

# A Humanistic-Based Peer Support Model to Promote Subjective Well-Being in Senior High School Students: Design and Development Study

Humairah Azzahrah<sup>1\*</sup>, Nandang Rusmana<sup>1</sup>, Ipah Saripah<sup>1</sup>, M. Fiqri Syahril<sup>2</sup>

<sup>1</sup>Universitas Pendidikan Indonesia, Indonesia

<sup>2</sup>Universitas Negeri Makassar, Indonesia

[humairahazzahrah14@upi.edu](mailto:humairahazzahrah14@upi.edu)\*

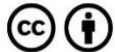
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**ABSTRACT:** This study aims to design and develop a peer-based intervention model grounded in humanistic principles to enhance the subjective well-being of senior high school adolescent in Indonesia. Employing a convergent mixed-methods design, qualitative data were obtained through focus group discussions and interviews to explore students' needs related to peer-based support, while quantitative data on subjective well-being profiles were collected from 133 students using the *Subjective Well-being Inventory for High School Students* (Azzahrah et al., 2024). The developed model underwent acceptability testing by four guidance and counseling teachers and was validated by four experts in the field of guidance and counseling. The model was pilot-tested on 13 students, and the results revealed a significant increase in subjective well-being scores from the pre-test ( $M = 80,250$ ) to the post-test ( $M = 88,875$ ), with a p-value of 0,022 ( $p < 0,05$ ). These findings suggest the the model demonstrates contextual relevance and a meaningful impact in supporting adolescents' subjective well-being. This study contributes to the field of guidance and counseling by introducing a peer-based intervention model rooted in humanistic theory, which holds potential for broad and sustainable implementation within Indonesia secondary education settings.

## INTRODUCTION

Mental health is a major concern in Indonesia, and positive psychology has been proven to have a significant impact on student's mental well-being and quality of life at school. By emphasizing individual strengths and potential, positive psychology becomes an important foundation in supporting student development. The application of positive psychology principles in contemporary education is very important to optimize students' potential and improve their well-being (Alam, 2022; Heintzelman et al., 2023). Hurlock (1949) adolescents face challenges in emotional and cognitive development, which is in line with the view of Diener et al., (2018) that subjective well-being, which includes positive evaluations and feelings towards life, is an important indicator of mental well-being.

Globally, research shows that anxiety has a significant impact on subjective well-being, as observed in regions such as the Middle East, Anglo, Nordic Europe, and Germanic Europe (Wu & Lee, 2022). In Asia, adolescents in Hong Kong exhibit lower levels of positive affect ( $M = -0.127$ ; SD

= 0.93) with weaker correlations between relationships and positive affect compared to other countries (Chue & Yeo, 2023). Meanwhile, in Indonesia, the prevalence of depression, anxiety, and stress reaches 25.0%, 51.1%, and 38.9%, respectively, which affects their quality of life (Astutik et al., 2020). Negative emotions such as stress, anxiety, and depression can reduce adolescents' subjective well-being, a phenomenon that is often inevitable in their developmental process (Wang et al., 2023).

Empirical research shows a positive relationship between a high level of subjective well-being and academic achievement. Good psychological conditions have a significant influence on students' learning abilities and academic performance (Bücker et al., 2018). When students feel happy, satisfied, and free from excessive anxiety, they are more likely to learn well and achieve better academic results (Espeland et al., 2016; Zhoc et al., 2018). Factors such as self-esteem, satisfaction with the school environment, peer relationships, and academic efficacy also contribute to students' level of subjective well-being (Katsantonis et al., 2023; Roberson & Renshaw, 2022).

Peer interaction plays a crucial role in adolescent development, particularly in fostering subjective well-being. The peer support model within the school environment provides students with opportunities to support one another, share experiences, and build stronger interpersonal relationships. This approach is rooted in humanistic theory, which emphasizes the importance of freedom, autonomy, and the search for individual meaning in life (Schneider et al., 2015). Considering that students interact more frequently with their peers, guidance patterns involving peer assistance, commonly referred to as peer support, become a highly relevant strategy. This approach aligns with the peer counselor theory, which suggests that individuals are more likely to accept support from their peers compared to traditional guidance methods (Carr, 1984; Kim et al., 1992).

Various studies have demonstrated that peer interactions are more effective in helping students address various issues while enhancing their subjective well-being (Bernecker et al., 2020; Chudzicka-Czupala & Zalewska-Lunkiewicz, 2020; Tomás et al., 2020). Peer support programs can increase feelings of happiness, hope, and social connectedness while reducing stress levels among adolescents (McLean et al., 2023; Nazari et al., 2020). Therefore, this study aims to develop a peer support model that is not only relevant to the needs and unique characteristics of adolescent but also aligns with the local cultural context. This model should be designed to be practical, applicable, and widely accepted, enabling its effective implementation across schools throughout Indonesia.

### **Subjective Well-being**

According to Diener (1984), subjective well-being encompasses an individual's assessment of the quality of their life. Referring to the *Handbook of Positive Psychology* edited by Snyder & Lopez (2001), subjective well-being is defined as a person's cognitive and affective evaluation of their life, including emotional reactions to events and cognitive judgments of satisfaction and fulfillment. It consists of pleasant emotional experiences, low levels of negative emotions, and high life satisfaction. Diener et al., (2018) further describe subjective well-being as the evaluation of how well individuals feel or believe their life is progressing. The term "subjective" emphasizes that subjective well-being research focuses on evaluating a person's quality of life from their perspective.

Diener et al., (1999) identified key components of subjective well-being, which include mood and emotions, consisting of pleasant affect (PA) and unpleasant affect (NA), as well as life satisfaction as a cognitive evaluation of one's overall life. Mood and emotions reflect a person's affective responses to life events, whereas life satisfaction represents their cognitive judgment of their life as a whole. Based on the *Handbook of the Science of Subjective Well-Being* edited by Larsen & Eid (2008), the components of subjective well-being comprise two main aspects: positive affect (PA) and negative affect (NA), which are independent of each other. This framework enables the

conceptualization of the distinct contributions of each component to the hedonic aspect of subjective well-being. The hedonic component is often viewed as the ratio of PA to NA over time.

