



The Influence of Peer Counselors on Adolescent Mental Health Using the Spiritual Emotional Freedom Technique (SEFT) Method

Bardiati Ulfah¹, Fika Aulia², Yaolanda Rizqi Agustina³, Rahmi Padlillah⁴, Anggun Salsabilla⁵, Alya Nazwa⁶

^{1,2,3,5,6} Department of Bachelor Midwifery, University of Muhammadiyah Banjarmasin

⁴Faculty of Health, University of Borneo Tarakan

Email: ulfah74@umbjm.ac.id, fika_aulia@umbjm.ac.id, yaolanda_rizqiagustina@umbjm.ac.id, rahmipadlilah@gmail.com, anggunnsalsabilla@gmail.com, alyanazwa0707@gmail.com

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ABSTRACT

Adolescence is a transitional phase of self-discovery and lifestyle adjustments that can cause stress. Mentally healthy adolescents are those who are able to cope with life's pressures, be productive, and contribute to their communities. According to the 2024 I-NAMHS survey, 15.5-2.45 million adolescents have mental health problems, with the highest prevalence being 14 years old (75%). Mental health problems in adolescents, such as stress and anxiety, can hinder physical activity and quality. Mental health is crucial for adolescents, with psychoeducation to build a strong mental character, one of which is through peer counselors. The Spiritual Emotional Freedom Technique (SEFT) method as an educational medium has proven to be effective in addressing adolescent mental health issues. The purpose of this study was to determine the influence of peers using the SEFT method approach on adolescent mental health. The method used was a Quasi-Experimental Design with a Pretest Posttest Control Group design. The results showed a significant influence of the SEFT method by peers on improving the emotional mental state of adolescents in the depression category with a t-test p value of 0.015, while in the anxiety and stress problem categories there was no influence of the SEFT method given by peers. The approach of those closest to them with continuous education through beneficial spiritual methods has an impact on the continuation of a generation of mentally and physically healthy adolescents.

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Corresponding Author:

Bardiati Ulfah,

Faculty of Nursing and Health Sciences, University of Muhammadiyah Banjarmasin,

Jl. S. Parman, Banjarmasin City

Email: ulfah74@umbjm.ac.id

1. INTRODUCTION

Adolescence is the phase of life between childhood and adulthood from the age of 10-19 years, this period is a very unique stage of human development and is a very important time to lay the foundations for good health [1]. In the life of adolescence, it is very critical because of the transition from childhood to adulthood. During this period, adolescents often search for their identity by trying out appropriate lifestyles which cause stress for adolescents to the point of experiencing problems with their mental health [2]. Mental health is a condition where a person has a sense of well-being that is evident in themselves, is able to realize their own potential, has the ability to cope with normal life pressures in various situations in life, is able to work productively and produce results, and is able to contribute to their community [3].

The Indonesia National Adolescent Mental Health Survey (I-NAMHS) explains that one in three Indonesian teenagers have had mental health problems in the last 12 months with a figure of 15.5-2.45 million in the group of teenagers diagnosed with mental disorders [4]. Mental Health Statistics Data explains that the highest age group experiencing mental health problems is 14 years old (75%) and 24 years old (15%) which is caused by mood swings, thinking problems, apathy, and other unusual symptoms [5]. Based on the Literature Study, it is known that adolescents with mental health problems recorded at the age of 15-24 years have a percentage of depression of (6.2%), severe depression which will experience a tendency to harm themselves (self harm) to suicide of (80-90%), suicide cases in Indonesia can reach 10,000 or the equivalent of every hour there is a suicide case, have thought about suicide among students (4.2%), have suicidal intentions among students (6.9%), and (3%) others have attempted suicide [6].

Peers are defined as a group of people who interact with each other because they have similarities in several aspects such as age, way of thinking, social status, work and hobbies [7]. Good interaction between teenagers is expected to help in overcoming mental health problems, so that they do not become prolonged which can cause disruption to teenagers' productivity and even lead to negative problem solving. One way to overcome mental health problems such as stress and others is the Spiritual Emotional Freedom Technique (SEFT) method [8].

