

Peer Counselor Communication Style In Increasing UMY Students' Awareness Of Mental Health

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Abstract. Peer counselors' communication style towards clients plays an important role in the success of increasing students' mental awareness. Therefore, this research will discuss peer communication styles with clients as UMY's efforts to promote awareness regarding mental health. This research aims to determine the communication style of peer counselors to clients at UMY in improving students' mental well-being. This type of research is descriptive qualitative with data collection techniques of in-depth interviews with six of peer counselors and clients. The data analysis technique is carried out using interactive analysis, where interaction occurs between data collection, data presentation, and conclusion. In this research, it was found that six peer counselors had different communication styles to convey messages to each client, namely cartoon communication; open and leave a message; relaxed, friendly, and attentive. The application of this communication style is influenced by factors that arise from the start to the end of the counseling session. The communication style of peer counselors in higher education, especially UMY, has never been examined in previous research. So, it is hoped that the presence of this research can become a reference for creating a higher education environment that supports students' overall mental well-being.

1. Introduction

A person's awareness of their state of well-being is known as mental health and includes their capacity to cope with daily stress, work efficiently, and engage in community activities (WHO, 2022). Nowadays, mental health has become an important issue that receives special attention from society, one of which is among students. This is in line with the high number of mental health problems among students. Data from the 2022 Indonesia-National Adolescent Mental Health Survey (I-NAMHS), shows that as many as

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15.5 million (34.9 percent) teenagers experience mental health problems (Arif, 2023). Adolescence in the age range of 10-24 years is a transition period in an individual's life from childhood to adulthood (Desmita, 2015). Santrock in his book (John W. Santrock, 2002) confirms that conflict and unpredictable mood swings often occur in adolescence. Teenagers' mental health will be affected if they are unable to handle changes in behavior and emotions.

Universitas Muhammadiyah Yogyakarta (UMY) is one of the universities in Indonesia that is very responsive in facing the challenges of mental health problems among students. Through the Student and Alumni Development Institute (LPKA), UMY is committed to improving student welfare and health. According to the LPKA UMY team, several mental health disorders are often experienced by UMY students, including excessive anxiety disorders, mood disorders, impaired social interaction abilities, sleep disturbances (staying up late), and appetite. In more severe circumstances, a person can suffer from schizophrenia which makes it difficult to differentiate between real life and fantasy. This is triggered by problems with parents, peers, girlfriends, or excessive expectations of oneself (Student, 2024).

In response to this phenomenon, LPKA UMY established a peer counselor program to assist students who have potential and have experienced mental health problems. According to Carl Rogers, a peer counselor is someone who has received training and guidance to provide assistance and assistance to someone of the same age who is in trouble. Activities carried out by peer counselors in providing support to peers in need are under the supervision of a practitioner (Krikorian, 2022). In this research, peer counselors refer to students studying at Universitas Muhammadiyah Yogyakarta (UMY) who are willing and meet the qualifications to become peer counselors under the auspices of LPKA.

According to research (S. Kamore, Pullah Mitto Tiego, 2015), peer counselors play an important role in helping peers develop their character, increase their sense of self-esteem, achieve better academic results, guide peers towards moral decisions, and provide good examples for their peers. The role of peer counselors is valued as more effective in providing counseling sessions because communication occurs between two parties who are the same age and whose psychological conditions and thoughts are not much different. So, students who need assistance are better able to express themselves when dealing with peers.

Therefore, research is needed that discusses interpersonal communication that exists between peer counselors and students who need assistance in counseling sessions. This aims to see how effective the presence of peer counselors is in influencing the attitudes and behavior of students who need assistance. So that it can increase students' awareness of their mental health (1) Or could use this numbering.