### **Peer Support Concept**

Repper et al., (2013) define peer support as a process in which individuals provide and receive assistance based on shared understanding, mutual respect, and empowerment among individuals facing similar situations. It involves offering emotional and practical support to help one another overcome challenges. This concept also includes a subjective understanding of dissatisfaction with the mental health system and reframes recovery as a process of making sense of past experiences.

Peer support is a valuable intervention strategy where individuals with lived experiences provide support to others facing similar challenges. It is applied across various domains, including healthcare, education, and professional development, either through one-on-one mentoring or group collaboration (Lodge et al., 2023). Peer support comprises components such as social, psychological, and practical support, empowerment, and encouragement aimed at enhancing individuals' quality of life and self-efficacy (Thompson et al., 2022).

Based on Mead et al., (2001) several important actions in peer support are as follows: Action 1: Participatory Listening is a listening process where the listener is actively involved in a dialogue that enriches understanding of the story being told; Action 2: understanding perceptual framework: Story Telling and the re-construction of self. Every person has a mental construction about himself, which is called a "perceptual framework" or "interior model." This model is shaped by life experiences, social interactions, and cultural context; action 3: considering trauma worldviews: an alternative perceptual framework trauma worldview refers to thought patterns that develop in response to traumatic experiences; action 4: accepting flexible boundaries; action 5: building mutually empowering relationships through shared responsibility and shared power; action 6: managing conflict; and action 7: strengthening peer supervision, reflection, and evaluation.

### **Humanistic Theory**

Humanistic theory emphasizes the importance of developing overall human potential and the positive aspects of human life. One of the main concepts in this theory is self-actualization, which Abraham Maslow first proposed. Self-actualization is the process by which individuals strive to achieve their full potential by developing unique talents, creativity, and abilities. It includes self-exploration, the search for meaning in life, and ongoing personal growth (Schott, 1992). Another concept that is highly emphasized in humanistic theory is self-esteem.

Rogers (1995), one of the main figures in this theory, emphasizes that positive self-esteem is obtained through experiences of appreciation and acceptance from others and the conformity between individual experiences and their ideal selves. Strong self-esteem correlates with high psychological well-being and an individual's ability to overcome life's challenges.

Humanistic theory also emphasizes the importance of the relationship between individuals and their environment. The concepts of empathy, equality, and genuine understanding of individual experiences form the basis of humanistic theory. The humanistic approach is used as a framework to help individuals explore and understand their feelings, thoughts, and values (Corey, 2017).

### **Study Aim and Hypothesis**

This study aims to develop a peer support model that suits the needs and unique characteristics of adolescent in Indonesia. In addition, this study also aims to produce a peer support model that is practical, applicable, and acceptable to various parties so that it can be widely applied in all schools in Indonesia.

## **METHODS**

### **Design**

This research applies a convergent design as formulated by Creswell (2021), which is one of the mixed-method approaches. This design combines quantitative and qualitative data collection carried out simultaneously, with separate analyses before the results are integrated to produce a comprehensive understanding of the variables studied. The focus of this research is to develop a peer support model based on humanistic theory with the aim of developing subjective well-being among adolescent.

### **Participants**

The research sample consisted of 133 students from the Laboratory High School of Universitas Pendidikan Indonesia who were active during the 2024/2025 academic year. In addition, four guidance and counseling teachers were involved to provide additional data in the process of developing the peer support model. This study also engaged four expert validators in the field of guidance and counseling, comprising professors from Universitas Pendidikan Indonesia, and lecturers from Universitas Pendidikan Indonesia, Universitas Sebelas Maret, and Universitas Negeri Makassar. Sample selection was carried out purposively to ensure the representativeness of the data collected, as suggested by Gay et al., (2012), to answer research questions related to the need and readiness for developing peer support models. In the model trial, 13 students with the highest scores in the needs analysis who expressed their willingness to become peer support were selected as samples for the trial implementation.

### **Instruments and Procedures**

This research uses qualitative and quantitative instruments designed by researchers in the data collection process, including focus group discussion guidelines to find the views of teachers and lecturers who are experts in the field of guidance and counseling regarding the development of peer support models, instruments for the peer support needs of students and guidance and counseling teachers includes measuring needs, student attitudes towards model development, willingness to become peer support, and school readiness in implementing the model. In addition, to measure subjective well-being, the Indonesian version of the subjective well-being inventory for high school students was used, developed by Azzahrah et al., (2024), based on Diener's theory with three components, namely pleasant affect, unpleasant affect, and life satisfaction with McDonald's Omega reliability test was 0.917, and Cronbac's Alpha was 0.914.

Testing the validity and relevance of the model developed uses expert validation instruments involving guidance and counseling experts. The acceptability instrument was also applied to evaluate the extent to which this model was accepted by guidance and counseling teachers. Furthermore, pre-tests and post-tests were used to measure the readiness of the model to be implemented during the pilot phase. At the same time, interview guidelines were developed to obtain qualitative feedback from students who participated in the peer support model pilot. Figure 1 presents the research stages.

