



# “Siap Kerja” Program: An Innovation Program to Increase Youth Job Selection Readiness

Angga Feri Setyawan<sup>1</sup>, Sugito Sugito<sup>2</sup> and Suciani Lina Dwi Purwanti<sup>3</sup>

<sup>1,2</sup> Universitas Negeri Yogyakarta, Jl. Colombo No.1, Karang Malang, Caturtunggal, Depok, Sleman, Indonesia

<sup>3</sup> Universitas Islam Negeri Professor Kiai Haji Saifuddin Zuhri, Jl. A. Yani No.40, Karanganying, Purwanegara, Purwoketo, Banyumas, Jawa Tengah, Indonesia  
anggaferi.2022@student.uny.ac.id

**Abstract.** To be able to enter the world of work, individuals must go through a selection process for prospective workers. Readiness for job selection is a person's first capital to be able to enter the world of work. This research aims to describe the innovation of the "Siap Kerja" program to increase job selection readiness for youth. This program innovation was implemented for three (3) days. The first day was material on application file administration, the second day was about analyzing one's potential for a career and tips for successful interviews, and the third day was material about creating personal branding for a career and easy ways to find job vacancies. There is a hypothesis test to determine the effectiveness of this program innovation using the Wilcoxon signed-rank test. The research results of the "Siap Kerja" program innovation show that there is a significant difference between the results of the pre-test group and the post-test group so that the "Siap Kerja" program innovation can be said to be effective.

**Keywords:** Program Innovation, Job Selection, Youth.

## 1 Introduction

Indonesia is the country with the second highest open unemployment rate in Southeast Asia. This is based on data from the Central Statistics Agency of the Republic of Indonesia [1] which released the number of unemployed people in Indonesia as of February 2023, which was 7.99 million people. The number of unemployed in Indonesia compared to the total workforce reached 5.45%. Other countries with the highest open unemployment rates in Southeast Asia are Brunei Darussalam at 7.2%, Timor Leste 4.9%, and Malaysia 3.4%. Meanwhile, Central Java province has an open unemployment rate of 5.24%. The total working age population of Central Java province is 29.12 million people with 21.06 million people in the Working Force and 8.06 million people in the Non-Working Force. The number of unemployed people in Central Java reached 1.10 million people. Banyumas Regency, as one of the districts in Central Java province, is

in fifth position as the district with the highest number of unemployed people in the Central Java region. In sequence, the 5 districts with the highest number of unemployed people in Central Java province are Brebes district with 86,501 people, Cilacap district with 83,941 people, Semarang city with 81,739 people, Tegal district with 68,576 people and Banyumas district with 52,713 people.

Unemployment occurs partly because there are still many graduates who do not have good work readiness. This is shown from data from the Central Statistics Agency as of February 2023, 12% or 958,800 graduates were unemployed. Even graduates who competently have knowledge and insight into the scientific field they are studying are still unable to get a job. Caballero [2] explains that readiness to enter the world of work (work readiness) is defined as the extent to which graduates are considered to have the attitudes and attributes to be ready and successful in the world of work. Other causes explained by Nurullaili [3] namely, education majors that are not common so that they are less popular in the job market, lack of business capital, marriage which ultimately limits activities, laziness, and fraudulent practices in the world of work. This makes the process of getting a job even more difficult. Nghi and Hien [4] added that a big challenge for college graduates is the inability to meet job market requirements.

Work readiness is a person's first capital to be able to enter the world of work. The unequal distribution of education also causes a shortage of competitive human resources entering the world of work [5]. To be able to enter the world of work, a person is required to go through a selection process for prospective workers. Caballero [6] explains the methods generally used in the selection process for prospective workers, namely application forms (email, google form), academic achievement, interviews and cognitive abilities which are measured through tests. According to Krishnan et al [7], most graduates cannot carry out the interview selection process well. This is also one of the reasons why someone does not pass the job application process. These graduates were unable to understand the interview questions asked so they answered poorly.