2. Literature Review

2.1 Interpersonal Communication

According to Joseph A. Devito, interpersonal communication is the exchange of messages that have an impact and a fast response between two individuals or a small group of individuals (Effendy, 1993). In contrast to D. Lawrence Kincaid's opinion, interpersonal communication is defined as "a process in which two or more people form or exchange information with each other, who in turn have a deep mutual understanding." (Cangara, 2000). Deddy Mulyana said that "interpersonal communication is communication between

two people, for example, husband and wife, two colleagues, two close friends, teacher-student and so on"(Mulyana, 2007).

With this knowledge, the author can conclude that interpersonal or interpersonal communication is a process of exchanging certain ideas, information, and attitudes between two or more people in which there is a shift in messages sent by both parties to reach an agreement on this matter. existing problems and, ultimately, the hope that behavior will change. Achieving certain goals will be assisted by good interpersonal communication; however, if effective communication fails, the result may be a waste of time or even worse. Several things must be understood that having good interpersonal communication will make it easier to achieve all goals. Effective interpersonal communication skills are a critical component of success in any role.

The processes that explain how communication activities take place are known as communication processes. In reality, we rarely think about the communication process. This is because communication activities have become commonplace in everyday life, so we no longer feel the need to consciously carry out certain procedures when speaking. Simply put, if sending and receiving messages are connected, then the communication process can be said to be effective. There are six steps in the procedure, as shown in the attached diagram:

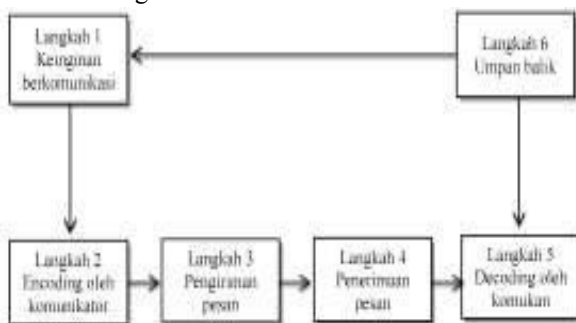


Figure 1 Effective InterpersonalCommunication Process

Four main ideas in interpersonal communication always emerge when people are involved with each other, including self-concept, self-disclosure, empathy, and the Johari window or level of openness. In addition to the four main ideas of interpersonal communication, there are several elements necessary for interpersonal communication that can be deduced from the definition of interpersonal communication given above. The following are the elements of interpersonal communication according to (Suranto, 2011) that is:

- 1) Source or communicator
- 2) Encoding
- 3) Message
- 4) Channel
- 5) Recipient or communicant
- 6) Decoding
- 7) Response
- 8) Disturbance
- 9) Communication context

The process of exchanging meaning between communicators is known as interpersonal

communication. Sources and recipients are individuals who exchange messages with each other. Sources use channels to synthesize and build content by encoding it. After parsing the communication to understand it, the recipient responds or provides a comment. It cannot be denied that the act of communicating is always associated with a certain context, for example, the temporal context. The source, encoding, message, channel, decoding, or recipient may all experience difficulties.

2.2 Communication Style

Both verbal and nonverbal communication reveal a person's communication style. Communication style, according to Norton, Kirtley, and Weaver, is a cognitive process that collects forms of content for micro-level evaluation. Each person's style is always a reflection of how they perceive themselves in social situations. Furthermore, Gudykunst & Ting Toomery observed that communication styles can be considered as meta signals that provide a framework for the recognition and interpretation of verbal messages. Communication motivation is explained by this definition. Efforts to reflect one's own identity to influence the impression of others are the sole purpose of communication (Liliweri, 2003).

