

Research Article

Development of the Sambatan Peer Counseling Model to Enhance Positive Self-Concept among Junior High School Students in Madiun City

Eko Setyorini*, Budi Astuti, Novia Wahyuningtyas, Fitria Nurmastuti

Department of Guidance and Counseling, Universitas Negeri Yogyakarta, Yogyakarta, Indonesia

*Corresponding Author: ekosetyorini910@gmail.com

ABSTRACT

Adolescence is a critical stage for self-concept development, yet many junior high school students experience low positive self-concept, influenced by academic pressure, peer comparison, and social expectations. This study developed and evaluated the Sambatan Peer Counseling Model, a culturally grounded, structured intervention designed to enhance positive self-concept among junior high school students in Madiun City, Indonesia. Using a research and development (R&D) design, the model was developed based on humanistic principles and local cultural values of mutual cooperation. Feasibility, practicality, and effectiveness were assessed through expert validation, small-group trials, limited field testing, and a main operational trial involving 48 students divided into experimental and control groups. Data were collected using questionnaires, observations, and interviews, and analyzed using descriptive statistics and nonparametric tests. Results show that the model is feasible and practical, with high expert validation and implementation scores. Effectiveness testing revealed significant improvements in positive self-concept in the experimental group, while the control group showed no meaningful change. Qualitative observations further indicated increased participation, self-confidence, and positive social interaction. These findings suggest that the Sambatan Peer Counseling Model provides a holistic and culturally relevant approach to supporting adolescents' cognitive, emotional, and social development. The study recommends adopting this model in school counseling programs and conducting further research to explore its broader applications and long-term effects.

Keywords: Peer Counseling; Positive Self-Concept; Junior High School Students

1. INTRODUCTION

Adolescence is widely recognized as a pivotal developmental stage characterized by rapid and interrelated biological, cognitive, emotional, and social changes. These transformations play a fundamental role in shaping identity, emotional regulation, and interpersonal competence, particularly during early adolescence when individuals begin to form a coherent sense of self (Uktamovna, 2025). Within the school context, adolescents must simultaneously navigate academic demands, peer relationships, and institutional expectations, which often intensify psychological vulnerability (Vats & Biswas, 2024). Consequently, the quality of adolescents' psychosocial development during this period is a crucial determinant of their long-term adjustment, mental health, and educational trajectories.

One of the most influential psychological constructs underpinning adolescent development is self-concept (van der Crujisen et al., 2023). Self-concept refers to an individual's organized set of perceptions, beliefs, and evaluations about the self, which guides behavior, emotional responses, and interpersonal interactions. In educational settings, self-concept has been consistently associated with academic motivation, classroom engagement, emotional resilience, and social adaptation (Basarkod et al., 2022). Adolescents who possess a positive self-concept tend to demonstrate higher self-efficacy, adaptive coping strategies, and constructive peer relationships. In contrast, a negative self-concept has been linked to social anxiety, academic stress, avoidance behavior, emotional dysregulation, and diminished psychological well-being (Brumariu et al., 2023). Contemporary empirical studies indicate that a substantial proportion of junior high school students experience low levels of positive self-concept, particularly during early adolescence. This vulnerability is exacerbated by increasing academic competition, heightened social comparison, and exposure to idealized standards promoted through digital media and peer culture (Regita & Yusup, 2024). When adolescents internalize unrealistic expectations regarding academic success, physical appearance, or social status, discrepancies between their perceived actual self and ideal self often widen (Mustapić, 2024). Such incongruence may lead to feelings of inadequacy, self-doubt, and psychological distress, underscoring the urgency of preventive and developmental interventions within school settings.