The government has made various efforts to increase job selection readiness for youth. One of the programs created is the Pre-Employment Card program. Based on research conducted by Siti Dwi Yana [8], she explained that the Pre-Employment Card program was considered less effective because registration was carried out online, causing a number of people to have to use the services of a Pre-Employment agent due to a lack of understanding of technology and joining this program did not guarantee that someone could immediately get a job. Meanwhile, there is another program called Tenaga Kerja Mandiri (TKM) in Purwakarta Regency which is a program to empower the unemployed through entrepreneurship training, providing business assistance, and regular mentoring by assistant staff. This program was researched by Nisa Maulida Nurfaizah [9] and the results showed that the TKM program was not effective. This is because the program recipients are not entirely unemployed and there are still people who receive the program who do not meet the criteria. The two programs that have been implemented by the government have a lack of sustainability in getting jobs and are not targeted precisely, so a program is needed that can overcome this.

Practical training programs and ongoing mentoring are needed by the community, especially young people, to prepare prospective workers to enter the world of work. In facing an ever-changing and diverse world of work, young people need more thorough preparation. Therefore, there is a need for innovative programs to help young people

improve their readiness for job selection. This research aims to provide an overview of the innovation of the "Siap Kerja" program to increase the job selection readiness of youth members of the Karang Taruna Satria Garuda.

Karang Taruna is a youth organization that has room to develop in terms of education, training and community empowerment. Karang Taruna makes a significant contribution to village government work activities. Additionally, other children and young people may be motivated to pursue successful careers by the example set by Karang Taruna members. As one of the main socio-economic problems in rural areas, youth organizations strive to at least avoid unemployment as role models [9].

## 2 Research Approach

The innovative program called "Siap Kerja" will be implemented for 3 days, namely Friday-Sunday, 8-10 December 2023 every time from 07.30-09.00 PM. The subjects of this innovative program are young people from members of the Karang Taruna Satria Garuda, Karangklesem Village, South Purwokerto, Banyumas, Central Java. Each meeting has a different material topic. The following is the complete description: The first activity will be held on Friday 8 December 2023, namely in the form of a pre-test and explanation of material regarding tips and tricks for job application administration; The second activity was held on Saturday 9 December 2023 with material on self-analysis using the talent mapping method and tips and tricks for successful job interviews; The third activity was held on Sunday 10 December 2023 with final material on personal branding for careers and continued with a post-test.

The implementation of the "Siap Kerja" training program is a collaboration between Karang Taruna Satria Garuda and the Akademi Leader Indonesia. To determine the effectiveness of this program, there is an effectiveness test using the Wilcoxon signed-rank test through calculations in SPSS. The proposed hypothesis or  $H_a$  = "there is a difference in the results of the pre-test and post-test", which means that there is a significant difference between the results of the pre-test group and the post-test group.

The data obtained was then analyzed according to the Miles and Huberman analysis stages [30] includes data reduction, data presentation and drawing conclusions from the data that has been obtained. The results of this analysis are the basis for discussing the conditions of learning problems faced by students and analyzing the needs of school counselors regarding the characteristics of peer counseling needed to help school counselors overcome student learning problems.

## 3 Result and Discussion

### 3.1 Result

The innovative "Siap Kerja" program for members of the Karang Taruna Satria Garuda has been implemented for 3 consecutive days with a total of 17 participants. The material presented includes: Job application administration, self-analysis, tips for successful job interviews and how to build personal branding.

### 3.2 Administration of job applications.

The aim of this first material is to provide education about making correct application files and effective techniques in sending application files so that it can make it easier for participants to apply for jobs. The first day's material includes how to make a good curriculum vitae, the correct order of compiling application files, the technique of sending application files via email, optimizing email for careers and portfolios. Job application administration is studied, such as how to make a curriculum vitae properly, the correct order of compiling application files, the technique of sending application files via email, optimizing emails for careers and portfolios. On this first day, program participants' curriculum vitae was also reviewed to optimize participant administration which will be attached when applying for jobs. Here is the documentation on day one:



**Fig. 1.** First Day Documentation

### 3.3 Self-analysis & Tips for successful job interviews.

This second material aims to provide an accurate picture of your potential for the career you will pursue and provide knowledge about job interviews to make you more confident. The material provided is about self-analysis using the talent mapping method and tips and tricks for successful job interviews. In the self-analysis material, participants are directed to carry out a self-analysis test through the online talent mapping portal and this can be used as an appropriate career reference. In the interview material, participants are given tips for preparing for an interview well, including frequently asked interview questions and how to answer them. All participants also carried out job interview simulations in turns. Here is the documentation for the second day:



**Fig. 2.** Second Day Documentation

### 3.4 Personal branding for career

This third material aims to equip participants on how to easily find job vacancies and also that participants can make good personal branding for their career needs. The final material of this program is about how to build good personal branding to support the job and career selection process as well as material on how to easily find job vacancies. Participants are taught to create a LinkedIn account for their respective professional profiles and also practice searching for job vacancy information quickly and easily. After the material is finished, participants do a post-test to assess the participants' progress. Here is the documentation on day three:



**Fig. 2.** Third Day Documentation

The effectiveness of the "Siap Kerja" program innovation was tested using the Wilcoxon signed-rank test through calculations in SPSS. The data used are the results of the pre-test and post-test which were completed by training participants who attended the class for 3 consecutive days. The pre-test data is referred to as variable 1, while the post-test data is referred to as variable 2. The following are the results of the calculations:

**Table 1.** Statistical Test Result

**Wilcoxon Signed Ranks Test**

		Ranks		
		N	Mean Rank	Sum of Ranks
VAR00002 - VAR00001	Negative Ranks	0 <sup>a</sup>	.00	.00
	Positive Ranks	17 <sup>b</sup>	9.00	153.00
	Ties	0 <sup>c</sup>		
	Total	17		

- a. VAR00002 < VAR00001
- b. VAR00002 > VAR00001
- c. VAR00002 = VAR00001

**Test Statistics<sup>a</sup>**

	VAR00002 - VAR00001
Z	-3.628 <sup>b</sup>
Asymp. Sig. (2-tailed)	.000

- a. Wilcoxon Signed Ranks Test
- b. Based on negative ranks.

Based on the "Test Statistics" output above, it is known that Asymp.Sig. (2-tailed) is worth 0.00. Because the value of 0.00 is smaller than <0.05, it can be concluded that "Ha is accepted", namely that there is a difference in the results of the pre-test and post-test. It can be concluded that there is a significant difference between the results of the pre-test group and the post-test group so that the "Siap Kerja" program innovation can be said to be effective.

**3.5 Discussion**

The "Siap Kerja" program innovation was carried out for three (3) consecutive days with the aim of increasing job selection readiness for young members of the Satria Garuda Karang Taruna, Karanglesem Village, South Purwokerto, Banyumas Regency, Central Java. Job selection needs to be prepared carefully to suit the career plans of job applicants. The importance of understanding what needs to be prepared before taking part in job selection has been explained in a career theory developed by Frank Parson.

This career theory views that individuals who choose a field of work must take three important steps. First, understand yourself regarding your talents, interests, strengths, weaknesses, etc (self-analysis). Second, individuals have an understanding of the information on the requirements that need to be prepared to be able to enter a field of work (vocational information). Third, having the ability to rationalize self-understanding with vocational information so that individuals can consciously choose the appropriate field of work [10].

Meanwhile, if you look at career decision making theory, there are three (3) domains involved in the career decision making process. The three domains involved are referred to as the pyramid of information-processing which includes the knowledge domain, the career decision-making skills domain and the executive management domain. Knowledge domains consist of knowledge about oneself (self knowledge) and knowledge about work (occupational knowledge) [11]. The "Siap Kerja" innovation program provides a lot of knowledge and insight into what things need to be prepared and optimized before taking part in job selection. So the innovation of the "Siap Kerja" program can be said to be included in the knowledge about work (occupational knowledge) that a person needs before entering the world of work.