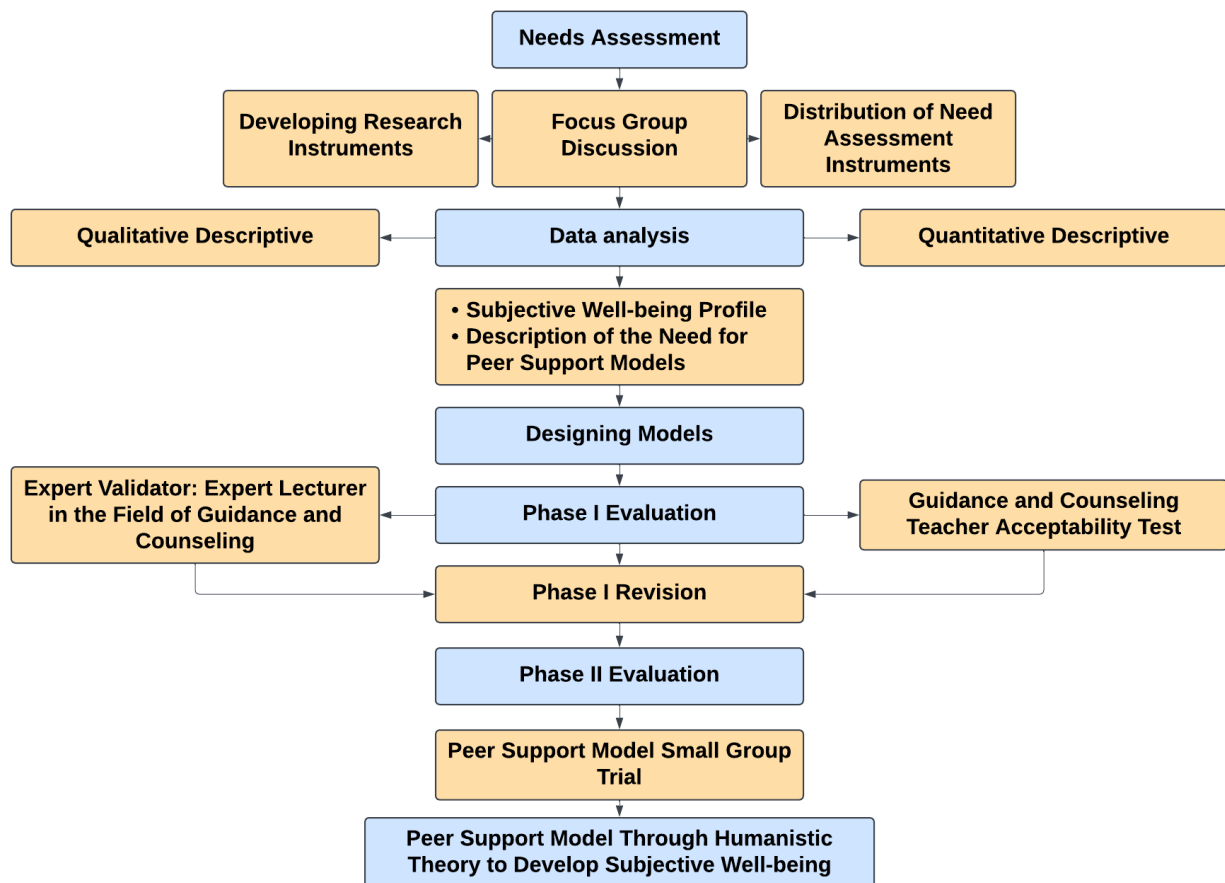


Figure 1. Research Stage

## Data Analysis

Data analysis was carried out comprehensively using qualitative and quantitative approaches. For qualitative data, analysis was carried out by transcribing all the results of focus group discussions and interviews, followed by open coding stages to identify main ideas, axial coding to group codes into relevant categories, and selective coding to determine the main categories that support the development of the peer support model. and data triangulation. Meanwhile, quantitative data was analyzed using JASP (Jeffrey's Amazing Statistics Pogram) statistical software with a descriptive approach to describe data characteristics, such as average and standard deviation. In addition, the results of the model trial were analyzed through a paired sample test, which had been tested for normality to compare the pre-test and post-test scores so that significant differences could be identified before and after the model trial.

## RESULTS AND DISCUSSION

The results of this research focus on developing a peer support model based on humanistic theory to develop subjective well-being of adolescent. The first stage begins with a needs assessment using a qualitative approach, namely focus group discussions.

### Focus Group Discussion Results

The focus group discussion results revealed several key themes related to the need and potential for developing a peer support model, highlighting the urgency of subjective well-being in influencing adolescents' behavior and performance. One participant emphasized, *"Subjective well-being is closely related to life satisfaction, social relationships and academic achievement influence teenagers' happiness. The importance of having personal standards that are not influenced by other people's expectations is the key to achieving self-satisfaction. Subjective well-being also helps*

*students to stay focused on their personal goals, reducing distractions from social comparisons which can reduce life satisfaction"* (Participant 1 EB, Guidance and Counseling Lecturer).

This view was supported by another participant who added that *"students' subjective well-being has a direct impact on academic performance. A school environment that is friendly and supports students' welfare can encourage them to study better, because they feel safe and happy in that environment"* (Participant 2 H, Guidance and Counseling Teacher at the Universitas Pendidikan Indonesia Laboratory High School). Thus, subjective well-being is defined as an individual's experience of happiness and life satisfaction. In an educational context, this meaning describes the importance of creating an environment that supports positive emotions and healthy social relationships for students. Subjective well-being not only contributes to personal happiness, but also influences academic performance. With students feeling safe and valued, they are better able to focus on personal goals and achieve better, thus emphasizing the need to pay attention to the emotional aspects of education.

These results are in line with research that shows a balance between individual characteristics and the environment in influencing students' subjective well-being and academic achievement. Subjective well-being, which is related to social relationships and academic achievement, can be improved through a positive school environment (Steinmayr et al., 2018). In addition, a school environment that supports student well-being can increase learning engagement and academic achievement (Wong et al., 2024).

Focus group discussion participants also revealed that students need peers to resolve conflicts at school. For example, one participant stated, *"In adolescence, relationships with peers are very dominant. Students tend to listen and share problems more with friends than with parents or teachers. This shows the importance of mutual support between friends in overcoming personal problems"* (Participant 3 DL, Guidance and Counseling Teacher at the Universitas Pendidikan Indonesia Laboratory High School). Another participant further stated, *"Peers not only function as listeners but also as partners in planning academic activities and choices. Students feel more comfortable and have the same goals when interacting with their friends"* (Participant 4 R, Guidance and Counseling Teacher at the Universitas Pendidikan Indonesia Laboratory High School). This shows that the peer support model can be designed to train students to be able to become mediators in daily conflicts at school. In a study by Cowie (2020), peer support is positively correlated with students' pro-social behavior, including the ability to resolve conflicts and work together in group activities.

