

ASSOCIATION BETWEEN PEER SUPPORT AND POSITIVE SRQ-20 SCREENING AMONG MIDWIFERY STUDENTS : A CROSS-SECTIONAL STUDY

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ABSTRACT

The mental health of midwifery students is affected by academic pressure, social demands, and environmental factors. Peer support plays a crucial role in helping students cope with stress and maintain mental well-being. One in seven people aged 10–19 worldwide experiences a mental health problem, accounting for 13% of the disease burden. Often, these problems go unrecognized and untreated. Between 10 and 20 percent of adolescents experience psychological problems, and most adolescents experience symptoms that threaten their well-being. The purpose of this study was to determine the relationship between peer support and mental health in midwifery students at Muhammadiyah University of Semarang. This study used quantitative methods with a descriptive correlational design and a cross-sectional approach. The sample consisted of 69 midwifery students at Muhammadiyah University of Semarang, selected using proportional random sampling. Data were collected through the peer support questionnaire and the SRQ-20 and analyzed using the Chi-Square test. There was a significant relationship between peer support and student mental health ($p = 0.000$). Students with good peer support tend to have more stable mental health and are better able to cope with academic stress. Peer support contributes to maintaining the mental health of midwifery students.

ABSTRAK

Kesehatan mental mahasiswa kebidanan dipengaruhi oleh tekanan akademik, tuntutan sosial, dan faktor lingkungan. Dukungan teman sebaya berperan penting dalam membantu mahasiswa mengatasi stres dan menjaga kesejahteraan mental. Satu dari tujuh orang (usia 10- 19 tahun) diseluruh dunia mengalami masalah kesehatan mental, yang merupakan 13% dari beban penyakit. Seringkali, masalah ini tidak diketahui dan tidak di obati. Antara 10 hingga 20 persen remaja mengalami masalah psikologis, dan sebagian besar remaja mengalami gejala yang membahayakan kesejahteraan mereka. Tujuan penelitian ini adalah untuk mengetahui hubungan dukungan teman sebaya terhadap mental health pada mahasiswa kebidanan di Universitas Muhammadiyah Semarang. Penelitian ini menggunakan metode kuantitatif dengan desain deskriptif korelasional dan pendekatan cross-sectional. Sampel terdiri dari 69 mahasiswa kebidanan Universitas Muhammadiyah Semarang, dipilih secara propotional random sampling. Data dikumpulkan melalui kuesioner dukungan teman sebaya dan SRQ-20 dan dianalisis menggunakan uji Chi-Square. Terdapat hubungan signifikan antara dukungan teman sebayadan kesehatan mental mahasiswa ($p = 0.000$). Mahasiswa dengan dukungan teman sebaya yang baik cenderung memiliki kesehatan mental yang lebih stabil dan mampu mengatasi stres akademik. Dukungan teman sebaya berkontribusi dalam menjaga kesehatan mental mahasiswa kebidanan.

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INTRODUCTION

The World Health Organization (WHO) explains that adolescence is a period of transition from early childhood to early adolescence, which begins at around 12 years of age and lasts until the ages of 18 to 22. Today's teenagers spend more time outside the home, grow physically faster than their psychological and social development, and more easily lose the ability to regulate their feelings and cope with stress. The majority of Indonesia's population is adolescents, according to the 2021 census. Surveys show that a lack of coping skills during childhood is the cause of approximately 10 to 25 percent of adolescents experiencing severe mental disorders (Syakarofath, 2021).

This phenomenon of mental health disorders often occurs during adolescence. Teenagers experience various changes, such as physical, emotional, and social changes, as well as changes in how they perceive poverty, mistreatment, or violence, which can impact their mental health. Adolescents' feelings are volatile, and tasks such as homework, schoolwork, and various daily activities often cause significant changes. Three major problems faced by Indonesian teenagers are as follows: first, social problems such as impolite behavior, crime, and uncontrolled social interactions; second, cultural problems such as loss of self-confidence and identity due to the influence of foreign cultures entering Indonesia; and third, moral problems such as disrespectful attitudes and behavior towards others and elders (Khairunnisa & Usiono, 2023).

The prevalence of mental disorders in Central Java is 2.3 per 1,000 households, with a household member experiencing schizophrenia. This also indicates that 26,852,000 people in Central Java experience schizophrenia or psychosis, and 67,057,000 people experience depression over the age of 15, ranging from adolescence to adulthood. These emotional mental disorders occur in people over the age of 15, and 88.92% of them receive treatment for mental disorders such as schizophrenia or psychosis. This data is taken from the Central Java Health Office (Savitri et al., 2023).