Several studies regarding job selection preparation that have been carried out show how important it is for individual readiness, in this case young people, before taking part in selection to enter the world of work. The first research was conducted by Setiyawan [12] by conducting training for job selection. The second research was conducted by Rahmatica [13] by providing education on CV writing, psychological tests and job interviews for students at SMKN 39 Jakarta. The third research was conducted by Hanarti [14] by providing education on job interview strategies and types of work agreements for Pkbn Negeri 23 Jakarta students.

## 4 Conclusion

With the innovative program called "Siap Kerja" for the youth of Karang Taruna Satria Garuda, it can be concluded: (1) Increased participants' insight into the concept of job selection preparation, (2) Increased participants' skills in preparation for job selection, such as how to create a curriculum vitae and LinkedIn account for personal branding, dan (3) The "Siap Kerja" program innovation is effective in increasing job selection readiness as seen from the post-test results which are higher than the post-test for all participants who take part in the program

## References

1. P. M. Ross, E. Scanes, and W. Locke, "Stress adaptation and resilience of academics in higher education," *Asia Pacific Educ. Rev.*, no. 0123456789, 2023, doi: 10.1007/s12564-023-09829-1.
2. M. Ramli, N. Hidayah, N. Eva, D. M. B. M. Nor, N. M. A. Saputra, and H. Hanafi, "The Counselors' Need for the Development of A Solution-Focused Cybercounseling Model for Junior High School Students," *ICET 2020*, pp. 209–213, 2020.

3. D. E. Silalahi, H. Siallagan, B. Munthe, Herman, and P. S. R. Sihombing, “Investigating Students’ Motivation toward the Use of Zoom Meeting Application as English Learning Media during Covid-19 Pandemic,” *J. Curric. Teach.*, vol. 11, no. 5, pp. 41–48, 2022, doi: 10.5430/JCT.V11N5P41.
4. C. M. Durán Acevedo, J. K. Carrillo Gómez, and C. A. Albarracín Rojas, “Academic stress detection on university students during COVID-19 outbreak by using an electronic nose and the galvanic skin response,” *Biomed. Signal Process. Control*, vol. 68, no. September 2020, 2021, doi: 10.1016/j.bspc.2021.102756.
5. D. P. Ramadhani and D. D. Sagita, “Academic Resilience of Students in The Limited Face to Face Learning Period (PTM-T),” *J. Innov. Educ. Cult. Res.*, vol. 3, no. 4, pp. 519–527, 2022, doi: 10.46843/jjecr.v3i4.210.
6. A. Faturrohmah and D. D. Sagita, “Resiliensi Akademik Siswa Sekolah Menengah Pertama dalam Mengikuti Pembelajaran Tatap Muka Terbatas (TMT) di Daerah Khusus Ibukota (DKI) Jakarta,” *Bull. Couns. Psychother.*, vol. 4, no. 2, pp. 167–178, 2022, doi: 10.51214/bocp.v4i2.188.
7. A. Lampropoulou, N. Georgakakou-Koutsonikou, C. Hatzichristou, and P. Roussos, “Student Adaptation, Loneliness and Mental Health Profiles during the Second Wave of the Pandemic COVID-19,” *Educ. Sci.*, vol. 13, no. 7, p. 644, 2023, doi: 10.3390/educsci13070644.
8. K. Zuo, “Understanding Motivation, Career Planning, and Socio-Cultural Adaptation Difficulties as Determinants of Higher Education Institution Choice Decision by International Students in the Post-pandemic Era,” *Front. Psychol.*, vol. 13, no. July, pp. 1–13, 2022, doi: 10.3389/fpsyg.2022.955234.
9. M. Ramli and N. M. A. Saputra, “The Impact of Covid-19 on School Counselor Services,” in *Proceedings of the International Conference on Educational Management and Technology (ICEMT 2022)*, 2023, pp. 107–112, doi: 10.2991/978-2-494069-95-4.
10. A. Clabaugh, J. F. Duque, and L. J. Fields, “Academic Stress and Emotional Well-Being in United States College Students Following Onset of the COVID-19 Pandemic,” *Front. Psychol.*, vol. 12, no. March, 2021, doi: 10.3389/fpsyg.2021.628787.
11. X. Zhu, J. A. Haegele, H. Liu, and F. Yu, “Academic stress, physical activity, sleep, and mental health among chinese adolescents,” *Int. J. Environ. Res. Public Health*, vol. 18, no. 14, 2021, doi: 10.3390/ijerph18147257.
12. L. M. Cahyani, Kristiani, and M. Sabandi, “Phenomenon of Academic Procrastination during the Covid-19 Pandemic Influenced by Academic Resilience and Social Support,” *Pegem Egit. ve Ogr. Derg.*, vol. 13, no. 1, pp. 41–49, 2022, doi: 10.47750/pegegog.13.01.05.
13. F. Tisocco and M. F. Liporace, “Structural Relationships Between Procrastination, Academic Motivation, and Academic Achievement Within University Students: A Self-determination Theory Approach,” *Innov. High. Educ.*, vol. 48, no. 2, pp. 351–369, 2023, doi: 10.1007/s10755-022-09622-9.
14. A. J. Setiyowati, I. Rachmawati, and W. Multisari, “Academic Procrastination among



