



## THE EFFECT OF PEER TUTOR EMPOWERMENT WITH THE METHOD *THINK PAIR SHARE* (TPS) ON KNOWLEDGE AND ATTITUDE OF ADOLESCENTS ABOUT MENTAL HEALTH IN STATE JUNIOR HIGH SCHOOL 5 BENGKULU CITY

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### Abstract

Mental health issues can be strike by anyone, including children and adolescents. The high number of mental health disorders in adolescents in Bengkulu City requires preventive action. Efforts that can be made are providing health education about mental health to adolescents in the form of empowering peer tutors using the Think Pair Share Method. This study aims to determine the effect of empowering peer tutors using the TPS method on adolescents' knowledge and attitudes about mental health. This research is a quantitative research with a quasi-experimental research design with a one group pretest-posttest design. The population in this study were students of class 8th SMP Negeri 5 Bengkulu City and used a simple random sampling technique to get a total of 40 respondents. Data analysis used on test is the Wilcoxon test. The results of the implementation of peer tutor empowerment using the TPS method obtained an average observation of tutor activity and promoter activity of 96.93% with a very good category. In TPS activities, almost all groups participated actively with an average of 86.17 in the very good category. The mean knowledge of adolescents increased by 92.06 in the very good category. The mean attitude increased by 86.50 in the very good category. Calculation of the test on knowledge and attitude variables through the Wilcoxon test obtained Sig. <0.05, which means that there is an effect of empowering peer tutors using the TPS method on the knowledge and attitudes of adolescents about mental health at SMP Negeri 5 Bengkulu City.

**Keywords:** Mental Health, Empowerment, Peer Tutor, Think Pair Share (TPS)

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### INTRODUCTION

Mental health is still one of the significant health problems in the world, including in Indonesia where the burden of mental health problems continues to increase which has an impact on health and has major social, human rights and economic consequences. Mental health problems include depression,

bipolar affective disorder, schizophrenia and other psychoses, dementia, intellectual disabilities, and developmental disorders including autism (Ministry of Health, 2022). *World Health Organization* (WHO, 2018) suggests that around 300 million people in the world suffer or are affected depression. It is more common in women than men with the most affected age range being the productive age between 15-45 years, in the worst conditions depression can lead to suicide. Depression is a mental health problem with the 8th rank as the cause of the main burden due to disease and is estimated. If it continues without proper treatment, WHO predicts depression will be in first place in 2030. The increase in sufferers of depression is due to weak treatment of initial conditions of mental health disorders. Anyone can experience mental health disorders. At least 450 million people worldwide have mental health disorders, with a prevalence of 20% of events occurring in children WHO (2018), suggests data on mental health disorders in adolescents ranging in age from 10 to 19 years from around the world amounting to 16% of the total burden of disease and injuries, with an estimated 10-20% of youth worldwide experiencing mental health problems however *underdiagnosed* and *undertreated*. In line with these data, Basic Health Research Data (Riskesdas, 2018) describes the prevalence of mental health disorders in the Indonesian population aged 15 years at 9.8%, or the equivalent of 19 million people.

Research by Mubasyiroh, et al (2017) states that 60.17% of junior high school students in Indonesia suffer from signs of mental health disorders which are characterized by a feeling of loneliness of 44.54%, anxiety of 40.75% and 7.33% having the desire to suicide. Based on the dissemination of research results *Indonesia National Adolescent Mental Survey* (I-NAMHS) on 20 October 2022 regarding a national scale survey research for adolescent mental health in Indonesia explained that one in three adolescents aged 10-17 years or the equivalent of 15.5 million adolescents in Indonesia experience mental health problems. The most common mental health problem among adolescents is anxiety disorder (a combination of social phobia and generalized anxiety disorder) at 3.7%. Next is major depressive disorder by 1%, behavior disorder by 0.9%, and post-traumatic stress disorder (PTSD) and attention deficit hyperactivity disorder (ADHD) by 0.5%. Although access to various health facilities has improved, only a minority of adolescents seek professional help to deal with mental health problems.

In order to realize optimal health, the Ministry of Health sets Health Development goals in the Ministry's decision with five main indicators, one of which is increasing health promotion efforts and community empowerment. As a form of effort to control and prevent mental health problems, empowering peer tutors is a promotive and preventive health promotion strategy for adolescents. The results of Nur & Sumardi's research (2021), found that health promotion through empowering peer tutors can increase adolescents' knowledge and attitudes regarding health problems. Likewise,

according to Rasmaniar, et al (2022) Empowerment through peer tutors plays an important role in building and instilling adolescent self-confidence, this is based on the consideration that adolescents have a higher level of trust in peers than adults. In empowering peer tutors, one of the methods that can be intervened is the *Think Pair Share* (TPS) method. The results of Suratno's research (2022) explain that the TPS method can significantly improve the learning achievement and character of junior high school students. Hartati's research results (2022) added that the TPS method can improve junior high school students' speaking skills. Based on the results of this study, it is hoped that the empowerment of peer tutors using the TPS method can provide good results in increasing the knowledge and attitudes of adolescents.