From a humanistic psychology perspective, Rogers' self-concept theory provides a robust theoretical foundation for understanding adolescent self-development (Chi, 2023). Rogers conceptualized self-concept as comprising three interrelated components: self-image (how individuals perceive themselves), ideal self (how individuals wish to be), and self-esteem (the evaluative and affective dimension of self-worth) (Rogers & Dymond, 1954). Psychological well-being emerges when congruence exists among these components, enabling individuals to accept themselves realistically while striving for personal growth (Aji, 2025). Conversely, persistent incongruence between self-image and ideal self can generate internal tension, self-rejection, and vulnerability to emotional problems. During adolescence, when identity exploration intensifies, achieving such congruence becomes particularly challenging, making this developmental stage highly sensitive to supportive or adverse social influences (Zhang & Qin, 2023). Importantly, adolescent self-concept development does not occur in isolation. Social interactions play a decisive role in shaping how adolescents perceive and evaluate themselves (Shao et al., 2024). As adolescents gradually seek autonomy from parents and teachers, peer relationships emerge as the primary source of emotional validation, social comparison, and identity negotiation. Peer feedback whether supportive or critical significantly influences adolescents' self-evaluations, emotional security, and behavioral choices. Recent studies confirm that positive peer support contributes to stronger self-concept, better emotional regulation, and reduced psychological distress among adolescents (Azpiazu et al., 2025; Kerman et al., 2024).

Within the school environment, peer relationships offer a unique context characterized by perceived equality, shared experiences, and emotional closeness (Wentzel, 2022). Adolescents often report feeling more comfortable discussing personal concerns with peers than with adults, due to reduced fear of judgment and authority-based evaluation (Zeyrek, 2025). These dynamics suggest that peer-based interventions may be particularly effective for addressing psychosocial issues related to self-concept and emotional well-being. Nevertheless, despite the recognized importance of peer influence, school counseling services frequently rely on adult-centered, individual counseling approaches that are constrained by limited time, personnel, and student accessibility (Snider, 2024). Peer counseling has emerged as a promising alternative or complementary approach within school guidance and counseling programs (Topping, 2022). Peer counseling involves trained students providing structured emotional support to fellow students under professional supervision. Empirical evidence suggests that peer counseling can enhance psychological safety, promote openness, and foster empathy among adolescents, particularly when addressing issues related to self-esteem, self-confidence, and social adjustment (Madani & Pandang, 2025). However, a critical limitation of existing peer counseling practices lies in their largely informal implementation and lack of systematic, theory-driven models tailored to adolescents' developmental and cultural contexts.

A review of recent literature reveals that most peer counseling studies focus primarily on testing intervention effectiveness, often neglecting the development of structured, replicable models that integrate psychological theory with contextual relevance. Moreover, cultural considerations remain underexplored, despite growing recognition that culturally responsive counseling enhances intervention acceptability, engagement, and sustainability. This gap is particularly salient in non-Western contexts, where local values and communal traditions play a central role in shaping interpersonal relationships and coping mechanisms. Addressing this gap, the present study develops the "Sambatan" peer counseling model, a culturally grounded intervention designed to enhance positive self-concept among junior high school students in Madiun City, Indonesia. Sambatan is a local cultural practice rooted in mutual assistance, empathy, voluntariness, and collective responsibility. Traditionally, sambatan refers to community-based cooperation in addressing shared challenges without expectation of material reward. When translated into a counseling context, sambatan embodies principles of equality, emotional support, and nonjudgmental interaction values that closely align with Rogers' core conditions of congruence, genuineness, and unconditional positive regard.

The novelty of the Sambatan peer counseling model lies in its systematic integration of humanistic counseling principles with local cultural values. Rather than merely adopting Western peer counseling frameworks, this model operationalizes Rogers' person-centered approach within a culturally meaningful structure that resonates with adolescents lived experiences. The model is designed as a structured peer group counseling intervention, complete with implementation guidelines, peer counselor training modules, and evaluation instruments, ensuring both theoretical rigor and practical applicability. By embedding local wisdom into counseling practice, the Sambatan model seeks to create a psychologically safe, supportive, and culturally congruent environment that facilitates adolescents' self-acceptance and positive self-evaluation. This approach positions peer counseling not only as a remedial service but also as a preventive and developmental strategy that empowers students to support one another's psychosocial growth. In doing so, the study contributes to the growing body of literature on culturally responsive counseling and offers a context-sensitive innovation for strengthening positive self-concept among adolescents.

In summary, while adolescence represents a critical window for self-concept development, many junior high school students continue to face challenges related to negative self-evaluation and emotional vulnerability. Existing counseling services often fall short in addressing these needs comprehensively and culturally. The development of the Sambatan peer counseling model responds to this gap by integrating humanistic theory, peer dynamics, and local cultural values into a structured intervention aimed at enhancing positive self-concept. Based on the explanation presented above, the research problems in this study are formulated as follows:

1. How feasible is the developed “Sambatan” peer counseling model in improving positive self-concept among junior high school students in Madiun City?
2. How practical is the developed “Sambatan” peer counseling model in improving positive self-concept among junior high school students in Madiun City?
3. How effective is the developed “Sambatan” peer counseling model in improving positive self-concept among junior high school students in Madiun City?