- Adolescents and its Implication on Guidance and Counseling,” vol. 508, no. Icite, pp. 416–423, 2020, doi: 10.2991/assehr.k.201214.270.
15. W. Ye, R. Strietholt, and S. Blömeke, “Academic resilience: underlying norms and validity of definitions,” *Educ. Assessment, Eval. Account.*, vol. 33, no. 1, pp. 169–202, 2021, doi: 10.1007/s11092-020-09351-7.
  16. G. Wills and H. Hofmeyr, “Academic resilience in challenging contexts: Evidence from township and rural primary schools in South Africa,” *Int. J. Educ. Res.*, vol. 98, no. November 2018, pp. 192–205, 2019, doi: 10.1016/j.ijer.2019.08.001.
  17. J. Beale, “Academic Resilience and its Importance in Education after Covid-19,” *Et. J. Innov. Res. Educ.*, no. 4, pp. 1–6, 2020.
  18. C. C. Chan, “Social support, career beliefs, and career self-efficacy in determination of Taiwanese college athletes’ career development,” *J. Hosp. Leis. Sport Tour. Educ.*, vol. 26, no. October 2019, p. 100232, 2020, doi: 10.1016/j.jhlste.2019.100232.
  19. J. M. Russell, C. Baik, A. T. Ryan, and E. Molloy, “Fostering self-regulated learning in higher education: Making self-regulation visible,” *Act. Learn. High. Educ.*, vol. 23, no. 2, pp. 97–113, 2022, doi: 10.1177/1469787420982378.
  20. B. Surahman and I. P. P. Salmon, “School culture and the quality of learning: The experience in Special Region of Yogyakarta,” *Int. J. Eval. Res. Educ.*, vol. 12, no. 2, pp. 692–702, 2023, doi: 10.11591/ijere.v12i2.23140.
  21. R. V Labana, J. L. Hadjisaid, A. R. Imperial, K. E. Jumawid, M. J. M. Lupague, and D. C. Malicdem, “Online game addiction and the level of depression among adolescents in Manila, Philippines,” *Cent. Asian J. Glob. Heal.*, vol. 9, no. 1, 2020.
  22. T. Moretta, G. Buodo, V. G. Santucci, S. Chen, and M. N. Potenza, “Problematic social media use is statistically predicted by using social media for coping motives and by positive reinforcement processes in individuals with high COVID-19-related stress levels,” *J. Psychiatr. Res.*, vol. 158, no. November 2022, pp. 104–113, 2023, doi: 10.1016/j.jpsychires.2022.12.036.
  23. S. K. Vayisoglu, M. Mutlu, and E. Oncu, “Internet Gaming Disorder in Children and Associated Factors and Parents’ Opinions,” *J. Addict. Nurs.*, vol. Publish Ah, Sep. 2021, doi: 10.1097/JAN.0000000000000425.
  24. M. T. Afriwilda and M. Mulawarman, “The effectiveness of motivational interviewing counseling to improve psychological well-being on students with online game addiction tendency,” *Islam. Guid. Couns. J.*, vol. 4, no. 1, pp. 106–115, 2021, doi: 10.25217/igcj.v4i1.1235.
  25. M. Mulawarman *et al.*, “Reality Group Counseling for Indonesian-Malaysian Muslim Students with Problematic Internet Use: Is it Effective? If So, How Does It Work?,” *Islam. Guid. Couns. J.*, vol. 4, no. 2, pp. 169–180, 2021, doi: 10.25217/igcj.v4i2.1700.
  26. N. C. Gysbers, “Comprehensive guidance and counseling programs: The evolution of accountability,” *Prof. Sch. Couns.*, vol. 8, no. 1, pp. 1–14, 2004.
  27. N. Permatasari, E. C. Makaria, I. M. Simon, and M. A. Setiawan, “Bagaimana Remaja Menjadi Peer-Counselor di Masa Pandemi?,” *Bul. Konseling Inov.*, vol. 1, no. 1, p. 32, 2021, doi: 10.17977/um059v1i12021p32-44.
  28. A. T. P. Rustham, R. A. Aras, and Y. Munsu, “The Contribution of Peer Social Support

