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PEER GROUP COUNSELING IN IMPROVING PROSOCIAL BEHAVIOR OF ADOLESCENT IN SURABAYA

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ABSTRACT

Introduction: Social problems that occur in adolescent students lead to anti-social behavior. Antisocial behavior is a disorder of adjustment to the social environment caused by weak self-control. The purpose of this community service is to provide knowledge and abilities to junior high school students as peer counselors so that they can develop adolescent prosocial behavior and can prevent antisocial behavior.

Methods: The method used in this community service activity is training with the method of lectures and discussions on peer counseling, prosocial behavior in adolescents, and skills as a peer counselor. A total of 40 people consisting of selected students, counseling teachers, and person in charge of students participated in this activity and also carried out an evaluation of adolescent prosocial behavior through the pretest and posttest.

Results: The results obtained through this activity are that there is an increase in the knowledge and attitudes of adolescents in developing prosocial behavior. This is because the method of lectures, discussions, through training modules can provide a clear technical picture so that participants know and can practice their abilities as peer counselors in improving prosocial behavior of junior high school adolescents.

Conclusion: It is hoped that the next community service activity can achieve a wider target and a diverse community.

KEYWORDS

antisocial; prosocial; peer group counseling

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1. INTRODUCTION

The adolescent phase is a transitional phase from childhood to adulthood and is characterized by physical, social and emotional changes (Paramitasari & Alfian, 2012). The problem that often arises in this phase is that adolescents are very vulnerable to the influence of negative things such as smoking, drinking, substance abuse, and engaging in casual sex. Adolescent development tasks related to social adjustment include adjustment by increasing peer group influence, changes in social behavior, new social groupings in completing friendships, new

values in support, and social problems (Hurlock, 2003). The stages of adolescent development as one of the tasks of human development also have a role, one of which is as a helper (prosocial behavior). Prosocial behavior is any form of behavior that has positive consequences for the recipient, whether in material, physical, or psychological form but does not have a clear advantage for the owner (Baron et al., 2006). The type of relationship between individuals is good because they like it, feel obliged, have selflessness and empathy are factors that influence prosocial behavior (Myers & Rosenberger, 2012).

Usually someone helps people they know more often than people they don't know. However, providing help to strangers is not uncommon.

Based on the phenomena that exist in community life, especially in adolescents, prosocial behavior is now getting lower. The picture of the decline in prosocial behavior can be seen from the phenomenon of indifferent and passive behavior in adolescents, it can be seen in the behavior shown by adolescents in activities during school such as bullying, bullying their friends, and so on. Social problems that occur in adolescent students lead to anti-social behavior. Antisocial behavior is a disorder of adjustment to the social environment caused by weak self-control (Taylor et al., 2009). Therefore, students need to be prepared so that they have an understanding of prosocial behavior so that their awareness of the environment is getting better. One of the appropriate strategies or actions is through providing guidance and counseling services that involve students.

SMPN 30 Surabaya is located in the Medokan Semampir area of East Surabaya, located in a fairly densely populated village area. There is a zoning system in the admission of students, so that students who attend SMPN 30 are mostly local residents. Based on interviews with several students of SMPN 30 Surabaya, he said that bullying, bullying, and that there were students at SMPN were included in student gangs who were troubling the people of Surabaya. Students who are victims of bullying or victims of bullying do not dare to convey to teachers and parents for fear of being bullied again by the perpetrator. Students who become victims are more comfortable telling their friends about unpleasant incidents than counseling teachers (BK). Counseling services have been carried out by counseling guidance teachers, but they have not involved students.

Based on the above phenomena, it is necessary to develop counseling services carried out by students as peer counselors under the supervision of

professional counselors. Peer counseling has an important role to play in promoting discipline among students (Osodo et al., 2016). Taking into account the importance of the role of peers, the development of a positive peer environment is an effective way that can be taken to support adolescent development.

2. MATERIAL AND METHODS

The method used in this community service activity is the provision of material through lectures, discussions, and peer counselor training by presenters and facilitators. This activity was attended by 40 participants consisting of selected 8th grade students of SMPN 30 Surabaya, and counseling guidance teachers. In connection with the covid-19 pandemic situation where until now learning at SMPN 30 has been carried out online which is also called study from home (SFH). Prior to the implementation of the training, selected students were given a pre-test as initial information about the students' knowledge about the topics to be given in the training namely prevention of bullying and materials on skills to provide peer group counseling. In connection with the covid-19 pandemic situation the pretest was given to students who were selected online via the google form by providing a questionnaire link that had to be filled in by the students. The pre-test results are recapitulated as initial data about students' knowledge about prosocial behavior. Training activities have been carried out online through the zoom platform. The training is carried out in 1 day with the delivery of material about knowledge of prosocial behavior, adolescent health, increasing empathy, concurrency and unconditional acceptance, and active listening skills, and non-verbal and verbal communication and material about the impact of antisocial behavior on adolescents. Students seem enthusiastic during the discussion by asking questions during the discussion. The implementation of training activities is carried out by providing an

evaluation in the form of a posttest which is carried out online via google form.