2. RESEARCH METHOD

This study employed a research and development (R&D) approach to design, validate, and evaluate a peer counseling model named “Sambatan”, aimed at improving positive self-concept among junior high school students in Madiun City, Indonesia. The development process was adapted from the Borg and Gall model, streamlined to suit journal publication requirements (Borg & Gall, 1983). The study adopted a mixed-methods approach, integrating qualitative data for model development and refinement with quantitative data to examine feasibility, practicality, and effectiveness. The R&D process was conducted through four main phases: (1) preliminary study, (2) model development, (3) field testing, and (4) final revision and dissemination.

1. Preliminary Study. The preliminary phase involved literature review, field observations, interviews with school counselors, and student questionnaires to identify issues related to students’ self-concept and existing peer counseling practices. The findings revealed a lack of structured peer counseling models tailored to junior high school students and highlighted students’ preference for peer-based emotional support. This phase established the empirical and theoretical foundation of the “Sambatan” model, grounded in Carl Rogers’ humanistic theory, which emphasizes self-concept development through supportive interpersonal relationships (Rogers & Dymond, 1954).
2. Model Development. Based on the needs analysis, an initial prototype of the “Sambatan” peer counseling model was developed. The model included counseling principles, session procedures, training modules for peer counselors, and evaluation instruments. Local cultural values of *sambatan* (mutual help and cooperation) were integrated to enhance contextual relevance. The prototype was subjected to expert validation involving counseling content experts, media experts, and educational psychologists to assess content relevance, clarity, practicality, and construct validity.
3. Field Testing. Field testing was conducted in three stages: a) Small-scale trial to assess readability and initial practicality of the model; b) Limited field trial to evaluate implementation feasibility and preliminary effectiveness; c) Main field trial using a quasi-experimental nonequivalent control group design to test model effectiveness. Students with low self-concept were assigned to either an experimental group receiving the “Sambatan” peer counseling intervention or a control group receiving conventional counseling services. Pretests and posttests were administered to both groups.
4. Final Revision and Dissemination. Revisions were made based on quantitative findings and qualitative feedback from users and experts. The finalized model was disseminated through academic publications, seminars, and implementation in junior high schools in Madiun City.

2.1 Participants

The implementation of this study required the involvement of relevant participants who played a key role in the development and testing of the peer counseling model.

- a) Expert validators (counseling experts, media experts, and psychological measurement experts),
- b) School counselors and trained peer counselors, and
- c) Grade VIII students identified as having low positive self-concept through purposive sampling

The main field trial involved 48 students, with 24 students in the experimental group and 24 in the control group from different schools to reduce contamination effects. Participation was voluntary, with informed consent obtained from students, parents, and schools. Confidentiality and anonymity were maintained throughout the research process.

2.2 Instruments and Data Collection

Data were collected using multiple instruments to support both quantitative and qualitative analyses. A Positive Self-Concept Questionnaire was administered to measure students’ self-image, ideal self, and self-esteem using a four-point Likert scale. Expert validation sheets were employed to examine content validity and assess the feasibility of the developed peer counseling model. Practicality questionnaires were distributed to school counselors and peer counselors to evaluate the ease of use and applicability of the model in school settings. In addition, observation checklists were utilized to assess implementation fidelity and peer counseling dynamics during the intervention process. Qualitative data were further obtained through semi-structured interviews and open-ended questionnaires to capture participants’ perceptions, experiences, and suggestions for model improvement.

2.3 Data Analysis

Data analysis in this study followed a mixed-methods approach aligned with the research and development (R&D) framework to evaluate the feasibility, practicality, and effectiveness of the Sambatan Peer Counseling Model. Qualitative data were obtained from expert validation sheets, structured observations, interviews, and open-ended questionnaires, and were analyzed using descriptive qualitative techniques. The analysis involved iterative stages of data reduction, thematic categorization, interpretation, and conclusion drawing. Expert feedback was grouped into themes such as content relevance, conceptual clarity, cultural appropriateness, model coherence, and measurement accuracy, and was used to revise and refine the model prior to field implementation. Observation data focused on implementation fidelity, participant engagement, group dynamics, and adherence to the Sambatan counseling stages, providing contextual validation of the model's practicality and supporting quantitative findings.