Apart from that, peer support can also help students feel more confident in facing problems, in line with the statement of one of the focus group discussion participants *"Peer support plays a very important role in increasing students' self-confidence. Validation from peers is an important element in the process of building self-confidence. When students feel supported by their peers, they are more likely to face problems with greater confidence. Solid relationships between students can create a safe environment, where they feel comfortable to share and receive support"* (Participant 2 H, Guidance and Counseling Teacher at the Universitas Pendidikan Indonesia Laboratory High School). Previous research on the influence of peer attachment on self-esteem shows that attachment to peers has a significant positive influence on individual self-esteem. The stronger the attachment between individuals and peers, the higher their self-esteem (Ringganis & Darmayanti, 2023).

Regarding the competencies required for adolescents to become peer support, several participants highlighted key skill, *"good listening skills, empathy, communication skills, and the ability to influence, emphasizing that often teenagers just need someone to listen, not to provide solutions"* (Participant 3 DL, Guidance and Counseling Teacher at the Universitas Pendidikan Indonesia Laboratory High School). Furthermore, *"It is also important to protect secrets shared by friends in the peer support model"* (Participant 1 EB, Guidance and Counseling Lecturer). Literature

studies show that social skills such as empathy and active listening play an important role in the effectiveness of peer support. Students who have these skills are better able to provide the support their peers really need (Shalaby & Agyapong, 2020).

Focus group discussion participants expressed students' enthusiasm for participating as peer support for their peers. One participant stated, *"There are students who are enthusiastic about showing support for their friends. There was a previous experience, there were several children who were involved in initial psychological support assistance training, and when asked, the children felt happy taking part in the activities"* (Participant 3 DL, Guidance and Counseling Teacher at the Universitas Pendidikan Indonesia Laboratory High School). Furthermore, another participant stated *"students have great potential to contribute as peer support, but also need support in dealing with complex social dynamics. Their enthusiasm for helping shows awareness of the importance of emotional support in the school environment. By providing training and opportunities to collaborate, schools can strengthen this support network"* (Participant 2 H, Guidance and Counseling Teacher at the Universitas Pendidikan Indonesia Laboratory High School). Crisp et al., (2020) students who are involved in peer support feel more emotionally connected and have a higher sense of achievement because they can make a positive contribution to the well-being of their friends.

### Quantitative Needs Assessment Results

In the second stage of quantitative needs assessment, a profile was found based on the three components presented in Figure 2.

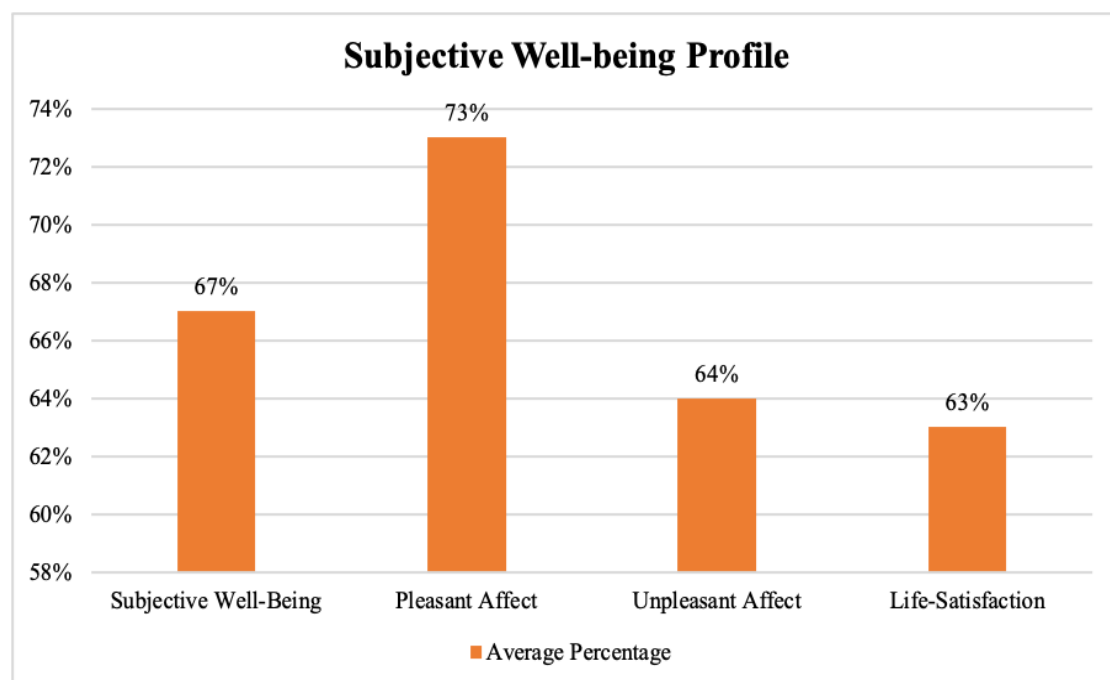


Figure 2. Profile of Subjective Well-being

The subjective well-being profile of class XI students at the Pilot Laboratory High School of Universitas Pendidikan Indonesia is based on three main components, namely pleasant affect, unpleasant affect, and life satisfaction. The pleasant affect component has the highest score of 73%, which indicates the dominance of positive emotional experiences, such as happiness and comfort, in students' daily lives. In addition, the unpleasant affect component showed a score of 64%, which indicates the experience of negative emotions, such as stress and worry, although the intensity is relatively lower. Meanwhile, the life satisfaction component received an average score of 63%, which shows that the level of student satisfaction with aspects of their lives still requires

improvement. Overall, these results indicate that students' subjective well-being is at a fairly good level.

Table 1. Description of the Need Peer Support Model (Students)

Peer Support Needs	Mean	SD	Category
I need a peer who can talk to me when I feel stressed or anxious.	3.114	0.902	Agree
I need peer support to help me address personal and academic problems.	2.977	0.793	Agree
I feel the need for a safe space at school to gather and share experiences with peers.	3.273	0.779	Agree
I need training or workshops to help me understand how to provide effective support to peers.	2.841	0.726	Agree
I want access to resources or materials that can help me and my peers improve well-being.	3.159	0.638	Agree
I need a well-organized and easily accessible peer support system available at any time.	3.023	0.743	Agree
Total Peer Support Needs	18.386	3.256	Agree

The results of data analysis describing students' needs in the peer support model (Mean= 18.386; SD= 3.256) show that students agree with the importance of various peer support needs. These include the need for emotional support from peers, a safe place to share, access to resources, and well-organized systems.