SEFT is a technique that combines spiritual aspects and psychological energy of the body to overcome emotional problems by tapping 9-18 points on the body's meridian lines and interspersed with short prayers to overcome energy disturbances that cause negative emotions [9]. This method is effective as a relaxation method that influences a person's psychological management. Previous research has not used peer groups as educational companions. Therefore, the SEFT method, which will be taught to peer counselors through training provided by a team of experts, is expected to help prevent mental health problems in adolescents at school. The purpose of this study was to determine the influence of peer education using the SEFT method on mental health problems in adolescents at SMK Muhammadiyah 1 Banjarmasin.

2. RESEARCH METHOD

This study uses a Quasi-Experimental Design model, the form of experimental design used is the Pretest Posttest Control Group design, meaning the researcher used two experimental and control groups that have the same characteristics. Then, both groups were given the same pretest. The treatment or experimental group was given special treatment, while the control group was given treatment as usual. After that, the same posttest was carried out again. From the results of the two tests that have been carried out, they will be compared in each group as the final result. This study was located at SMK Muhammadiyah 1 Banjarmasin, the research was carried out in May-June 2025.

The study population was all 169 students in grades X, XI, and XII. The sampling technique used was proportional random sampling, where sampling from the population was carried out proportionally and balanced in classes that were willing to be respondents and had characteristics such as students having health problems (difficulty concentrating, difficulty sleeping, lack of enthusiasm for learning), to severe mental health problems were excluded. The minimum sample in a simple experimental study is 10-20 subjects and the ideal group size is around 7-15 subjects [10]. Therefore, based on these considerations, the researcher determined a sample of 15 people in the treatment group, and 15 people as controls/comparators who were not given the SEFT technique by peer counselors. The data collection instrument used the Depression Anxiety Stress Scale (DASS) to assess mental health problems with the categories of anxiety and depression.

Data analysis used descriptive statistical analysis and inferential analysis, namely the t-test. Descriptive analysis was conducted for descriptive testing, the results of which were used to determine whether the hypothesis could be generalized or not. Inferential analysis was used to test the proposed hypothesis, which was tested using parametric statistics using the t-test so that the data for each variable would be normally distributed and homogeneous.

3. RESULTS AND DISCUSSION

3.1. Results

The characteristics of the 30 adolescent respondents consisted of 17 adolescents aged 15-16, and 13 adolescents aged 17-18. The sample was randomly selected to represent grades 10 and 11. Sixteen male respondents and fourteen female respondents were selected. The results of the tabulation and analysis of data on adolescent mental health issues in the depression and anxiety categories can be seen in the table below:

Table 3.1. Distribution of Pre- and Post-Test Mental Health Problems in Adolescents from the Depression and Anxiety Categories

| Respondents | Pre Test | | | | |
|-------------------------------|------------|---------|----------|----------|----------|
| | Depression | | | Anxiety | |
| | Normal | Mild | Moderate | Mild | Moderate |
| Treatment Group (SEFT Method) | 2 (13%) | 5 (33%) | 1 (7%) | 5 (33 %) | 2 (13%) |
| Control Group | 1 (7%) | 4 (26%) | 1 (7%) | 6 (40%) | 3 (20%) |
| Total | 3 (10%) | 9 (30%) | 2 (7%) | 11 (37%) | 5 (16%) |
| Respondents | Post Test | | | | |
| | Depression | | | Anxiety | |
| | Normal | Mild | Moderate | Mild | Moderate |
| Treatment Group (SEFT Method) | 9 (60%) | 2 (13%) | 0 (0%) | 3 (20%) | 1 (7%) |
| Control Group | 1 (7%) | 4 (26%) | 1 (7%) | 7 (47%) | 2 (13%) |
| Total | 10 (33%) | 6 (20%) | 1 (4%) | 10 (33%) | 3 (10%) |



Based on Tabel 3.1, The pre-test data shows that in the category of mental problems of depression in both the treatment and control groups, most of them are in mild problems, namely 9 people (30%), with moderate depression 2 people (7%), and 3 people (10%) normal. The category of anxiety problems in adolescents obtained data in the treatment and control groups, namely: most adolescents have mild anxiety problems 6 people (40%), and moderate anxiety 3 people (20%). The results of the post-test obtained data that in the treatment and control groups there was an increase in the number of adolescents with mental health in the normal category namely 10 people (33%), in the depression category of the treatment group there was a decrease in mild depression, namely 2 people (13%), while in the control group there was no decrease in the number of mild depressions.

