction but also imparts skills and knowledge to help students maintain their mental health amid increasing technology use. The urgency of this module lies in the comprehensive development of students through a peer counseling approach that helps them face the complex challenges of adolescence. This module not only provides information but also empowers students with skills and understanding to support their peers. By engaging psychological and developmental theories, this module provides a robust theoretical foundation to support peer counseling efforts in high school.

### *Implementation of Module Socialization and Peer Counselor Training*

In carrying out the socialization and training activities for peer counselors, specific steps need to be followed to ensure optimal understanding and skill development. Initial preparation includes determining the schedule, location, and agenda of the activities, as well as collecting training materials. The initial socialization aims to introduce the goals and benefits of the training to participants, while gathering feedback regarding their expectations. Subsequently, training materials are delivered using prepared modules, covering key concepts, theories, and peer counseling strategies. Group discussions and participant interactions are reinforced to facilitate the exchange of experiences and perspectives. Following a practical learning approach, practical exercises or role-plays are conducted to strengthen peer counseling skills, accompanied by reflection sessions and constructive feedback. Ethical aspects in peer counseling, including confidentiality and fairness, are also emphasized. Evaluation is conducted on participants' understanding and acquired skills, while the conclusion of the activities includes summarizing key points and planning follow-up actions, such as supervision sessions or further training as needed. By systematically implementing these steps, it is expected that the socialization and training of peer counselors can provide a strong foundation for the development of their competencies and readiness to provide counseling services in the school environment. Throughout each stage of these activities, comprehensive and continuous reinforcement is carried out through collaborative coordination between professional counselors, guidance counseling teachers, and students as program implementers in the field.

Figure 1 Implementation of Module-Based Socialization and Peer Counselor Training

Figure 2 Program Reinforcement in Collaboration with Professional Counselors and Guidance Counseling Teachers



In implementing the socialization and training of peer counselors, a systematic and planned approach is crucial to ensure the effectiveness and sustainability of the program. These steps are based on the principles of practical learning and supporting peer counseling theories. Initial preparations, such as scheduling and location determination, align with a program planning theory-supported management approach. The carefully prepared activity agenda ensures that each stage has specific objectives to be achieved. The initial socialization, as the first step, reflects a participatory approach from the Community-Based Participatory theory. This interactive approach helps build participant engagement by providing a clear understanding of the benefits and objectives of the training. Receiving feedback from participants enriches further preparations and designs training modules that are more responsive to their needs.

The training materials delivered using modules reflect the Service Learning approach, where professors and students actively engage in sharing their knowledge with peer counselors. The modules are also designed in accordance with the principles of peer counseling theories, emphasizing empathy, understanding, and mutual support. Group discussions and participant interactions support Vygotsky's social learning theory, where individuals grow and learn through interaction with others. The role-play approach in practical exercises reflects the principles of practical learning theory, emphasizing the importance of direct experience and application of concepts in enhancing skills. The emphasized ethical aspects in peer counseling reflect the principles of counseling ethics, such as confidentiality and justice, consistently applied in professional counseling theoretical approaches (Baile & Blatner, 2014; Campione, 1996; Cheung & Delavega, 2014; John-Steiner & Mahn, 1996).

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Evaluation conducted to measure participants' understanding and skills reflects the principles of assessment theory in education. The closure of activities with summarizing key points and planning follow-up actions aligns with the principles of sustainable program management. Comprehensive and continuous reinforcement through collaboration between professors, guidance counseling teachers, and students reflects the concept of an interdisciplinary approach in peer counseling theory. This supports the integration of knowledge and experiences from various disciplines to provide holistic and effective peer counseling services.

In moving forward, it is essential to continuously assess and adapt the program based on feedback, emerging needs, and the evolving dynamics of the student body. The peer counseling program, with its strong theoretical foundation and practical modules, has the potential to create a positive impact on the psychosocial well-being of students, foster a culture of mutual support, and contribute to the overall development of a resilient and compassionate school community.

The quality of the engagement in peer counseling potential analysis, its meaningfulness, and the envisioned continuity of the program collectively underscore the significance of this initiative. The meticulous attention to theoretical foundations, drawn from diverse psychological and educational theories, contributes to the robustness of the program. This commitment to integrating well-established theories demonstrates a dedication to evidence-based practices and ensures that the peer counseling modules align with the nuanced needs of adolescents.

The meaningfulness of the peer counseling program is embedded in its proactive approach to adolescent well-being. By addressing crucial aspects such as physical development, social pressures, career exploration, interpersonal conflicts, and the impact of social media, the program transcends the boundaries of traditional academic learning. It aims to equip students with life skills and resilience, fostering a sense of self-awareness, empathy, and the ability to navigate the complexities of adolescence.

Furthermore, the planned socialization and training activities exhibit a commitment to sustained impact. The program's emphasis on participatory methods, continuous evaluation, and ethical considerations not only elevates the quality of training but also signifies a dedication to responsible and ethical peer counseling practices. The collaboration with professional counselors and guidance counseling teachers enhances the program's credibility and ensures a seamless integration into the broader support structure within the school. Looking ahead, the envisioned continuity of the program is a testament to its potential for enduring positive effects. The strategic incorporation of follow-up actions, supervision sessions, and further training demonstrates a commitment to the ongoing development of peer counselors. This forward-thinking approach acknowledges that the needs of adolescents are dynamic and evolving, and as such, the program must adapt to remain relevant and impactful.

In essence, the peer counseling initiative, with its blend of theoretical foundations, meaningful content, and a commitment to continuous improvement, holds the promise of not only addressing the immediate needs of students but also contributing to the long-term resilience and well-being of the school community. It stands as a model for sustainable and student-centered psychosocial support, embodying the spirit of service and positive change within the educational environment.

**CONCLUSION**

In conclusion, the analysis of peer counseling potential among 8th-grade students offers valuable insights into the motivations, readiness, and dynamics that shape their aspirations to become positive change agents within their school community. The comprehensive exploration of students' desires to help friends, the diverse reasons motivating their interest in peer counseling, the significance of trust in peer relationships,

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and their self-readiness to undertake the role of a peer counselor provides a solid foundation for the development of a peer counseling program. The theoretical underpinning, rooted in social psychology concepts, altruism, social motivation theories, and developmental psychology frameworks, enhances our understanding of the complex interplay of individual motivations and social dynamics. This depth of understanding is crucial for the effective design of peer counseling training programs that not only address the diverse motivations of students but also leverage social factors to create a supportive and inclusive school environment. The development of peer counselor modules demonstrates a thoughtful alignment with psychological theories such as Erikson's adolescent development theory, Lazarus and Folkman's coping theory, Vygotsky's social development theory, and career development theory. By integrating these theoretical frameworks into practical modules, the program is well-positioned to provide holistic support to adolescents, addressing their physical, social, and emotional needs during a critical phase of development. The implementation plan for socialization and training activities, supported by various theoretical approaches, ensures a systematic and participatory approach that fosters engagement and skill development among peer counselors. The emphasis on ethical considerations, continuous evaluation, and collaboration with professional counselors and teachers further strengthens the program's sustainability and effectiveness.

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