Table 2. Students' Opinions and Attitudes towards the Peer Support Model

Statement of Student Opinions and Attitudes	Mean	SD	Category
Support from peers can improve my emotional well-being	3.167	0.799	Agree
I feel more comfortable talking about personal problems with peers than with teachers or parents	2.962	0.916	Agree
I believe that the peer support model can help reduce stress and anxiety among students	3.106	0.710	Agree
I agree that peer support programs in schools can increase students' sense of togetherness and solidarity	3.174	0.744	Agree
Having supportive peers can help increase my self-confidence	3.288	0.713	Agree
Discussions with peers can provide more relevant solutions to the problems I face	3.068	0.665	Agree
Total Student Opinions and Attitudes	18.765	3.459	Agree

Based on the results of data analysis, students' opinions and attitudes towards the peer support model have a value (Mean= 18.765; SD= 3.459), indicating that students strongly agree with the positive role of the peer support model in developing their subjective well-being. Consists of the belief that support from peers can reduce stress, increase self-confidence, and improve the sense of community among students.

Table 3. Students' Willingness to Become Peer Support

Statement of Student Opinions and Attitudes	Mean	SD	Category
I am willing to be part of the peer support program at school	2.894	0.810	Agree
I can listen and provide support to my peers	3.144	0.730	Agree
I am interested in taking training to become an effective peer support	2.765	0.806	Agree
I am ready to spend time helping peers who need support	3.068	0.709	Agree
I believe that being peer support will provide positive benefits for myself	3.182	0.726	Agree
I am willing to maintain the confidentiality and privacy of peers who ask for support	3.379	0.784	Agree
Total Student Willingness to Become Peer Support	18.432	3.633	Agree

Based on the results of data analysis in Table 3, it can be concluded that students have a willingness to become peer support with a value of (Mean= 18.432; SD= 3.633); this shows that overall, students agree to be involved in the role of peer support, can listen and provide support, interest in taking part in training, willingness to spend time helping peers, positive benefits for oneself, and willingness to maintain the confidentiality and privacy of peers.



Table 4. Description of the Need for Peer Support Models (Guidance and Counseling Teacher)

Peer Support Needs	Mean	SD	Category
I see students need peers to talk about their problems	4.000	0.000	Strongly Agree
I often meet students who feel more comfortable talking with peers than with teachers or counselors	3.000	0.000	Agree
Students need additional support from peers to cope with academic pressure	4.000	0.000	Strongly Agree
I observe that students need support from peers to improve their emotional well-being	4.000	0.000	Strongly Agree
Having peer support can help students feel more connected and less lonely	4.000	0.000	Strongly Agree
Students need guidance in developing social skills through interaction with peers	4.000	0.000	Strongly Agree
Total Need for Peer Support	23.000	0.000	Strongly Agree

Based on the results of data analysis in Table 4, it can be concluded that students' suggestions for developing a peer support model have a value (Mean= 18.242; SD= 3.369); the results show that students have a positive attitude and support various aspects in developing a peer support model. Students attach importance to the program's integration into extracurricular activities, specialized training, support from school staff, and interesting and varied activities. In addition, students also consider periodic evaluations to be an important part of the process of developing a peer support model.

Analysis of data from guidance and counseling teachers shows several main findings regarding readiness and willingness to implement the peer support model, as well as the school's readiness to implement the peer support model, which can be seen in the following table.

Table 5. Opinions and Attitudes of Guidance and Counseling Teachers Towards the Peer Support Model

Opinions and Attitudes of Guidance and Counseling Teachers	Mean	SD	Category
I believe that the peer support model can help reduce student stress and anxiety	3.667	0.471	Agree
I believe that peer support programs can increase the sense of solidarity among students	4.000	0.000	Strongly Agree
I feel that peer support can be an effective complement to existing counseling services	3.667	0.471	Agree
I agree that peer support can help students feel more confident in facing problems	3.667	0.471	Agree
I see the peer support model as a good way to promote mental health in schools	3.667	0.471	Agree
I support the integration of the peer support model into the curriculum or school activities	3.667	0.471	Agree
Total Opinions and Attitudes of Guidance and Counseling Teachers	22.332	1.700	Strongly Agree

Based on the results of data analysis, guidance and counseling teachers strongly agree with the need for a peer support model in schools with a value (Mean= 23,000). Guidance and counseling teachers see that students need support from peers in various aspects, including talking about personal problems, dealing with academic pressure, improving emotional well-being, feeling more connected, and developing social skills.

Table 6. Opinions of Guidance Teachers Regarding Students' Willingness to Become Peer Support

Support Students' Willingness to Become Peer Support	Mean	SD	Category
Many students have the potential to be effective peer support	3.667	0.471	Agree
I am sure students will be interested in taking part in training to become peer support	4.000	0.000	Strongly Agree
I see the enthusiasm among students to help their peers	3.667	0.471	Agree
I am sure that students will be willing to give their time to be peer support	3.667	0.471	Agree
I feel that many students would like to be involved in a peer support program if given the opportunity	3.667	0.471	Agree
I believe that students will appreciate the experience and training they gain as peer support	3.667	0.471	Agree
Total Student Willingness to Become Peer Support	22.332	1.700	Strongly Agree

Based on the results of data analysis, the opinions and attitudes of guidance and counseling teachers towards the peer support model have a value (Mean= 23,332; SD= 1,700), indicating that guidance and counseling teachers strongly agree with the positive role of the peer support model in developing students' subjective well-being at school. Guidance and counseling teachers believe that peer support can reduce stress, increase solidarity, complement existing counseling services, increase students' self-confidence, and promote mental health. They should be integrated into the curriculum or school activities.