According to Wibowo (Suciati, *Interpersonal Communication*, 2015), Everyone has a different communication style. Each person's communication style, including communication models, communication processes, forms of expression, and the reactions they give or show when speaking, shows their individuality. Everyone communicates in different ways. According to Norton in (Rahmawati, 2020) Classifies communication styles into 10 categories, namely as follows:

- a) Dominant, namely the communicator has the advantage in the conversation. People like this usually want to lead the conversation.
- b) Dramatic: When speaking, they often use exaggerated metaphors, stories, fantasies, figures of speech, and sound effects.
- c) Expressive Animation styles often use nonverbal cues including body language, gestures, facial emotions, and eye contact to add nuance to their conversations.
- d) Open: Communicators are approachable, friendly, gregarious, transparent, and have no secrets, thus fostering the development of a sense of trust and two-way communication.
- e) Argumentative Communicators tend to be argumentative and aggressive in arguments
- f) Relaxed, Communicators are more calm, patient and pleasant
- g) Friendly Communicators can be positive and supportive of others
- h) Attentive, Communicators interact with others by being active, empathetic, and sensitive listeners
- i) Precise, Communicators focus more on accuracy, documentation, and evidence in information and arguments and
- j) Impression Leaving, The ability of a communicator to form an impression on his audience.

One expert argues that communication styles can be described as a collection of specific interpersonal behaviors used in a specific context. Each communication style consists of a collection of behaviors used to obtain certain answers in certain contexts.

The goals of the sender and recipient determine whether a communication style is appropriate or not, said Suranto (Rahmawati, 2020). There are four communication styles proposed by Caroon B. Goode (Rahmawati, 2020) among others are.

- a) Behavioral style or style of behavior that prioritizes freedom of self-expression for communicators.
- b) Individuals with cognitive styles require identification and understanding. Their people are wise and understanding.
- c) Interpersonal style: Individuals with this type of personality want respect in communication and sincerity.
- d) Affective style: This type of person is sometimes referred to as a dreamer or visionary.

2.3 Peer Counselor

Adolescents who can provide health information and help their peers identify problems and realize the need for help (referral) to overcome them are known as counselors or peer counselors. Carl Rogers defines a peer counselor as a person who has received training, supervision, and advice to help and support others of the same age (Efendi, 2019). Because peer counselors do not have the expertise that professional counselors have, they rely on guidance from mentors such as youth health program administrators at community health centers or other facilities, instructors at schools or colleges, and youth club directors. (Purwanti, 2022).

Peer counselors will be more relaxed and flexible so they can more freely express the problems they face; they will also help to reveal psychological factors that can be transmitted due to the same age or level of education; and they will express problems more openly without psychological barriers. Peer counselors are required to be confident in their abilities to provide counseling. Self-efficacy is defined as a person's belief that one can control one's behavior to complete a task, overcome challenges, and achieve goals. Peer counselors often lack confidence when providing counseling due to a lack of experience. A less open counseling attitude, reduced counselor capacity to identify and ascertain the nature of the problems faced by the counselee, and the counselor's tendency not to ask the counselee's opinion after participating in peer counseling are additional challenges experienced by peer counselors (Fitriana & Hamim Rosyidi, 2021).

Peer counselors need to have the necessary skills to conduct peer counseling sessions. According to (Arudo, 2008) A peer counselor must be friendly, and disciplined, have at least average academic abilities, be an effective listener and speaker, and be able to maintain confidentiality. In line with the opinion of Lutomia and Sikolia (Fitriana & Hamim Rosyidi, 2021). Peer counselors also need to have the following qualities: humility, empathy, good communication, openness, understanding, discipline, and attentive listening.

Listening capacity is an important skill that is often overlooked in counseling. Carl Rogers' humanistic, human-centered philosophy is the source of active listening, which is the fundamental mindset necessary to listen to others well rather than passively. Generating relevant questions, summarizing and paraphrasing, making comments, demonstrating deeper understanding, and double-checking what has been said are examples of active listening. This includes maintaining eye contact, utilizing nonverbal cues such as smiling or nodding, and refraining from interrupting the speaker. One fundamental counseling strategy with therapeutic benefits is active listening (Fitriana & Hamim Rosyidi, 2021).