Quantitative data analysis was conducted to examine instrument validity and reliability, as well as product feasibility, practicality, and effectiveness. Content validity was assessed using Aiken's V, construct validity using Pearson Product–Moment correlation, and reliability using Cronbach's Alpha. Feasibility and practicality data were analyzed descriptively using percentage scores based on a four-point Likert scale. Model effectiveness was evaluated through small-group, limited field, and large-scale trials using pretest–posttest designs. Depending on data normality, paired-sample t-tests or Wilcoxon Signed Rank Tests were applied for within-group comparisons, while Mann–Whitney U Tests were used for between-group analyses. Statistical significance was set at $p < 0.05$. Model effectiveness was determined based on statistically significant score improvements, consistency across self-image, ideal self, and self-esteem dimensions, and corroborating qualitative evidence from students and counselors.

3. RESULTS AND DISCUSSION

3.1 Preliminary Field Testing Results

This section presents the results of the preliminary field testing of the “Sambatan” Peer Counseling Model, which focused on assessing the feasibility, validity, and reliability of the model and its supporting instruments prior to broader implementation. The preliminary evaluation involved expert judgments and respondent-based testing to ensure that the model met theoretical, methodological, and practical standards. Expert validation was conducted to examine the quality of the counseling model in terms of material content, media design, and implementation guidelines. In addition, validity and reliability testing of the research instrument was carried out to confirm its appropriateness for measuring students' positive self-concept.

Table 1. Summarizes the results of expert validation, validity testing, and reliability analysis obtained during the preliminary field testing stage

Assessment Aspects	Assessment Sub-Aspects	Evaluator / Respondent	Main Results	Category
Material Expert Validation	Alignment of objectives, content relevance, participant engagement, methodological appropriateness	Material Expert	80.62%	Feasible
Media Expert Validation	Model design, structure, implementation flow, component integration	Media Expert	100%	Highly Feasible
Guidebook Expert Validation	Clarity of guidelines, systematic organization, comprehensibility, contextual relevance	Guidebook Expert	89.37%	Highly Feasible
Validity Testing	Content Validity	Experts	0.78–1.00	High–Very High
	Construct Validity	Respondents	30/35 valid	Valid
Reliability Testing	Instrument Reliability	Respondents	0.818	Reliable

The results of expert validation and instrument testing demonstrate that the “Sambatan” Peer Counseling Model fulfills the criteria of feasibility, validity, and reliability. Material expert evaluation yielded a feasibility score of 80.62%, indicating that the objectives, content relevance, participant engagement, and counseling methods are appropriate. Media expert validation resulted in a perfect score of 100%, confirming that the model's design, structure, implementation flow, and component integration are highly feasible. In addition, guidebook expert validation produced a score of 89.37%, categorized as highly feasible, reflecting clear, systematic, and contextually relevant guidance. Instrument testing further supported the model's quality, with content validity ranging from 0.78 to 1.00 (high to very high), construct validity indicating that 35 items were valid and only 5 were invalid, and a reliability coefficient of 0.818, demonstrating strong internal consistency. Overall, these findings confirm that the “Sambatan” Peer Counseling Model and its instruments are theoretically sound, empirically validated, and suitable for practical application in enhancing positive self-concept among junior high school students.

3.2 Operational Field Testing

The operational field testing was conducted to examine the effectiveness of the “*Sambatan*” *Peer Counseling Model* on a larger sample and in a different school context. This stage aimed to confirm the consistency of the model’s effectiveness by analyzing changes in students’ positive self-concept within groups and differences between the experimental and control groups. Since the normality test indicated that the data were not normally distributed, nonparametric statistical analyses were applied, including the Wilcoxon Signed-Rank Test to assess score changes within groups and the Mann–Whitney U Test to compare differences between groups.