The results of the t-test analysis on the variables of adolescent mental health problems in the depression and anxiety categories can be seen in the table below:

Table 3.2. Analysis of Adolescent Mental Health Problems in The Categories of Depression and Anxiety

| Depression Level Analysis Results | | | | | |
|-----------------------------------|------|-----|-----|---------|----|
| Respondents | Mean | SD | SE | P-value | n |
| Treatment Group with SEFT Method | 7,3 | 7,7 | 2,4 | 0,15 | 15 |
| Control Group | 1.1 | 4,5 | 1,4 | 0,460 | 15 |
| Anxiety Level Analysis Results | | | | | |
| Responden | Mean | SD | SE | P-value | n |
| Treatment Group with SEFT Method | 4,0 | 6,4 | 2,0 | 0,848 | 15 |
| Control Group | 1.2 | 4,6 | 2,1 | 0,434 | 15 |

Based on Table 3.2. it is known that the variable that has a p value of 0.015 is the mental problem of depression, so it can be concluded that there is an influence/difference in the educational approach of the SEFT method by peers.

3.2. Discussions

The pre-test data shows that in the category of mental problems of depression in both the treatment and control groups, most of them are in mild problems, namely 9 people (30%), with moderate depression 2 people (7%), and 3 people (10%) normal. The category of anxiety problems in adolescents obtained data in the treatment and control groups, namely: most adolescents have mild anxiety problems 6 people (40%), and moderate anxiety 3 people (20%). The results of the post-test obtained data that in the treatment and control groups there was an increase in the number of adolescents with mental health in the normal category, namely 10 people (33%), in the depression category of the treatment group there was a decrease in mild depression, namely 2 people (13%), while in the control group there was no decrease in the number of mild depressions. Based on research by [11], depression stems from poorly managed stress, with the most common contributing factors being psychosocial factors, poor relationships with parents, and bullying. Post-test results showed a decrease in anxiety, particularly in the treatment group 3 people (20%), and in the control group 7 people (47%). In accordance with other research, there was a decrease in anxiety in adolescent drug users with a p value <0.001 after receiving SEFT therapy [12]. Half of teenagers experience mental health problems with anxiety disorders, anxiety symptoms such as: irritability, restlessness, inability to control emotions, difficulty sleeping, loss of appetite [13].

The results of the statistical test show that education by peers using the SEFT method in the depression category with a t-test value of $p = 0.015$, which means there is an effect of peer education using the SEFT method on depression problems in adolescents. This result is in accordance with other studies that there is a difference between the treatment group and the control group that were given the SEFT method by peers in the depression category [14]. One of the developmental tasks of adolescents is to accept more mature relationships with peers of the same gender, parents are also one of the influences in the process of changes experienced by adolescents and how adolescents behave and behave in society so that they are able to adapt and control themselves with all the changes that occur in themselves [15]. Based on the results of research conducted by [16] explains that teenagers who have a high self-concept will show good social relationships compared to teenagers who have a low self-concept, this is because teenagers want friends who have the same interests and values, can understand and make them feel safe, can trust problems and discuss things that cannot be discussed with parents or teachers. In addition, research explained by [17] also states that there is an influence of SEFT education by peers on problems such as: difficulty concentrating, poor self-esteem, feelings of hopelessness, loss of interest in activities, social withdrawal, and difficulty sleeping at night.