Based on the phenomena described in this background, the researcher is interested in conducting research on "The Influence of Peer Tutor Empowerment with the *Think Pair Share* (TPS) on Adolescents' Knowledge and Attitudes about Mental Health at SMP Negeri 5 Bengkulu City".

**MATERIALS AND METHOD**

This research is a type of quantitative research with a quasi-experimental research design (such as an experiment) with a one group pretest-posttest design research design model. In this research, the measurement of teenagers' knowledge and attitudes was carried out before (pre-test) and after (post-test) the act of empowering peer tutors using the TPS method. The sample for this research was 40 grade VIII students at SMPN 5 Bengkulu City who were divided into 2 groups, namely the empowerment group (Tutors) and the empowered group (clients), sampling was carried out using simple random sampling techniques. Data sources were taken from references, distribution of questionnaires, observation and documentation of students at SMPN 5 Bengkulu City. This research was conducted for 2 weeks with the instruments used in this research being questionnaires, peer tutor worksheets (LKTS) to measure the Think Pair Share (TPS) method. and observation sheet (promoter activity). Data analysis with the Wilcoxon signed rank test.

**RESULT AND DISCUSSION**

**Univariate Analysis**

*Tabel 1 : Observation result on the Implementation of Peer Tutor Empowerment using the TPS method*

No.	Observtion Sheet	Observer					Mean
		1	2	3	4	5	
1.	Tutor Activity	100	92,31	100	92,31	84,62	93,85
2.	Promoter Activity	100	100	100	100	100	100
	<b>Mean</b>	100	96,12	100	96,12	92,31	96,93

Based on Table.1 it is known that the average result of the observer's assessment of tutor activity is 93.85 in the very good category. The average result of the observer's assessment of the promoter's activity is 100 with a very good category. Overall, the average tutor activity obtained was 96.93 in the very good category

Tabel.2 : Evaluation of Peer Tutor Worksheets (LKTS)

No	LKTS Activity	Mean	Category
1	Think	83,25	Very good
2	Pair	86,5	Very good
3	Share	88,75	Very good
<b>Mean Total</b>		<b>86,17</b>	<b>Very good</b>

Tabel.2 can be seen from the results of the Peer Tutor Worksheet (LKTS) assessment of 20 groups of tutors that the highest average is inShare (S) which is equal to 88.75 with the very good category and the lowest in activitiesThink (T) which is equal to 83.25 with very good category. All activities on the LKTS are in very good category.

Tabel. 3: Knowledge Before and After Empowering Peer Tutors Using the TPS Method on Mental

*Health in Adolescents*

Variabel	n	Mean±SD	Min-Max	CI95%
<b>Knowledge</b>				
<b>Before</b> Pre test)	40	52,25±14,761	30-80	47,52;56,97
<b>After</b> (Post test)	40	86,50±9,753	70-100	83,38;86,67

Tabel.3 means, the knowledge of Class VIII students of SMPN 5 Bengkulu City before being empowered by peer tutors using the TPS method was 52.25 in the poor category with a minimum score of 30 and a maximum of 70. After being given empowerment, it increased to 86.50 in the very good category. The minimum value is 80 and the maximum is 100. with SD from 14.761 to 9.753.

Tabel. 4: Attitudes before and after the Empowerment of Peer Tutors using the TPS Method on Mental

*Health in Adolescents*

Variabel	N	Mean±SD	Min-Max	CI95%
<b>Attitudes</b>				
<b>Before</b> Pre test)	40	54,38±9,703	32,5-72,5	51,27;57,48
<b>After</b> (Post test)	40	92,06±5,154	80-97,5	90,41;93,71

Tabel.4 explains the attitude scores of class VIII students of SMP Negeri 5 Bengkulu City before empowering peer tutors using the TPS method, namely 54.38 in the unfavorable category, with a

minimum score of 32.5 and a maximum of 72.5. After being given empowerment it increased to 92.06 with a very good category. Value 80 and 97.5 with SD from 9.703 to 5.154.