Table 2. Statistical Test Results for Experimental and Control Groups

No.	Type of Test	Group / Measurement Stage	Test Statistic	Sig. (p)	Interpretation
1	Normality Test (Shapiro–Wilk)	Experimental Group	0.909–0.913	< 0.05	Not normally distributed
		Control Group	0.893–0.894	< 0.05	Not normally distributed
2	Score Change Test (Wilcoxon Signed-Rank Test)	Experimental Group	–4.286	0.000	Highly significant
		Control Group	–0.212	0.832	Not significant
3	Between-Group Difference Test (Mann–Whitney U Test)	Pretest	–1.963	0.051	Not significant
		Posttest	–5.943	0.000	Highly significant

The results of the operational field testing indicate that the data did not meet the assumption of normality, as shown by the Shapiro–Wilk test results for both the experimental and control groups ($p < 0.05$). Therefore, nonparametric statistical analyses were appropriately applied. The Wilcoxon Signed-Rank Test revealed a highly significant improvement in positive self-concept scores within the experimental group after the implementation of the “*Sambatan*” *Peer Counseling Model* ($p = 0.000$). In contrast, the control group did not show a significant change between initial and final scores ($p = 0.832$). Furthermore, the Mann–Whitney U Test demonstrated that there was no significant difference between the experimental and control groups at the pretest stage ($p = 0.051$), indicating comparable initial conditions. However, a highly significant difference was found at the posttest stage ($p = 0.000$), with the experimental group achieving higher positive self-concept scores than the control group. These findings confirm that the “*Sambatan*” *Peer Counseling Model* is effective in enhancing students’ positive self-concept during the operational field testing stage.

3.3 Feasibility of the “Sambatan” Peer Counseling Model in Enhancing Junior High School Students’ Positive Self-Concept

The findings indicate that the “*Sambatan*” *Peer Counseling Model* demonstrates good to excellent feasibility based on expert evaluations of material content, media/model structure, implementation guidelines, and the measurement instrument for positive self-concept. Material expert validation yielded an average feasibility score of 80.62%, categorized as *feasible*. This result suggests that the model content is well aligned with the developmental characteristics of junior high school students and the objectives of school counseling services. The material was considered relevant to adolescents’ daily experiences and effective in facilitating the development of key dimensions of positive self-concept, namely *self-image*, *ideal self*, and *self-esteem*. From a theoretical perspective, the feasibility of the model content aligns with the view of Harter (2012), who emphasizes that adolescents’ self-concept development is more effective when interventions are contextual, socially grounded, and supported by peer interaction. The integration of the local cultural value of *sambatan*, rooted in mutual cooperation and collective support, further strengthens the model’s sociocultural relevance. This cultural grounding allows counseling to function not only as a psychological intervention but also as a socially meaningful process, consistent with multicultural counseling principles proposed by Sriken & Nadal (2020).

Media expert validation produced a 100% feasibility score, placing the model in the *highly feasible* category. This result indicates that the model’s structure, stages, and overall design are systematic, coherent, and logically organized, encompassing planning, implementation, and evaluation phases. The counseling stages were considered clear, user-friendly, and realistic for application in school settings. These findings are in line with the development criteria proposed by Rosmiati et al. (2023) who argue that a development product is feasible when it demonstrates structural clarity, component integration, and ease of implementation for intended users. Furthermore, the guidebook expert validation resulted in a feasibility score of 89.37%, categorized as *highly feasible*. The guidebook was assessed as clear, systematic, communicative, and appropriate for the needs of school counselors and peer counselors. This aspect is crucial because the guidebook serves as the primary bridge between the conceptual model and its practical implementation. A well-designed guidebook ensures consistency, fidelity, and sustainability of the counseling process across different school contexts. Overall, these validation results confirm that the “*Sambatan*” *Peer Counseling Model* is suitable for implementation as a school-based counseling service at the junior high school level.