The results of the statistical test show that peer education using the SEFT method in the anxiety category with a t-test p value = 0.848, which means there is no effect of providing peer education with SEFT therapy on adolescent anxiety. This is not in accordance with the results of research by Lutvi et al. that there is an effect of SEFT therapy on reducing student anxiety with a P-value <0.001. In this study, it is possible that although SEFT therapy is easy to do, it requires skills, perseverance, dedication in applying it both to oneself and others, as well as time, a supportive environment for SEFT therapy. Peers who are still teenagers also determine in providing assistance such as immature nature, efficiency of their time use, etc. Group counseling for a psychological approach that involves interaction between individuals who have similar problems, with guidance from a counselor (peer). The peer approach is expected to provide space for adolescents to share personal experiences, listen to other people's stories, and provide and receive emotional support [18].

The benefits of a spiritual approach combined with light tapping techniques on certain meridians of the body can experience emotional mental improvements, this method provides a calming or relaxing effect with the hope of strengthening the mental condition of adolescents in everyday life to help stabilize emotions through the Spiritual Emotional Freedom Technique (SEFT) approach [19]. The results of research conducted by [20] explain that the SEFT method is also said to have a positive impact not only as a relaxation therapy or self-control but also has a spiritual element that is able to eliminate negative thoughts and will foster a positive attitude for teenagers, strengthen teenagers' emotional responses, and make teenagers less prone to stress and anxiety. Meanwhile the impacts that occur in adolescents who experience anxiety disorders are that they greatly affect various aspects of their lives emotionally, hinder adolescents' ability to manage stress, cause a decline in academic achievement, affect their social relationships, there is no hope of achieving, there are conflicts with peers, there are demands to adapt to societal norms, and it becomes the main trigger for the emergence of anxiety disorders [21]. Furthermore, if anxiety disorders in adolescents are not promptly addressed they can increase the risk of depression and other mental health issues in adulthood. This highlights the importance of addressing adolescent mental health as an integral part of their development, and therefore, providing opportunities such as group counseling to understand and address anxiety in adolescents [22].

Active teenagers will have various intrinsic drives such as wanting to be better than others, external drives in the form of praise, and if there is insult it will encourage them to be worse [23]. The success of SEFT in the context of religious-based education is proof that spirituality can be an important element in the strategy for developing students' character and mental health [24]. According to [25], adolescents with abnormal assessments on behavioral and emotional problems should receive further attention and examination. The SEFT therapy approach process in this study is by changing negative thoughts or negative emotions felt by respondents into positive thoughts by surrendering to Allah SWT or God Almighty so that it has an impact on positive emotions. SEFT therapy is a therapy that makes a person's body relax, where relaxation can produce physiological effects that are the opposite of the effects of anxiety [26]. SEFT therapy also brings up spiritual concepts and prayer during the therapy process, this makes teenagers relax more quickly and quickly accept suggestions that are of an inviting nature to remind and remember the Almighty [27]. The key to the success of SEFT that needs to be instilled when carrying out the therapy is: confidence, devotion, sincerity, surrender and gratitude [28].

Mental health in adolescents is an important aspect that is often overlooked in adolescent development, therefore it is very important for adolescents to understand how to care for their mental health so they can face life's challenges better and live adolescence in a more balanced way [29]. The results of research conducted by [30], stated that the SELF technique given to teenagers to overcome anxiety has a significant influence in helping to stimulate the body and mind against anxiety.

4. CONCLUSION

The SEFT method has a significant impact on improving mental and emotional well-being in adolescents. There are differences in the effectiveness of the SEFT method administered by peers on adolescents' mental and emotional health, particularly in the depression category. Depression is the most dominant aspect experiencing positive changes. Adolescents with good mental health are a valuable investment and asset for a country's human resources. Therefore, if adolescents lack clear goals and are confused about their identity, they are more likely to experience mental health problems. Schools and families are expected to provide open spaces and trust to adolescents, increasing their awareness and care. Approaches that can be taken for adolescents include providing ongoing education, psychological support through beneficial spiritual counseling, and empowering peer groups with specialized training for all educational institutions, especially high school and vocational schools.

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