Environmental factors that contribute to the emergence of mental health problems include conditions within the family, situations at school, social conditions in the community, and relationships with peers (Oktavia et al., 2021). One of the factors that influences adolescents is the social environment outside the home. Poor social relationships, such as conflicts with friends, can lead to anxiety, stress, and depression in adolescents. Peer social support occurs when adolescents with similar interests, values, and ages receive attention and help from others. This helps adolescents feel valued, loved, and cared for as part of a social group, which is beneficial for them. Adolescents with positive peer relationships can learn to think more clearly and express their feelings better. They can also mitigate the negative effects of mental health issues by seeing the positive in problems (Syehifi et al., 2024). A social circle is a crucial element in a student's life. Friendships play a significant role in shaping personal values and character traits. During their formative years, students are particularly susceptible to the influence of their social environment, including their peers (Astuti et al., 2024). Furthermore, having supportive peers is crucial for students because they can motivate them to study, provide support during difficult times, help them learn about themselves, and improve their ability to interact with others. A positive and supportive friendship environment helps students achieve academic success and maintain their overall emotional and mental health.

A preliminary study involving 15 midwifery students at Universitas Muhammadiyah Semarang was conducted, utilizing questionnaires distributed via Google Forms. The study revealed various issues faced by the students, including mental health challenges such as anxiety and stress. These issues spanned personal, familial, and social matters as well as academic concerns, with personal issues being the most frequently reported. The students believed there was a link between peer support and their mental health, noting that sharing experiences with friends could help alleviate the burdens they faced. Characteristics of friendships that support mental health include mutual support, motivating one another when facing academic challenges, appreciating each other's achievements, and exchanging positive ideas. They also held the view that maintaining healthy social relationships with peers contributes to good mental health. Mental health is crucial during university studies, given that students often encounter academic pressure, time constraints, and significant life changes. Good mental health enables effective stress management and improved concentration, thereby supporting a more effective learning process.

Psychological support from peers takes various forms, such as emotional support, practical assistance, information, and appraisal. Emotional support encompassing empathy, care, and acceptance—can help an individual cope with emotional stress. Practical assistance and information aid individuals in resolving daily problems and making decisions. Meanwhile, positive appraisal through feedback can boost an individual's self-confidence and self-esteem. All these forms of support are considered vital for fostering better mental health (Fiana et al., 2025).

METHOD

Type of Research

This study employed an analytical cross-sectional design. Data collection used two types of questionnaires: the peer support questionnaire and the Self-Reporting Questionnaire-20 (SRQ-20).

Place and Time of Research

This research was conducted in the Midwifery Study Program at Muhammadiyah University of Semarang in Semarang City. Data collection took place from December 2024 to January 2025.

Population and Sample

The population in this study was 221 regular active students in the midwifery study program at Muhammadiyah University of Semarang, both diploma and undergraduate, in the 2024/2025 academic year. The sample size was calculated using the Slovin formula, which resulted in 69 students. The sampling technique employed in this study was proportional random sampling, with a distribution comprising 47 undergraduate students and 22 diploma students.

Data Collection

Data collection used two questionnaires. The first was the Peer Support Questionnaire. It was obtained from previous research and had been tested for validity and reliability by Primadhani (2022). The questionnaire was created using a Likert scale measurement method. Instrument items are classified as favorable (supporting the object or siding with it) and unfavorable (not supporting the object or not supporting it). For favorable statements, a score of 4 is given for Strongly Agree (SA), 3 for Agree (A), 2 for Disagree (D), and 1 for Strongly Disagree (SD). Meanwhile, for unfavorable statements, a score of 4 is given for Strongly Disagree (SD), 3 for Disagree (D), 2 for Agree (A), and 1 for Strongly Agree (SA).

The second questionnaire used was the SRQ-20 questionnaire. The standard SRQ-20 questionnaire was revised by the WHO in 1994. The SRQ-20 questionnaire consists of twenty statement items and is assessed using a Guttman scale, namely yes or no. By combining all "yes" answers to each questionnaire question, the assessment of mental health conditions is based on the interpretation of the SRQ-20 questionnaire. If there are six or more "yes" answers, the respondent is considered to have a mental health problem or emotional mental disorder.

Data Analysis and Processing

Data were analyzed using SPSS with the Chi-Square test to determine the relationship between peer support and mental health conditions. This test aims to identify relationships between variables in rows and columns. If the test result is a P-value < 0.05 , a significant correlation is found.