3.4 Practicality of the “Sambatan” Peer Counseling Model in School Implementation

The practicality of the model was evaluated through school counselors’ assessments across three stages: small-group trials,

limited field testing, and main field testing. The results consistently showed practicality scores exceeding 97% at all stages, indicating that the model is *highly practical*. These findings demonstrate that the model is easy to use, the guidebook is easy to understand, and the implementation steps can be effectively carried out within typical school time constraints and conditions. The high practicality scores suggest that the “Sambatan” Peer Counseling Model is not only conceptually sound but also operationally viable. School counselors reported that the language used in the guidebook was clear, the activity sequence was logical, and the materials could be easily adapted to students’ characteristics. This supports Corey (2018) assertion that the effectiveness of a counseling model is strongly determined by its practical applicability in real settings, rather than theoretical strength alone. Practicality was further reinforced by the effective involvement of peer counselors, who were relatively easy to train and capable of performing their roles appropriately. The peer counseling approach fostered more egalitarian and open communication, allowing students to express feelings and perceptions of themselves more comfortably. This finding aligns with previous research by Tzani-Pepelasi et al. (2019) which highlights peer counseling as an effective school-based strategy due to emotional closeness and shared experiences among students. In conclusion, the feasibility and practicality findings collectively demonstrate that the “Sambatan” Peer Counseling Model fulfills essential criteria of usability and applicability as a development product. The model shows strong potential for sustainable implementation in junior high schools to support students’ positive self-concept development.

3.5 Effectiveness of the “Sambatan” Peer Counseling Model in Enhancing Junior High School Students’ Positive Self-Concept

The effectiveness of the model was consistently supported across both the limited field testing and the operational field testing stages. Nonparametric statistical analyses showed a significant increase in positive self-concept among students in the experimental group at both stages, as indicated by Wilcoxon test results ($p < 0.05$). Additionally, posttest comparisons using the Mann–Whitney U Test consistently revealed highly significant differences between the experimental and control groups. Empirically, these findings demonstrate that the “Sambatan” Peer Counseling Model is effective in enhancing students’ positive self-concept. The improvement was not only statistically significant but also categorically evident, as the majority of students in the experimental group shifted from the moderate category to the high category of positive self-concept. In contrast, the control group showed no meaningful change. This pattern reinforces the conclusion that peer counseling interventions contribute directly to students’ self-concept development. These results are consistent with adolescent developmental theory, which emphasizes the critical role of supportive social interaction and peer acceptance in shaping positive self-concept during adolescence, as articulated by Santrock (Brožová, 2025). Through the stages of the “Sambatan” model emphasizing empathy, shared meaning, positive affirmation, and internalization of prosocial values students learn to recognize personal strengths, accept limitations, and develop realistic self-expectations. Qualitative data from classroom observations further support these findings, revealing increased participation, greater confidence in expressing opinions, and more positive attitudes toward oneself and others. These observations suggest that the effectiveness of the model extends beyond cognitive outcomes to include emotional and social dimensions. Therefore, the “Sambatan” Peer Counseling Model can be regarded as a holistic counseling approach that effectively supports the development of positive self-concept among junior high school students.

4. CONCLUSION

Self-efficacy is judgement of a person to his capabilities to plan and implement the action to reach certain goals (Mukhid, 2009). In an academic context, self-efficacy reflects how confident students are in performing specific tasks (Perez & Ye, 2013). Self-efficacy plays a role in academic motivation and learning motivation (especially students' ability to manage their learning activities), and resistance to learning (Zimmerman, 2000). Self-efficacy has three dimensions that are magnitude, the level of task difficulty a person believes she can attain; strength, the conviction regarding magnitude as strong or weak; and generality, the degree to which the expectation is generalized across situations (Lunenburg, 2011). The magnitude dimension refers to the difficulty level of the task that a person believes he or she can accomplish. That is, the students' self-confidence toward their abilities in accomplishing various tasks at different levels of difficulty. The strength dimension refers to the resilience and persistence of students in accomplishing various tasks. Meanwhile, the generality dimension refers to students' beliefs about their abilities in accomplishing certain tasks as well as on a broader range of activities and situations.

REFERENCES

- Aji, L. M. (2025). *Psychological well-being: The complexities of mental and emotional health*. Cambridge Scholars Publishing.
- Azpiazu, L., Ramos-Diaz, E., Axpe, I., & Revuelta, L. (2025). Social support, self-concept and resilience as protectors against school maladjustment during adolescence. *School Mental Health, 17*(2), 435–448.
- Basarkod, G., Marsh, H. W., Dicke, T., Guo, J., & Parker, P. D. (2022). Academic self-concept. *Handbook of Positive Psychology in Schools: Supporting Process and Practice*, 202.