Table 7. School Readiness to Organize Peer Support

School Readiness to Organize Peer Support	Mean	SD	Category
Our school is ready to provide the facilities needed for the peer support program	3.333	0.471	Agree
The school has sufficient support from staff to run a peer support program	3.667	0.471	Agree
The school can provide adequate training for prospective peer support	3.667	0.471	Agree
Our school has sufficient resources to support a peer support program	3.667	0.471	Agree
Schools can integrate peer support programs with extracurricular activities	3.333	0.471	Agree
Our school is ready to carry out regular evaluations of the effectiveness of the peer support program	3.667	0.471	Agree
Total School Readiness to Organize Peer Support	21.332	2.494	Strongly Agree

The data analysis results in Table 7 show that guidance and counseling teachers generally strongly agree that schools are ready to implement a peer support model with value (Mean= 21.332; SD= 2.494). This illustrates that the school has staff support, adequate training and sufficient resources, is ready to carry out periodic evaluations, and provides facilities and integration with extracurricular activities.

The research results show that students and guidance and counseling teachers show a positive attitude toward implementing the peer support model in the school environment. Data indicated that students viewed emotional support from peers as a safe place to share experiences and an organized peer support system as very important. This attitude is supported by previous research findings that strong social support, including from peers, is very important for increasing students' subjective well-being at school (Tomás et al., 2020). In addition, students believe that peer support can reduce stress, increase self-confidence, and strengthen a sense of togetherness, in line with several studies that show that social support plays an important role in overcoming stress and increasing subjective well-being (Chang et al., 2023; Nagy-Pénzes et al., 2020).

The student's willingness to participate as peer support and the school's readiness to support this program is also very positive. Guidance and counseling teachers assess that the school is ready to provide the facilities, training and staff support necessary for the successful implementation of the peer support model. Research shows that the success of peer support programs relies heavily

on systematic support and active participation from the entire school community (Shalaby & Agyapong, 2020).). These results show that there is significant potential to implement the peer support model effectively in schools, with support from all related parties, including students, teachers, and school management. Thus, these results show that there is great potential to implement the peer support model with support from all related parties.

### Designing the Peer Support Model

This peer support model was designed by integrating the principles of humanistic theory and the Apple Facilitation Model developed by Berg in 1978, adapted by (Rusmana, 2019, 2020), as well as adapting the theory of Theoretical Perspective Peer Support from (Mead et al., 2001). This concept includes seven main actions, namely active listening, understanding and reconstructing the framework of perception, building mutually empowering relationships, managing conflict, and strengthening peer supervision, reflection and evaluation. This model is composed of four parts: (1) Introduction, which explains the background, benefits, principles and guidelines for implementing peer support; (2) Preparation of activity plans using the assess, plan and prepare approach; (3) Implementation of actions to improve subjective well-being through the role of a strong leader; and (4) Reflection and evaluation as the final process of program sustainability. The following is the resulting model in Figure 3.

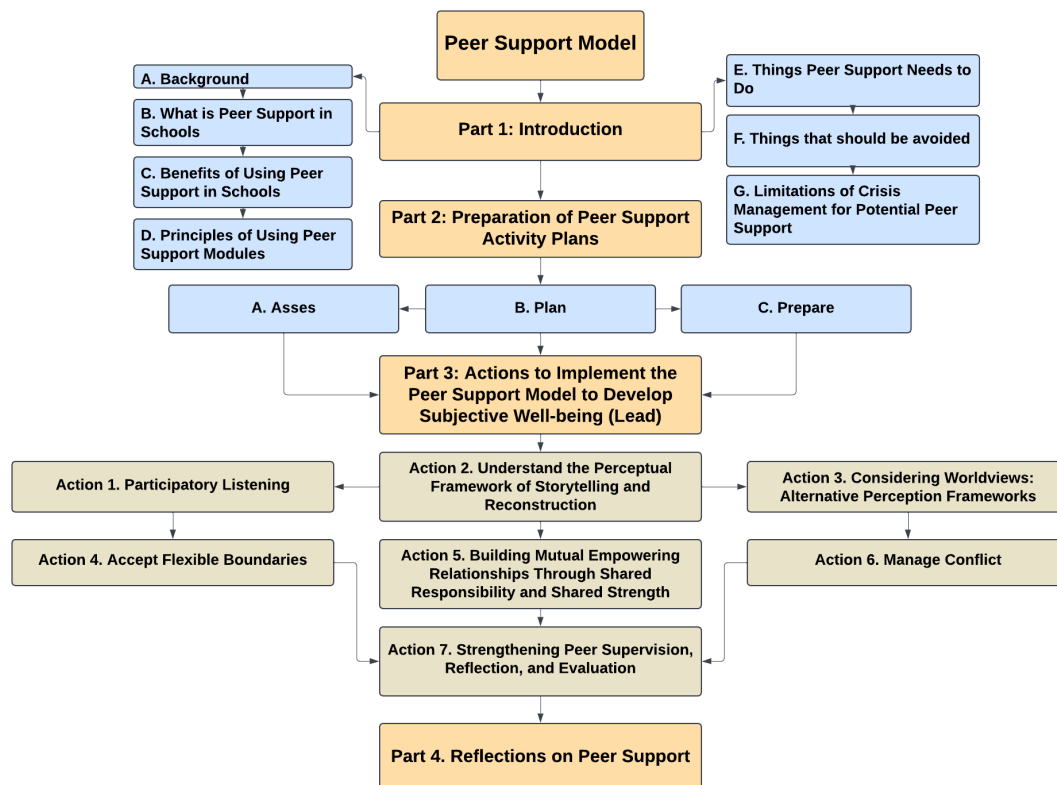


Figure 3. Peer Support Model

### Stage I Evaluation Result (Expert Validation and Acceptability Test)

Assessments from four expert validators in the field of Guidance and Counseling show that the proposed model requires several revisions before being tested. One of the validators suggested improvements to the systematic model, including elements such as definition, rationalization, description of needs, goals, peer support competencies, targets, steps, and action plans. The validator assessed that the title formulation was appropriate with the use of clear terms but recommended that the introduction be revised, especially in combining several points into more structured subpoints, such as "E. Peer Support Rules," which include behavioral guidelines and boundaries in crisis management. The validator also suggested that the preparation of activity plans

follow the sequence of assessment, planning and preparation, with an emphasis on separate evaluation. Adding an action plan to the preparation section is also considered important so that the evaluation can have clear standards. In the implementation section, even though the action plan as a whole is good, there needs to be further explanation regarding the goals of the model, aimed directly at students or through guidance and counseling teachers as intermediaries. In the attachment section, the validator suggests providing instructions for filling out the table for mapping peer support needs, a worksheet for students involved in peer support, and instructions for a daily journal, including a statement to maintain confidentiality. Next, the acceptability test was carried out involving guidance and counseling teachers at the Laboratory High School of Universitas Pendidikan Indonesia, as well as one vocational school guidance and counseling teacher, which is presented in Table 8.