RESULT

Based on Table 1, the distribution of respondents based on the age of midwifery students is as follows: of the 69 respondents, the majority were 21 years old, with 18 respondents (26.1%), while 17 years old, with 1 respondent (1.4%), was the age group with the smallest number of respondents.

Table 1.
Distribution of Respondent Characteristics Based on Age of Midwifery Students (n=69)

Age	f	%
17 years	1	1.4
18 years	12	17.4
19 years	16	23.2
20 years	16	23.2
21 years	18	26.1
22 years	6	8.7
Total	69	100

Table 2.
Frequency Distribution of Peer Support Among Midwifery Students (n=69)

Peer Support	f	%
Good	42	60.9
Enough	21	30.4
Less	6	8.7
Total	69	100

In Table 2, the frequency distribution of peer support among midwifery students shows that the majority of students, namely 42 respondents (60.9%), received good peer support.

Table 3
Frequency Distribution Based on Mental Health of Midwifery Students (n=69)

Mental Health	f	%
No indication of mental disorders	31	44.9
Indications of mental disorders	38	55.1
Total	69	100

Based on Table 3, the frequency distribution of mental health among midwifery students shows that of the 69 midwifery students who participated as respondents, 38 students (55.1%) were indicated to have mental health problems, while 31 students (44.9%) were not indicated to have mental health problems.

Table 4.
Chi-Square Test the Relationship Between Peer Support and Mental Health in Midwifery Students

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	25.409 ^a	2	.000
Likelihood Ratio	29.762	2	.000
Linear-by-Linear Association	22.426	1	.000
N of Valid Cases	69		

The results of the statistical test using the Chi-Square test showed that the p-value was 0.000. This value is smaller than the significance level of 0.05 ($p < 0.05$), so it can be concluded that there is a significant relationship between peer support and the mental health of midwifery students.

Based on Table 5, concerning the relationship between peer support and the mental health of midwifery students, the results show that the majority of respondents (42 respondents) had good peer support. Of these, 13 were indicated to have mental health disorders, while 29 were not. Of the respondents, 21 (30.4%) had adequate peer support, with 19 indicating mental health disorders and only 2 not. Meanwhile, 6 (8.7%) had insufficient peer support, all of whom indicated mental health disorders.

Table 5.

Relationship Between Peer Support and Mental Health among Midwifery Students			
	Mental Health		Total
	No indication of mental disorders	Indications of mental disorders	
Peer Support			
Good	29 (42%)	13 (18.8%)	42 (60.9%)
Enough	2 (2.9%)	19 (27.5%)	21 (30.4%)
Less	0 (0%)	6 (8.7%)	6 (8.7%)
Total	31 (44.9%)	38 (55.1%)	69 (100%)

DISCUSSION

College students generally fall between the ages of 18 and 25, spanning the transition from late adolescence to early adulthood. During this stage, individuals experience significant psychological challenges due to social, academic, and emotional changes. The study found that the majority of respondents were between the ages of 21 and 25. This age group is part of late adolescence, a developmental phase characterized by specific characteristics that can impact a person's mental health. College students are considered young adults. In this phase of life, which lies between late adolescence and early adulthood, students often face mental instability, conflict, stress, and emotional fluctuations. Mental health issues can arise for individuals in this phase if they are unable to control the situations they face. This can impact their overall physical and mental health. Mental health disorders among college students can impact their academic performance. Mental instability, whether directly or indirectly, will impact their overall health, which can ultimately affect their daily activities and how they navigate their roles in life (Salvia & Suryanto, 2021)

College students are in the early stages of adulthood, a phase often characterized by challenges, anxiety, mental imbalance, conflict, demands, and emotional fluctuations. When individuals face difficult periods, peer support can play a crucial role in helping them cope with mental stress. Unlike family, peers are often considered to have a significant impact on a person's life. Therefore, individuals tend to spend more time with peers during their formative years (Paputungan, 2023). In the current era, mental health has become increasingly crucial for university students. Many students face challenging transitions when moving from high school to university life, navigating academic, social, and emotional changes. Stress, anxiety, and depression often arise from academic pressures, social dynamics, and various shifts in personal life (Endriyani Sri, Lestari Dwi Retno, Lestari Evi, 2022).