3. Method

Research methods are general approaches used in collecting and analyzing data to solve problems. According to another point of view, research methods are a scientific way to obtain reliable data from existing information, which can then be discovered, validated, and developed to be used to understand, solve, and predict problems in the academic field. (Sugiyono, 2016). From the description above, it is clear that research procedures are a scientific approach to obtaining reliable data for certain purposes.

This research uses a descriptive-qualitative qualitative approach in its investigation. Research that seeks to characterize and examine phenomena, social interactions, events, attitudes, beliefs, perceptions, and thoughts of individuals both individually and in groups is known as qualitative research. (Sukmadinata, 2007). By collecting as detailed data as possible, qualitative research attempts to explain events (Harwijaya, 2007). According to (Hadari Nawawi, and Mimi Martini, 1994) Descriptive techniques discuss certain situations or events based on observable facts and continue with efforts to conclude from these facts. The methodical process of collecting data required for research is known as data collection (Nazir, 2014). Various techniques, such as tests, observations, surveys, interviews, archives, and documents, can be used to collect data (Suwartono, 2014).

The data collection in this research used the in-depth interview method. Interviews are a method of obtaining information through direct verbal communication. This allows the interviewer to gain a deeper understanding of the interviewee's thoughts, feelings, experiences, opinions, and other unobservable aspects of their life. (Suwartono, 2014). In-depth interviews are carried out to collect comprehensive facts and information as well as to understand the background, attitudes, and worldview of the person being interviewed (Sujarweni, 2014). In this research, in-depth interviews were conducted with 15 informants, consisting of 5 UMY peer counselor informants and 10 UMY student informants. It is hoped that the data from the interviews conducted by researchers will be by the research objectives. In conducting in-depth interviews, there are general steps (Rully Indrawan, R Poppy Yaniawati, 2014), that is:

- a) Select sources to interview and establish a purposeful sample.
- b) Arrange a meeting or appointment with the source, stating the topic and time of the interview.
- c) Choose an interview style that suits the interviewee's problems and situation.
- d) Utilizes timing and techniques that are effective and adaptable.
- e) End the interview as soon as you have gathered enough facts or information.

Purposive sampling was used in this research to identify informants. The purposive Sampling Technique is a sample selection method by considering certain factors. (Sugiyono, 2016). The informants selected in this research were as follows: UMY Peer Counselors and UMY students.

Qualitative analysis is the data analysis method used in this research. Working with data, organizing it, breaking it down into digestible parts, synthesizing it, looking for trends, determining what can be learned, and selecting what can be shared with others are the steps in the process of analyzing qualitative data (Moleong, 2018). Activities in analyzing data according to Miles and Huberman in (Sugiyono, 2016), that is:

- a) Data collection can be done at any time in the research process, including during observations, interviews, and document reviews.
- b) Data reduction, namely combining field note findings collected during data collection that are not yet clear and significant. Data reduction is the process

of removing irrelevant information and organizing the data into a more readable summary.

- c) There are various ways to convey data, including chat flows, charts, and short descriptions. Text descriptions and narratives are often used in qualitative research.
- d) Conclusion or verification: This is the final stage of data analysis. At the start of the research, tentative conclusions are made without supporting data and then refined.

Data triangulation-a data verification approach that uses factors other than the data collected to check or compare the data that has been obtained-is necessary to determine the level of validity of the data. Credibility, Transferability, Dependability, and Confirmability tests are examples of data validity tests used in qualitative research. Data triangulation was used in this research as part of the triangulation approach. Data triangulation involves integrating pre-existing methods and sources of information to obtain data (Sugiyono, 2016). The data triangulation used is comparing observation data with interview results to test the credibility of the data from the source.

4. Result and Discussion

The ability to communicate is very important in everyday life. This can help us form strong bonds with others and live a prosperous community life. To communicate effectively, we must be aware of qualities such as empathy, tolerance, and responsibility, especially when interacting with people from different cultural backgrounds. When we engage in interpersonal communication, we can identify the characteristics of the communicator.