**Bivariate Analysis**

*Tabel.5 : The Effect of Peer Empowerment Using the TPS Method on Adolescent Mental Health*

Variabel	Before		After		Average	P
	Mean	SD	Mean	SD	Mean	Value
<b>Knowledge</b>	52,25	14,76	86,5	9,75	69,375	0,000
<b>Attitudes</b>	54,37	9,70	92,06	5,15	72,215	0,000

Based on table.5 shows the value of Sig. test calculations on knowledge and attitude variables through tests *Wicoxon* with *P value* < 0.05, which means that  $H_0$  rejected and  $H_a$  accepted so that it can be seen that the empowerment of peer tutors with the method *Think Pair Share* (TPS) influences the knowledge and attitudes of adolescents about Mental Health at SMP Negeri 5 Bengkulu City.

**DISCUSSION**

**Implementation of Peer Tutor Empowerment with the TPS Method**

Based on result, the average observer's assessment of tutor activity was 93.85 in the very good category, which means that almost all grade VIII teenagers at SMP Negeri 5 Bengkulu City have participated in peer tutor empowerment activities using the TPS method on Mental Health. The mean of the observer's assessment of the promoter's activity is 100 with a very good category, which means that the promoter has carried out all promoter assistance activities in the implementation of empowering peer tutors with the TPS method on Mental Health in adolescents at SMP Negeri 5 Bengkulu City. Overall the average obtained for tutor activity and promoter activity is 96.93 with a very good category, which means that almost all activities on empowering peer tutors using the TPS method on Mental Health in class VIII adolescents at SMP Negeri 5 Bengkulu City have been carried out very well.

The implementation of peer tutor empowerment activities using the TPS method on Mental Health in class VIII youth at SMP Negeri 5 Bengkulu City has met the implementation criteria according to Ford and Collier's theory (in Ankhofiyya, 2018) where empowerment has provided the knowledge needed by tutors regarding information or issues on Mental Health. Skills in applying the TPS method to clients and promoters have facilitated discussion activities, presented information and kept the class conducive during the empowerment activities.

### **Evaluation of Peer Tutor Worksheets (LKTS)**

Based on the results of the Peer Tutor Worksheet (LKTS) assessment of 20 groups of tutors, it is known that the highest average is in activity *Share* (S) which is equal to 88.75 with the very good category and the lowest in activities *Think* (T) with an average of 83.25 in the very good category. All activities on the LKTS were in the very good category, in other words, almost all groups carried out active activities on the LKTS with an average of 86.17 in the very good category. Based on these results it can be concluded that almost all groups have carried out the activity *Think*, *Pair*, and *Share* (TPS) properly.

The results of this study are also in line with previous studies by Yunere et al (2021), Lestarina (2021), Nur & Sumardi (2021), Akbar (2022) and Rasmaniar (2022) that peer tutor empowerment activities can improve the implementation of health promotion or education activities and Empowerment with the TPS method on Mental Health in class VIII adolescents at SMP Negeri 5 Bengkulu City directly influences the results of the knowledge and attitudes of the respondents. The better the implementation, the better the optimization of the results obtained.

### **Knowledge of Adolescents About Adolescent Mental Health at SMPN 5 Bengkulu City**

Analysis of the research data explains that the average increase in the value of respondents' knowledge, namely students in class VIII SMP Negeri 5 Bengkulu City, after the implementation of empowering peer tutors with the TPS method on Mental Health in adolescents from an initial value of 52.25 with a poor category has increased to 86.50 with very good category, with SD from 14,761 to 9,753. The minimum score before empowerment is 30 with a bad category which increases to 80 with a good category after empowerment and the maximum score before empowerment is 70 with a good category increases to 100 with a very good category. It can be seen that 95% of the average knowledge from the value range of 47.52 – 56.97 in the less category has increased to a value range of 83.38 – 86.67 in the very good category. Based on this, it can be concluded that almost all class VIII adolescents at SMP Negeri 5 Bengkulu City experienced an increase in the average knowledge of mental health in adolescents.

The results of the research by Wahyuningsih, (2020), Yunere et al (2021), Lestarina (2021), Nur & Sumardi (2021), Akbar (2022) and Rasmaniar (2022) show an increase in knowledge scores after empowering peers. This study supports that there are differences in knowledge before and after the intervention. This is because the provision of educational knowledge about Emotional Mental Health is carried out by peer tutors providing services or assistance in the form of activities *Think*, *Pair* and *Share* (TPS) good and effective giving/delivery to peers and focused because 1 peer tutor only handles 1 client.