Table 8. Acceptability Test Results for Guidance and Counseling Teachers

Acceptability Statement of Guidance and Counseling Teachers	Average	Category
To what extent is the acceptance of the use of the model in developing subjective well-being.	5	Strongly Agree
This model is effective in helping students (generation Z) develop subjective well-being.	4.75	Strongly Agree
The use of the peer support model can have a positive impact on students' subjective well-being in terms of the accuracy of the module content as a form of peer support services in schools.	4.5	Strongly Agree
The benefits seen from the use of the peer support model in developing subjective well-being	4.75	Very Big Benefits
The role of guidance and counseling teachers in supporting the effectiveness of the peer support model.	4.75	Very Effective
Evaluation and feedback from peer support program participants need to be carried out periodically to improve the quality of the program.	5	Very Necessary
The peer support model can be adapted or applied in the context of the guidance curriculum in each school.	4.5	Adaptable
Obstacles or obstacles that can occur in implementing the peer support model.	2.5	Medium Constraints
The existence of a peer support model, as seen from the aspect of activities provided in the form of peer support format (RPL used by prospective peer support), can significantly contribute to developing subjective well-being.	4.75	Very Significant
The process of implementing supervision-consultation in the peer support model is appropriate/suitable to ensure that the implementation of assistance by peer support runs effectively and meets standards.	4.25	Appropriate
The peer support model can be a sustainable solution as a form of peer support service to develop subjective well-being in schools or just as a temporary approach.	4.25	Sustainable
This peer support model is based on needs assessment, needs mapping, compiling action programs, skills or abilities possessed by prospective peer support, peer support actions, and reflection evaluations that can be adapted or applied.	4.5	Can

The results of the evaluation of the acceptability of guidance and counseling teachers towards the peer support model showed very good and effective acceptance. Guidance and counseling teachers agreed that this model is useful in developing students' subjective well-being, with a significant positive impact, especially in terms of the accuracy of the module and the role of supportive guidance and counseling teachers. In addition, guidance and counseling teachers also considered that the model could be adapted into the guidance curriculum in schools. Although several obstacles need to be overcome, periodic evaluation is highly recommended to improve the quality of the model.

### Stage II Evaluation Results (Small Group Trial)

The small group trial was conducted on students with the highest scores from a total population of 133 grade XI students. Thirteen students with the highest scores were willing to become peer support candidates. The results of the trial are presented in Table 9.

Table 9. Pre-test and Post-test Results of the Peer Support Model Trial

	Measure 1	Measure 2	Statistic	df	p	Effect Size	SE Effect Size
	Pre-test	Post-test	-2.928	7	0.022	-1.035	0.332
Mean	80.250	88.875					
SD	11.659	9.862					
SE	4.122	3.487					

The results of the analysis showed a p-value of 0.022, indicating that ( $p < 0.05$ ) there was a statistically significant difference between the pre-test and post-test scores. In addition, the effect size calculated using Cohen's d of -1.035 indicated a large effect, in accordance with Cohen's guideline value ( $d > 0.8 =$  large effect). This finding indicates that the peer support model applied to prospective peer support before and after the trial had a significant effect. Furthermore, the results of the descriptive analysis of the pre-test and post-test had an average value in the pre-test (80.250), while the post-test increased to (88.875). Thus, there was an average increase of (8.625) in the group of prospective peer support after participating in the trial of the peer support model in small groups. This finding is supported by the results of previous studies that show that peer support training can improve students' social skills and self-confidence (Blegur, 2019). Peer support can improve social relationships and increase empathy in adolescents (Jiang et al., 2024). A visual representation of the data is presented in Figure 4.

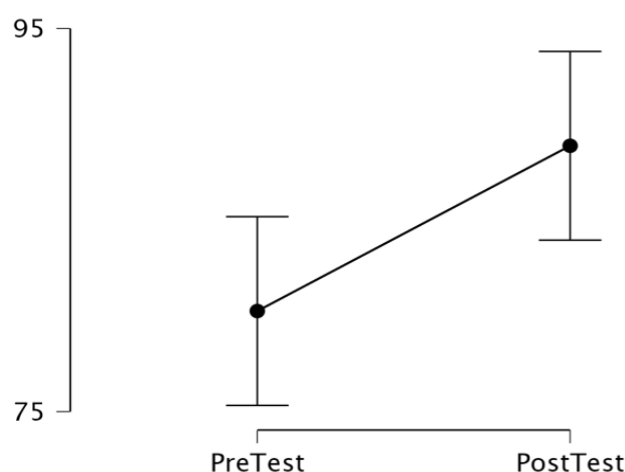


Figure 4. Descriptive Plots Pre-test dan Post-test

### Results of Students Interviews Trialling the Peer Support Model

#### The Best Part of the Peer Support Model

The best part of the peer support model is relevant in supporting the subjective well-being of participants, encouraging individuals to feel happier, more satisfied and emotionally balanced. One of the main aspects that contribute to the development of subjective well-being is the ability of participants to express themselves, as expressed by the respondent, *"I can now express my opinion"* (1.GZM.1, October 28, 2024). Freedom to speak not only increases self-confidence but also produces feelings of being valued.