Interpersonal communication has an important role for peer counselors who focus on paying attention to student mental health. Interpersonal communication is a fundamental element for interaction between peer counselors and students (clients). A fundamental component of any meeting is communication, which includes verbal and nonverbal forms. In the context of mental health services, it is clear that developing rapport and asking in-depth questions are important interpersonal skills that can produce fruitful partnerships between peer counselors and their clients, in this case, UMY students.

Peer counselors' communication style refers to the way they convey messages to their communicants. Peer counselors help students in daily activities by using this communication style to obtain replies or feedback from communicants. While performing their routine duties, peer counselors can understand the literal meaning of the way they communicate. Each peer counselor has a unique way of communicating with communicants. Styles that suit the characteristics of UMY peer counselors will be divided into several categories. Further research will be conducted regarding the interaction between peer counselors and client communication styles.

This research refers to Norton (Rahmawati, 2020) which classifies communication styles into 10 categories that correspond to the characteristics of peer counselors. However, in the research process, researchers found that only 6 categories could be used as research indicators. These indicators have been simplified into 3 points which have been elaborated into 6 categories. The indicators for these 3 points are:

4.1 Animation Style

Informant	Animation Style
Counselor AM and Client B	During the counseling session, AM did not talk much and showed more empathy using body gestures.
Counselor A and Client MN	A always uses body gestures, such as focused gaze and facial expressions that are adapted to respond to the client's story during the counseling session. Apart from that, A also always pays attention to body position during the counseling session to encourage clients to open up more easily.

Communicators are more expressive in expressing their feelings using non-verbal cues, such as body language, gestures, facial emotions, and eye contact to add nuance to their conversations. When interacting with other people, we are required to understand their every attitude and movement. In understanding the character or traits of other people, non-verbal communication or body language can be the medium. The research results show that non-verbal communication by a person can reach 80% of all communication carried out. When using body language, several parts of the body can be seen, such as eye contact, facial expressions, body movements, and other body parts. Apart from that, body language can also be used to see and understand a person's mental condition (Budi, 2016).

Both types of communication should ideally support each other to create an effective communication relationship (Yulistiani, 2021). In communicating, an individual will mix verbal and nonverbal language to create a unified meaning. Facial expressions are one of the nonverbal languages that a person can use. Expressions in the form of facial expressions are used in communicating as a response to situations, either emotionally or through implied messages (Budi, 2016). Individual characteristics expressed through facial expressions cannot always be controlled by the individual. This is because psychological conditions will automatically send signals to the face or other body parts. Physical conditions that can be conveyed through non-verbal language greatly influence the communication style of the sender of the message to the recipient of the message, which can determine the comfort and certainty of whether the message is delivered well or not. (Saphiere, Dianne Hofner, Babara Kappler Mikk, Basma Ibrahim DeVries, 2005). The use of appropriate non-verbal language will provide a signal of certainty between the sender of the message and the recipient of the message. Thus, compatibility of perceptions between both parties can be achieved. Remember, non-verbal communication reflected in body movements contains more meaning and is often more honest than speech (Luddin, 2010). So, looking at the conditions at the beginning of the counseling session and the series of events that occurred during the counseling session, AM and Achoose used more non-verbal communication to make clients comfortable.

As is the case, B and MN are clients who have gentle personalities, which can be seen at times first entered the counseling room and started chatting. Both of them are not someone with a close character, it's just that when they tell a story their voice and speaking intonation are very soft and sound small. Also, B and MN are the types of clients who are more likely to use non-verbal signals from the start which are reflected in their facial expressions. During counseling sessions, MN also tends to tell stories with quite a lot of pauses until he cries. In this case, AM and A as peer counselors must always be client-oriented, so they use their empathy which is reflected in building friendly and warm communication using non-verbal language to provide comfort to clients.