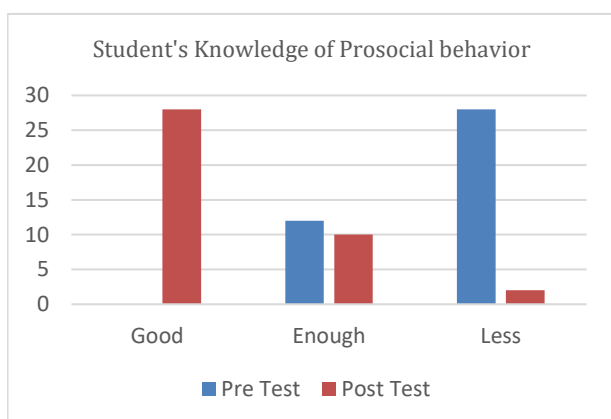
3. RESULTS

The results achieved in the implementation of community service activities were the implementation of training activities for teenage students of SMPN 30 Surabaya which was attended by 40 students who were selected through class teachers from each class, 3 counseling guidanceteachers, 1 teacher in charge of student affairs. The activity was carried out smoothly and the evaluation of the activity was carried out by giving the participants a pretest and posttest evaluation. The following are general demographic characteristics of respondents based on gender, age, and knowledge of prosocial behavior in respondents.

Based on table 1 with a total of 40 respondents, it shows that the most respondents were female with 23 students (57.5%). When viewed from age, most respondents were aged 13-14 years with a total of 24 students (60%). In this study, the variables studied were students' knowledge of adolescent prosocial behavior. The following is a description of the results

Tabel 1. Characteristics of respondents based on gender and age(n=40)

Characteristics of respondents	n	%
Gender		
Male	17	42.5
Female	23	57.5
Usia		
12-13 y.o	6	15
13-14 y.o	24	60
14-15 y.o	10	25



of the research regarding the description of prosocial behavior of junior high school adolescents in one of the junior high schools in the East Surabaya region involving 40 students by using purposive sampling.

Based on Figure 1 with a total of 40 respondents, it shows that most respondents have less knowledge of 28 people (70%) and sufficient knowledge of 12 people (30%) about adolescent prosocial behavior. The results of the posttest of students' knowledge of prosocial behavior, many respondents had good knowledge of 28 people (70%), 10 people (25%) sufficient knowledge, and 2 people (5%) lacking knowledge. Based on the results of the posttest it can be explained that there was an increase in students' knowledge about prosocial behavior after training on peer group counseling in improving adolescent prosocial behavior.

4. DISCUSSION

Based on the results of community service activities that have been carried out, it shows that most of the respondents prior to the training had less prosocial knowledge. This is indicated by the presence of students who answered incorrectly on the meaningful indicators of the definition of prosocial behavior, namely the ability of students to understand material or ideas that were recorded, changed in other forms both visual and sound materials, such as students not being able to interpret prosocial behavior which was shown in the idea of antisocial behavior. such as bullying when it is changed into other forms, both visual and sound materials, students do not have an empathetic attitude towards the victims of bullying and students cannot explain the consequences of bullying. The ability of students to predict existing trends according to certain data by expressing the consequences and implications described is also still in the less category, such as students who have not been able to explain the impact and consequences of lacking prosocial behavior.

Knowledge is a person's result of objects through human senses after seeing, hearing, tasting and feeling. Sufficient knowledge in cognitive play have 6 levels, namely knowing, understanding, application, analysis, synthesis, and evaluation (Notoatmodjo, 2012). The lack of knowledge is due to the lack of exposure to students' knowledge about prosocial behavior. The lack of prosocial behavior can have an impact on increasing antisocial behavior in adolescents, such as bullying, bullying friends, and other antisocial behavior. Bullying is not an act that happens by chance, but is influenced by various factors. Therefore, bullying behavior is the most common interpersonal conflict. According to (Keke Titi et al, 2019) The factors that influence individuals to do bullying are family, school, peers, social environmental conditions, and television and social media. Bullying can have a negative effect on the physical and mental health of children. In severe cases, bullying can trigger fatal actions, such as suicide and so on. Adolescence is a transitional period between childhood and adulthood with an age range of around 12-13 years to 19-20 years, which is marked by changes in biological, cognitive, and socio-emotional aspects. The existence of this transitional period causes social problems, both personal, social, and academic. These problems need to be quickly addressed and anticipated, because if these problems are allowed to persist, they will prevent adolescents from developing optimally towards adulthood.

Based on the results of the post test, there was an increase in the students' knowledge of prosocial behavior, this indicated that there was new information obtained after the training was given. Prosocial behavior is behavior that is normative and expected in a social environment. Prosocial behavior is expected to be behavior that has a motive to initiate and maintain positive interpersonal relationships. Teens who are able to show high prosocial behavior will easily get the attention of their peers and tend to be preferred. Conversely, if adolescents are not able

to show high prosocial behavior they tend to be shunned by their peers. Teens who fall into the rejected group are adolescents who show disruptive or normative unacceptable behavior.

The results of this community service activity can be an illustration that prosocial behavior will indirectly affect the development of adolescence into the future. The implication of the results of this community service activity is that prosocial behavior is an important behavior that must be possessed by adolescents which will function to build adolescent acceptance in their peer environment. Adolescent care for peer groups is an important factor so that adolescents can be accepted in the circle of peer group. Prosocial behavior can also describe how social norms are in the group where the adolescent is (Knafo-Noam et al., 2015). Based on the characteristics of the aspect of cultural background, Indonesian society is heavily influenced by culture, so prosocial behavior is one of the behaviors that are considered positive. Concern for other parties and the intention to help are part of the accepted behavior in the adolescent social environment.

5. CONCLUSION

The results of community service activities that have been carried out to students of SMPN 30 Surabaya have resulted in an increase in students' knowledge of prosocial behavior after peer group counseling training. The initial knowledge of SMPN 30 Surabaya students about prosocial behavior is still lacking. After the training activities, most of the student behavior was in the good knowledge category. There needs to be an increase in the prosocial behavior of students of SMPN 30 Surabaya so that they can become peer counselors, and can overcome any social behavior that deviates from their other garden friends during learning at school.

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