Emotional support from peer support is also a factor in increasing subjective well-being; respondents stated that *"being able to confide and understand other people's feelings"* (1.R.2,

October 28, 2024), which shows that sharing experiences and listening to others helps reduce psychological freedom and also strengthens one's empathy. Relaxed interactions, such as *"the best part is having small talk with peer support friends"* (1.FSR.3, October 28, 2024), build a sense of close social connectedness, thereby reducing feelings of loneliness and increasing happiness.

Furthermore, the interactive aspects of this model, such as the use of games to convey material, also play a role in developing subjective well-being. As mentioned, *"games are played so that information from the material can be conveyed well"* (1.LH.6, October 28, 2024); this activity facilitates fun learning and can strengthen participants' positive emotions. In addition, social skills through training in responding to other people's problems and recognizing emotions, as stated by respondents, *"how to respond to other people when they tell their problems, and how to be more aware of emotions"* (1.ANL.8, October 28, 2024), helped participants learn how to manage their own emotions.

### ***Peer Support Model Can Help Students in Daily and Emotional Life***

Based on the interview results, the peer support model has a significant role in helping students develop their daily social and emotional lives, with various benefits that support emotional management, improving social skills, and forming positive character in participants. One of the main aspects is peer support as a place to share and provide emotional support. As stated by a respondent, *"It can be a place to confide and support"* (2.R.2, October 28, 2024). Peer support builds a safe and supportive environment to share personal problems, helping students feel heard and more accepted. In addition to the benefits in daily life, respondents stated, *"It really helps because being able to control emotions also continues to be important for social life"* (2.FSR.3, October 28, 2024).

Peer support also contributes to the formation of a better personality, as expressed by *"becoming a better person"* (2.TSAP.4, October 28, 2024). Through this program, students get the opportunity to learn and improve themselves, including skills such as listening with empathy and managing stress. One respondent stated, *"I learned how to be a good listener and manage stress, etc."* (2.BH.5, October 28, 2024). In addition, peer support also increases self-confidence to be open and interact positively with others. As expressed by a respondent, *"After participating in this program, I became more confident to be open to others in a positive context"* (2.LH.6, October 28, 2024). This program provides knowledge on how to communicate effectively, as stated, *"providing insight on how to express opinions and solutions"* (2.PSAS.7, October 28, 2024). The approach in peer support that involves socialization and direct practice also makes it easier for students to understand and apply the material, as mentioned, *"easy-to-understand socialization and practice"* (2.ANFA.9, October 28, 2024).

### ***Challenges Faces During the Peer Support Model Trial***

In the implementation of the peer support model trial, participants faced various challenges related to interpersonal communication, social skills, and self-confidence. One of the challenges expressed was the difficulty in understanding other people's feelings: *"There is understanding other people's feelings"* (4.R.2, October 28, 2024). In addition, participants were afraid to express their opinions because they were worried about being wrong, as expressed by *"there is an opinion because sometimes I am afraid to express my opinion because I am afraid of being wrong"* (4.FSR.3, October 28, 2024). Another obstacle was the difficulty in opening up to friends who were not yet well known: *"There is, for example, telling a friend who is not too close"* (4.LH.6, October 28, 2024). Thus, it shows that the aspects of empathy, self-confidence, and social skills need to be strengthened so that the peer support model can run more effectively.

### ***Students' Feeling in Providing Support to Friends After Participating in the Peer Support Model Trial***

The results of the interview regarding students' feelings about providing support to friends after participating in the peer support model trial showed that most participants expressed positive feelings. One participant stated, *"My role may be important for those who need support or appreciation/validation"* (5.FSR.3, October 28, 2024). This statement shows that students feel they have a significant role in supporting their friends, especially in providing emotional recognition and validation. In addition, several participants felt happy in helping, as expressed by *"happy because I can provide support"* (5.TSAP.4, October 28, 2024) and *"happy because I can help friends"* (5.ANFA.9, October 28, 2024). Other participants expressed happiness because of the successful implementation of the peer support program, as stated, *"happy, because I thought about a program like this and finally there is"* (5.BH.5, October 28, 2024). In addition, the experience of providing support also motivated some students to be more enthusiastic, as expressed, *"I became more enthusiastic to provide support to friends, enthusiastic to support and provide motivation"* (5.LH.6, October 28, 2024). Students also felt calm and satisfied in helping others, as expressed *"happy, because I enjoy helping others and calm being a priority"* (5.PSAS.7, October 28, 2024). Thus, the results of the interview showed that the peer support model succeeded in providing positive experiences for students and strengthening their enthusiasm for supporting their friends.

### **Implications**

This study carries significant theoretical and practical implications. Theoretically, the development of a peer support model grounded in humanistic theory contributes to strengthening the guidance and counseling approach that emphasizes empathy, acceptance, and self-actualization in enhancing adolescents' subjective well-being. Practically, the model provides a structured framework for school counselors to equip students with essential skills such as active listening, empathy, effective communication, and confidentiality skills that are highly relevant to the complex social dynamics of adolescence. The findings also have implications for educational policy by encouraging the integrations of peer support programs into school mental health services as a preventive and promotive effort to support student well-being. Institutionally, schools particularly those under the auspices of the Indonesian University of Education are encouraged to establish a collaborative support ecosystem involving counselors, school principals, and mental health professionals to ensure the sustainability of the program. Socially, empowering adolescents as peer support agents fosters a culture of mutual care, resilience, and emotional responsibility.

### **CONCLUSION**

Based on the results of the evaluation and trials that have been conducted, this study has succeeded in developing a peer support model that can be applied in a wider scope to improve students' subjective well-being. This model has been proven to have a positive impact on improving students' social skills, empathy, and emotional support, as evidenced by significant improvements in pre-test and post-test scores and interview results with participants and Guidance and Counseling teachers. Despite challenges related to social skills and self-confidence, students showed a positive response to this model. They felt they had an important role in supporting their friends, leading to experiences that strengthened their subjective well-being.

### **ETHICS STATEMENT**

Information consent was obtained from all respondents involved in the study through Google Forms before they filled out the research instruments and before conducting the small group trial.

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## AUTHOR CONTRIBUTIONS STATEMENT

All authors approved the final version of this article.

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