When conducting counseling sessions, AM as a peer counselor always pays attention to facial expressions, tone of voice, and attitude in maintaining client comfort when communicating. For example, giving a client a break when the client cries or when the client finds it difficult to express. So, clients can relax and calm themselves. This can show empathy for the client. Apart from that, the peer counselor with the initials A believes that body language is very important in every counseling session. According to A, encouraging clients to open up can be indicated by smiling facial expressions, and eyes that focus on the client. Thus, clients feel cared for and trust grows between peer counselors and clients.

Eye contact is also used by the peer counselor with the initials A using body gestures, such as expressions to respond to each client's story. For example, on one occasion during a counseling session, A patted the client on the shoulder when the client was crying. This aims to calm and provide validation that crying is not wrong. However, crying is one way to release the client's emotions. Apart from that, to show sincerity and empathy to the client, when the client tells a story, A prefers and focuses on listening and does not interrupt every time the client tells a story. In this case, by establishing good communication with the encouragement of non-verbal cues, it will be easier for peer counselors to get the common thread and validity of the client's story. This is because a peer counselor will be more memorized and can read the client's eye contact and body gestures. In line with what Herwandito stated (Herwandito, 2015), non-verbal cues can be a signal of interest in what that person is saying intending to understand how that person thinks. This will help develop open communication with each other.

The non-verbal cues shown by peer counselors in counseling sessions received a positive response from clients. Clients assess that various non-verbal cues from peer counselors provide comfort for clients to talk openly. One of the clients with the initials B felt that he was paid more attention to the peer counselor's responsiveness through sign language in responding to B's story. For example, B was saying something that made B feel depressed and remembering a quite bad incident. In this case, the peer counselor immediately held B's hand with the counselor's facial expression showing empathy when listening to B's story. When MN was telling the story until she cried, A, as the peer counselor, moved to sit next to MN, who was initially facing MN. Also, A patted MN on the shoulder to provide calm. This is in line with Erita (Princess, 2019), that communication Non-verbal communication is more important than verbal communication for people who have poor psychological conditions and are shaken, one of which is reflected in crying. In such conditions, a person needs more psychological support which makes it easier to express and feel its sincerity through body movements. Remember, non-verbal communication reflected in body movements contains more meaning and is often more honest than speech.

4.2 Open and Impression Leaving

Informant	Open and Impression Leaving
R Counselor and VR Client	On several occasions, R always finds clients who ask for solutions. In these conditions, R was happy to provide solutions that were delivered carefully so as not to give the impression of lecturing and patronizing them. When providing these solutions, R always offers solutions from more than one point

	of view so that clients can determine for themselves the best solution for themselves.
DNA Counselor and Client F	Build warmth with clients through introductions and light conversation topics. On several occasions, DNA also provides input to clients regarding life lessons in smooth and easy to understand language adapted to the client's condition.

In interpersonal communication, being open and honest is very important because it can help face problems directly and identify the best course of action (Kristianto, 2021). According to Martin Lister (Lister, 2009), an open communication style is characterized by giving a friendly and warm impression at the beginning of communication. This aims to enable the interlocutor to share their experiences or opinions regarding the current problem. From the research, it was found that all counselors always start the counseling session with a greeting and introduction. However, R and DNA counselors have their way of fostering comfort for clients through greetings in the initial introductory session.

On this occasion, peer counselors also always emphasize to clients that discussions in counseling sessions are confidential, and will be handled using applicable procedures if special situations are discovered in the future and require further assistance. This is conveyed by peer counselors to clients with various sentences aimed at making the client more trusting and validating the client's sense of security. After that, to enter the main conversation, the peer counselor will start the conversation from general topics to more personal topics, such as lectures, the client's social interactions, and even going into the problems the client is facing.