- to Academic Resilience among Adolescents in Online Learning Study on Senior High School Students in Makassar,” *Atl. Press Adv. Soc. Sci. Educ. Humanit. Res.*, vol. 639, no. 1, pp. 199–202, 2022.
29. J. W. Creswell and J. D. Creswell, *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications, 2017.
  30. M. B. Milles and M. A. Huberman, *Qualitative Data Analysis*. United Kingdom: Sage Publications, 1994.
  31. P. Kiatsakared and K.-Y. Chen, “The Effect of Flow Experience on Online Game Addiction during the COVID-19 Pandemic: The Moderating Effect of Activity Passion,” *Sustainability*, vol. 14, no. 19, p. 12364, 2022.
  32. A. Putri, Y. Setiawati, Y.-T. Shieh, and S.-H. Lin, “High-Risk Internet Addiction in Adolescents During Pandemic Covid-19 and Parents’ Role,” *J. Berk. Epidemiol.*, vol. 10, no. 1, p. 11, 2022, doi: 10.20473/jbe.v10i12022.11-20.
  33. G. Logrieco, M. R. Marchili, M. Roversi, and A. Villani, “The paradox of tik tok anti-pro-anorexia videos: How social media can promote non-suicidal self-injury and anorexia,” *Int. J. Environ. Res. Public Health*, vol. 18, no. 3, pp. 1–4, 2021, doi: 10.3390/ijerph18031041.
  34. L. Freydh, B. Batinic, and P. K. Jonason, “Social media use and personality: Beyond self-reports and trait-level assessments,” *Pers. Individ. Dif.*, vol. 202, no. November 2022, p. 111960, 2023, doi: 10.1016/j.paid.2022.111960.
  35. N. Safarina and L. Halimah, “Self-control and online game addiction in early adult gamers,” in *Journal of Physics: Conference Series*, 2019, vol. 1375, no. 1, p. 12094.
  36. E. Bosch, E. Seifried, and B. Spinath, “What successful students do: Evidence-based learning activities matter for students’ performance in higher education beyond prior knowledge, motivation, and prior achievement,” *Learn. Individ. Differ.*, vol. 91, no. December 2020, p. 102056, 2021, doi: 10.1016/j.lindif.2021.102056.
  37. G. R. Aditia, T. H. Dahlan, and I. Ilfiandra, “The role of online learning environment on the students’ basic psychological needs satisfaction during the Covid-19 pandemic,” *Int. J. Res. Couns. Educ.*, vol. 5, no. 2, pp. 224–236, 2021, doi: 10.24036/00449za0002.
  38. D. H. Schunk and B. J. Zimmerman, “Motivation an essential dimension of self-regulated learning,” in *Motivation and self-regulated learning*, Routledge, 2012, pp. 13–42.
  39. L. Sari and F. Khaira, “The role of social support in pandemic-related stress among university students,” *Int. J. Res. Couns. Educ.*, vol. 5, no. 2, pp. 135–142, 2021, doi: 10.24036/00444za0002.
  40. E. M. Onyema, “Impact of Coronavirus Pandemic on Education,” *J. Educ. Pract.*, vol. 11, no. 13, pp. 108–121, 2020, doi: 10.7176/jep/11-13-12.
  41. A. Khusumadewi, H. W. W. S., and B. D. Wiyono, “Pengembangan Modul Cultural Awareness Untuk Konselor Sebaya,” *Bikotetik (Bimbingan dan Konseling Teor. dan Prakt.)*, vol. 1, no. 1, p. 30, 2017, doi: 10.26740/bikotetik.v1n1.p30-36.
  42. Y. Hotifah and Arbin Janu Setyowati, “Pengembangan Model Penolong Sebaya Berbasis Kearifan Lokal Pesantren,” 2014.
  43. D. Permatasari and E. Suprayitno, “Factors Affecting the Role of Peer Counselors in