### **Attitudes of Adolescents About Adolescent Mental Health at SMPN 5 Bengkulu City**

The results of the analysis of research data explain the increase in the average value of respondents' attitudes, namely class VIII students of SMP Negeri 5 Bengkulu City after the implementation of empowering peer tutors with the TPS method on Mental Health in adolescents from an initial score of 54.38 with a poor category to 92.06 with the category very good, with SD from 9.703 to 5.154. The minimum score before the implementation of empowerment was 32.5 with a bad category which increased to 80 with a good category after empowerment and the maximum score before the implementation of empowerment was 72.5 with a good category increasing to 97.5 with a very good category. It can be seen that 95% of the average knowledge from the value range of 51.27 – 5.49 in the less good category has increased to the value range of 90.41 – 93.71 in the very good category. Based on this, it can be concluded that almost all class VIII adolescents at SMP Negeri 5 Bengkulu City experienced an increase in the average attitude about mental health in adolescents.

Positive and negative statements on measuring attitudes about Mental Emotional Health in adolescents, the average percentage of attitude scores based on the attitude statement items about Mental Emotional Health in class VIII students of SMP Negeri 5 Bengkulu City is the answer Never (score 0) from respondents experienced a decrease, namely from almost half of the respondents (32.5%) to no one respondent (0%). Answer Sometimes (score 2) respondents experienced a decrease, from most of the respondents (33.75%) to none of the respondents (0.25%). Frequent answers (score 3) of respondents experienced an increase from a small proportion of respondents (17.5%) to almost a majority of respondents (31.25%). Answer Always (score 4) of respondents experienced an increase, namely from a small number of respondents (16.25%) to the majority of respondents (68.5%).

The results of this study are in line with the results of research by Yunere et al (2021), Lestarina (2021), Nur & Sumardi (2021), Akbar (2022) and Rasmaniar (2022) that the empowerment of peer tutors increases and significantly influences attitudes towards health promotion or education . In this study, researchers have an assumption based on literacy studies and comparison of research results that an increase in knowledge significantly affects an increase in attitude or it can be said that an attitude becomes good if it is based on good knowledge as well.

### **The Effect of Empowering Peer Tutors Using the TPS Method on Adolescent Mental Health at SMPN 5 Bengkulu City**

The results of bivariate tests on knowledge and attitudes, both before and after the implementation of empowering peer tutors using the TPS method showed *value p value* test calculations on knowledge and attitude variables of  $0.00 < 0.05$ , which means that  $H_0$  rejected and  $H_a$  accepted so that it can be

said that the empowerment of peer tutors using the TPS method influences the knowledge and attitudes of adolescents about Mental Health at SMP Negeri 5 Bengkulu City.

The results of this study are in line with the results of research by Susanti et al, (2019), Yunere et al (2021), Lestarina (2021), Nur & Sumardi (2021), Akbar (2022) and Rasmaniar (2022) who found that the empowerment of peer tutors is significant improve the knowledge and attitudes of adolescents. In this study, peer tutors had a maximum of 1 respondent as a client, with the consideration that health education activities by peer tutors could be more effective and optimal. Groups of peer tutor pairs can carry out activities in a more private manner and provide opportunities for clients to be more comfortable learning and more flexible about Emotional Mental Health with peer tutors. This group of pairs is the main feature of the TPS method where the results of previous research by Hartati (2022) and Suratno (2022) have shown that this method is effective in improving speaking skills and improving student character. The results of research on empowering peer tutors using the TPS method which has been implemented has a significant effect on the knowledge and attitudes of adolescents about Mental Emotional Health in class VIII students at SMP Negeri 5 Bengkulu City.

## CONCLUSION

Large, namely 65% of 40 adolescents experience mental emotional disorders, with low knowledge and attitudes about adolescent mental health. Empowerment of peer tutors using the TPS method on Emotional Mental Health for adolescents at SMP Negeri 5 Bengkulu City, almost all tutor and promoter activities have been carried out very well or equal to 96.93% of empowerment implementation. In TPS activities, almost all groups participated actively, with an average of 86.17 in the very good category. Teenagers at SMP Negeri 5 Bengkulu City, had an average knowledge of Mental Health that was not good, namely 54.38 before being given peer tutor empowerment through the TPS method and has increased to very good, namely 92.06 after being empowered by peer tutors through the TPS method.

Adolescents at SMP Negeri 5 Bengkulu City, have an average attitude about mental health that is not good, namely 52.25 before being given the empowerment of peer tutors through the method *Think Pair Share* (TPS), and has increased to very good, namely 86.50 after being given the empowerment of peer tutors through the method *Think Pair Share* (TPS). There is an effect of empowering peer tutors through the method *Think Pair Share* (TPS) on knowledge and attitudes about Mental Health in Adolescents at SMP Negeri 5 Bengkulu City

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