Furthermore, a lack of understanding regarding mental health makes it difficult for students to cope with these issues. At the same time, many universities lack adequate facilities to meet the growing demand for mental health support, leaving students struggling to access the help they need. Expanding access to counseling and therapy services, fostering a campus environment that proactively addresses mental health, strengthening peer support, and raising awareness about the importance of mental well-being are steps that can be taken to better address this issue and help students find balance in their lives. By adopting a holistic approach, these challenges can be effectively managed, thereby supporting students' personal and academic lives while fostering both academic success and emotional well-being (Izzah et al., 2024)

Social support has a significant impact on students' psychological well-being. Improving students' psychological well-being is crucial, especially given the high academic demands of midwifery study programs. Creating positive social relationships and providing a sense of independence can reduce the burden students feel (Indra et al., 2024). A number of students who received support from their peers were classified as moderate or adequate, some of them thought that even though they participated in student activities, it did not have much influence on their lives (Hasanah et al., 2024). Friendships play a crucial role in an individual's social, emotional, and mental health. Effective communication is key to creating and maintaining healthy friendships. Reliable friends help strengthen mutual understanding and trust through the sharing of thoughts, feelings, and experiences. However, every relationship is inherently conflict-ridden. Differences of opinion often trigger conflict. From minor arguments to major disputes, conflict can take many forms and levels of severity. Conflict situations can occur anywhere,

including among college students. The tension caused by these conflicts can lead to students feeling doubtful and anxious, disrupting their daily routines and hindering their progress (Nurbaiti et al., 2024).

Students who exhibit signs of mental health disorders through the SRQ exhibit symptoms that indicate potential emotional or psychological problems, such as persistent feelings of anxiety, stress, or difficulty concentrating. The high number of students diagnosed with mental health disorders may be due to many factors, including academic pressure, the demands of clinical practice, conflicts with others, and changes in their social interactions. This situation indicates that midwifery students are quite vulnerable to psychological distress, given the complexity of their study program. Mental disorders can affect anyone but are more common among students. Students' diverse activities often lead to significant pressure, which they often struggle to cope with. This situation tends to make students experience anxiety, stress, and even risk suicide attempts (Fadhillah & Lestari, 2024).

The results of this study indicate that better-quality peer support will reduce the likelihood of students experiencing mental health problems. Conversely, inadequate support tends to increase threats to mental health. These findings align with previous concepts and research suggesting that social support, particularly from peers, plays a crucial role in maintaining mental health. This support can provide a sense of acceptance, increase self-confidence, and facilitate coping with stress, both academically and socially (Setyorini et al., 2025). Peer support reflects a person's perception of the help or positive encouragement they receive from individuals of similar age or maturity, allowing them to feel valued, cared for, and loved. Peers offer support through affection, empathy, understanding, and moral guidance. Furthermore, social support also comes from other people, and this type of support can have both positive and negative effects on an individual's mental health and well-being (Fadhilah et al., 2023). Students often spend time with their peers outside of the city, engaging in social interactions that are dynamic and ever-changing. Friendships are crucial for an individual's social, emotional, and mental well-being. Effective communication is essential for building and maintaining healthy friendships; good friends strengthen their bonds and trust by sharing thoughts, emotions, and experiences. However, any relationship, including friendship, can encounter difficulties. Problems often arise from differing perspectives. Issues can manifest in various forms and degrees of severity, ranging from minor disagreements to serious conflicts. Such conflicts can occur anywhere, including among students. These problems can leave students feeling doubtful or anxious, disrupt their daily routines, and even hinder their progress (Anisa Nurbaiti et al., 2024).

Peer support in psychology encompasses various types, including emotional, instrumental, informational, and evaluative support. Emotional support, which encompasses empathy, caring, and acceptance, can help individuals cope with emotional stress. Instrumental and informational support assist individuals in solving practical problems and in the decision-making process. On the other hand, evaluation in the form of positive feedback has the potential to increase self-confidence and self-esteem. All of these types of support are believed to contribute to better mental health (Fiana et al., 2025b). Social support from peers can improve students' mental health. Students generally feel calmer and happier when acquiring challenging knowledge or learning something new. Peer social support constitutes a network formed through the provision of assistance, involving a group of individuals who feel connected and share commonalities such as age, mindset, interests, or other factors, with the aim of gaining knowledge and information regarding a specific field of work (Nabila & Mahargyantari, 2023).

Closeness in friendship yields beneficial effects, as it provides a space to share emotions with others without the fear of rejection (Sarifah et al., 2025). Peers play a crucial role that can influence an individual's ability to self-actualize. Through peer support, one can find companions who appreciate and understand them, and with whom they share a sense of connection (Anggarjita et al., 2025).

CONCLUSION AND SUGGESTION

The results of the study showed that 60.9% of midwifery students received good peer support. The mental health status showed that 55.1% of students were indicated to have mental disorders. There was a significant relationship between peer support and mental health, as evidenced by the statistical test results showing a p-value of 0.000 ($p < 0.05$).

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