- Implementing Adolescent Reproductive Health Education in Sumenep District,” *Int. J. Nurs. Midwifery Sci.*, vol. 5, no. 1, pp. 16–23, 2021, doi: 10.29082/ijnms/2021/vol5/iss1/337.
44. R. M. Luti-Mallei, D. K. Gakunga, and M. Nungu, “Impact of Student Leaders’ Participation in School Peer Counseling Programs on Learners’ Discipline in Public and Private Secondary Schools in Machakos Sub-County, Kenya,” *Int. J. Learn. Dev.*, vol. 13, no. 2, p. 126, 2023, doi: 10.5296/ijld.v13i2.20955.
  45. S. W. Bestari, E. F. Zen, and Y. Hotifah, “Implementasi Keterampilan Dasar Komunikasi Konselor Sebaya dalam Konseling Online,” *Bul. Konseling Inov.*, vol. 2, no. 1, p. 8, 2022, doi: 10.17977/um059v2i12022p8-20.
  46. A. Herfi Rahmawati, D. Suwarjo, and H. Budi Utomo, “The Effect of Basic Skills Counseling as Vital Skills in Peer Counseling to Indonesian Students,” *Univers. J. Educ. Res.*, vol. 7, no. 9, pp. 1874–1881, Sep. 2019, doi: 10.13189/ujer.2019.070905.
  47. A. J. Setiyowati, M. Pali, B. B. Wiyono, and T. Triyono, “Structural model of counseling competence,” *Cakrawala Pendidik.*, vol. 38, no. 1, pp. 45–62, 2019, doi: 10.21831/cp.v38i1.21509.
  48. M. Istati and H. Nuraini, “Effectiveness of Training for Peer Counselors to Improve Gender Awareness,” *Bisma J. Couns.*, vol. 6, no. 3, pp. 379–385, 2022, doi: 10.23887/bisma.v6i3.53419.
  49. L. Fauzan, M. Ramli, and N. Hidayah, “Effectiveness of Structured Learning Approach to Improve Counselor Competence in Applying Solutions-Focused Counseling,” 2018, doi: 10.2991/icet-18.2018.47.
  50. Y. Hotifah, “Persepsi Santri Terhadap Eksistensi Penolong Sebaya Berbasis Kearifan Lokal Pesantren,” *Indones. Psychol. Res.*, vol. 1, no. 2, pp. 24–35, 2019, doi: 10.29080/ipr.v1i2.178.
  51. T. Wang, Y. Wang, and R. E. Kraut, *Metrics for Peer Counseling: Triangulating Success Outcomes for Online Therapy Platforms*, vol. 1, no. 1. Association for Computing Machinery, 2023.
  52. M. T. Kalkbrenner, C. A. Sink, and J. L. Smith, “Mental Health Literacy and Peer-to-Peer Counseling Referrals Among Community College Students,” *J. Couns. Dev.*, vol. 98, no. 2, pp. 172–182, 2020, doi: 10.1002/jcad.12311.

**Open Access** This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