- Borg, W., & Gall, M. (1983). *Educational Research an Introduction* fourth edition. *Longman Inc.*
- Brožová, K. (2025). *Anne's Journey to Self-acceptance in Anne of Green Gable.*
- Brumariu, L. E., Waslin, S. M., Gastelle, M., Kochendorfer, L. B., & Kerns, K. A. (2023). Anxiety, academic achievement, and academic self-concept: Meta-analytic syntheses of their relations across developmental periods. *Development and Psychopathology, 35*(4), 1597–1613.
- Chi, Y. A. (2023). *The Impacts of Acculturation on Self-Discrepancy and Well-Being Among Americans of Chinese Descent from the Lens of Rogerian Theory.* Alliant International University.
- Corey, G. (2018). *The art of integrative counseling.* John Wiley & Sons.
- Harter, S. (2012). *Emerging self-processes during childhood and adolescence.*
- Kerman, N. T., Banihashem, S. K., Karami, M., Er, E., Van Ginkel, S., & Noroozi, O. (2024). Online peer feedback in higher education: A synthesis of the literature. *Education and Information Technologies, 29*(1), 763–813.
- Madani, M. M., & Pandang, A. (2025). The Influence of Peer Support and Self-Love on the Self-Confidence of Bullying Victim Students. *Quanta: Kajian Bimbingan Dan Konseling Dalam Pendidikan, 9*(3), 247–254.
- Mustapić, M. (2024). *Exploring the Relationship between Young Women's Internalized Social Expectations About Their Appearance, Self-esteem and Aspects of Mental Health.* University of Split. Faculty of Humanities and Social Sciences.
- Regita, R., & Yusup, M. (2024). Perceptions of high school physics teachers regarding the use of concept maps in physics learning. *AIP Conference Proceedings, 3052*(1), 20058.
- Rogers, C. R., & Dymond, R. F. (1954). *Psychotherapy and personality change.*
- Rosmiati, R., Syahid, A., Nengsih, R., & Setiawati, N. (2023). The development of a character education evaluation model based on authentic assessment. *Tarbiyah: Indonesian Journal of Islamic Education, 10*(2), 233–246.
- Shao, Y., Kang, S., Lu, Q., Zhang, C., & Li, R. (2024). How peer relationships affect academic achievement among junior high school students: The chain mediating roles of learning motivation and learning engagement. *BMC Psychology, 12*(1), 278.
- Snider, R. (2024). Emerging Adult–Centered Pastoral Care. *Pastoral Psychology, 73*(5), 541–558.
- Sriken, J., & Nadal, K. (2020). *The Wiley Encyclopedia of Personality and Individual Differences: Clinical, Applied, and Cross-Cultural Research.* Wiley Online Library.
- Topping, K. J. (2022). Peer education and peer counselling for health and well-being: A review of reviews. *International Journal of Environmental Research and Public Health, 19*(10), 6064.
- Tzani-Pepelasi, C., Ioannou, M., Synnott, J., & McDonnell, D. (2019). Peer support at schools: The buddy approach as a prevention and intervention strategy for school bullying. *International Journal of Bullying Prevention, 1*(2), 111–123.
- Uktamovna, R. Z. (2025). The transformative journey of adolescence: a study of the physical, cognitive, emotional, and social changes during the teenage years. *Spanish Journal of Innovation and Integrity, 39*, 169–172.
- van der Crujisen, R., Blankenstein, N. E., Spaans, J. P., Peters, S., & Crone, E. A. (2023). Longitudinal self-concept development in adolescence. *Social Cognitive and Affective Neuroscience, 18*(1), nsac062.
- Vats, P. K., & Biswas, S. (2024). Social Challenges and Adjustments of Adolescents in Educational Settings. *Bharati International Journal of Multidisciplinary Research and Development Vchedumenu: Gungun Publishing House, 2*(5), 37–48.
- Wentzel, K. R. (2022). Does anybody care? Conceptualization and measurement within the contexts of teacher-student and peer relationships. *Educational Psychology Review, 34*(4), 1919–1954.
- Zeyrek, F. B. (2025). *Boundaries of the Personal Domain: Children's and Mothers' Judgments About Parental Authority, Children's Personal Choice, and Compliance.* University of Rochester.
- Zhang, Y., & Qin, P. (2023). Comprehensive review: Understanding adolescent identity. *Studies in Psychological Science, 1*(2), 17–31.