An open communication style can also be seen in a person's sincerity and spontaneity in providing encouragement and motivation to the person they are talking to. In this case, a person tends to express his feelings honestly to the person he is talking to, verbally or non-verbally (Lister, 2009). This aims to make it easier for clients to accept and understand the feelings of peer counselors, as well as make clients feel more cared for. In line with this, this communication style will be easier for both parties to understand, resulting in a more effective communication effect (Rohim, 2016). Openness in communication and building a warm impression on clients is carried out by peer counselors by looking at the client's condition at the beginning who is still hesitant and finds it difficult to tell stories, thus becoming an obstacle in the counseling process.

The client's lack of trust or lack of comfort from the client can be seen from the VR face and body gestures and the lack of initial communication from the client. These obstacles influenced R to implement open communication with VR clients by providing calming sentences at the beginning of the counseling session. The use of calming sentences, which in psychology are included in magic sentences, in interactions will make the person you are talking to comfortable. This encourages a feeling of respect, and self-confidence, and can improve a person's mental health (Luddin, 2010). Meanwhile, R's calming sentences given to VR, such as:

"You just stay calm here, you are free to say whatever you want, this is the place for you to talk and I will make sure that your problems are not revealed to other people."

DNA encountered another obstacle, so DNA, with the client's agreement, decided to open up by telling a little about his problems to convince the client that every human being has problems. Person (Setiawati, 2012) suggests that self-disclosure aims to achieve intimate communication relationships by sharing information, thoughts, and deep feelings with other people voluntarily and deliberately. This aims to influence

the mental state of the interlocutor, so that trust and empathy grow which is encouraged by the similarity of feelings, thoughts, and circumstances. If there is self-disclosure from a peer counselor, the client will feel cared for, appreciated, and trusted, so that the communication that exists will be more intimate and open (Tri Hudaniah, Dayakisni, 2012).

On this occasion, DNA little by little convinced F to have the courage to tell a story so that DNA was able to understand the problems faced by F. So, DNA as a peer counselor could help and position itself. DNA emphasizes that this must be conveyed subtly by paying attention to the client's body movements to see the client's comfort condition. This must be taken into account to ensure that communication remains conducive by paying attention to the politeness of one's demeanor and the comfort of the person you are talking to (Rohim, 2016).

Being a peer counselor is not responsible or plays a role in providing solutions, but seeks to guide clients to find the right solution that suits their situation (Purwanti, 2022). However, being a peer counselor must be open to several situations and circumstances faced by clients to make the client comfortable (Desmita, 2015). In communicating, each person has different expectations from their role and that of the person they are talking to, which will influence how they interact (Saphiere, Dianne Hofner, Babara Kappler Mikk, Basma Ibrahim DeVries, 2005). Therefore, peer counselors must be wise in placing themselves and playing roles according to client expectations to better appreciate clients. During a counseling session, R found a client with the initials VR who asked for a solution. In these conditions, R will be happy to provide solutions that are delivered carefully, so as not to appear to be lecturing or patronizing them. When providing these solutions, R always offers solutions from more than one point of view so that clients can also determine for themselves the best solution.

The methods used by peer counselors as above to foster client openness have been proven to get positive responses from clients. The client with the initials VR felt like he was talking and telling stories to his friends during the counseling session. So, VR feels comfortable and confident in telling stories to counselors. This was also felt by F, who was comfortable enough to tell the counselor about his experience until F felt relieved. F, as a client, expressed the opinion that the peer counselor who was in his counseling session was quite easy to approach because from the start the DNA counselor had been friendly and not stiff, so F had the confidence to open up and heal.

4.3 Relaxed, Friendly, and Attentive

Informant	Relaxed, Friendly, and Attentive
Counselor N and Client AP	N opened the counseling session with a less formal greeting interspersed with jokes. In the counseling process, N uses more relaxed language and positions himself as a friend so that clients do not feel awkward when telling stories.
NAW Counselor and Client Y	NAW is always patient and calm in listening to clients' stories. In responding to client stories, NAW always confirms the results of the client's story so that the client feels confident that NAW has been an active listener.

Anyone who wants effective two-way communication to occur without either party

misinterpreting the intended message should consider the importance of maintaining a pleasant mood when speaking. Effective communication is very important in every situation because it can increase individual efficiency, especially in counseling (Yahono, 2021). Only through communication can a counselor know the feelings or problems a client is suffering from. The more frequently the interaction and the more intense the approach is, the more a counselor can understand the client's condition (Satria Lanri Simanjuntak, Nurhasanah Nasution, 2017). Communicating with someone who has a mental health disorder must use special treatment and be careful because some of them usually have quite sensitive feelings. Therefore, it is necessary to take a good approach first with a relaxed communication style that can give the impression of being calm, happy, and warm, full of laughter. Even though communication is carried out casually, voice intonation must also be clear and always patient in the counseling process (Gary Ennis, Brenda Happell, Marc Broadbent, Kerry Reid-Searl, 2013).

A relaxed communication style is reflected in the application of the communication style by the peer counselor with the initials N. Apart from that, to build trust with clients, peer counselor N positions himself more as a friend, which is shown by communicating using less formal words with less hasty intonation. Even at the beginning of the counseling session, N gave a warm greeting full of laughter interspersed with general jokes like with friends. The counselor's pleasant communication style and positioning himself as an active listener who reflects empathy can make clients feel valued by peer counselors (Gopalakrishnan, 2018). Not only that, NAW as another peer counselor also uses less formal language in counseling sessions and builds communication in a relaxed manner by following the flow of the conversation to make it easier for the client to open up during the conversation. After that, N and NAW will open the counseling session with a light story, exploring general and non-private personal data by positioning themselves as storytellers. If the client's condition seems comfortable, then N and NAW will gradually enter the topic of the problem by gradually asking questions. Apart from that, each peer counselor also has other different ways to foster openness from clients according to the client's characteristics (Yahono, 2021).

The establishment of relaxed communication can be encouraged by the conditions in which the communication takes place, both in terms of air temperature and other supporting variables. Comfortable and conducive room conditions greatly influence the client's psychology to be more open (Gary Ennis, Brenda Happell, Marc Broadbent, Kerry Reid-Searl, 2013). Therefore, N always ensures that the counseling room is comfortable in terms of room temperature, as well as the availability of drinks and tissues for clients. Before a counseling session takes place, N always turns on the AC in the counseling room first while preparing himself to listen to the client's story.

Peer counselors at UMY also apply a friendly communication style, this is shown by positive responses and support in responding to each story from the client. As explained in the previous point, peer counselors always start the counseling session with a greeting and self-introduction which will be followed by light topic conversation. This is done by peer counselors while adjusting body gestures to make clients comfortable and show the enthusiasm of peer counselors in listening to their stories (Desmita, 2015). In counseling sessions, N as a peer counselor always tries to find gaps to get into the client's story, so that the client feels comfortable by showing it through body gestures, such as focusing on the client's eyes.

A peer counselor is also required to be patient in responding to all clients' statements and questions calmly so that clients feel safe and can be open in telling stories (Satria Lanri Simanjuntak, Nurhasanah Nasution, 2017). In the counseling session, N met an

AP client who had a character who was open to general conversation topics, such as discussing lectures and so on. On the other hand, if you have something quite personal, the AP will have to take a little time to answer it. Facing this, N was very patient by trying to communicate with topics about things on campus first. For example, discussing activities, tasks, or the organization that client Y is currently involved in. The choice of topics related to campus was considered by N to be very appropriate as a communication topic because peer counselors are part of UMY and their clients certainly come from UMY students. So automatically, N and AP have the same background as UMY students, so this becomes a topic that can be a bridge to approach. As explained by Desmita (Desmita, 2015), that communication can be built more intimately and interpersonal ties can be stronger, if they have certain similarities, such as background, attitudes, ideology, messages, and so on.

Apart from that, to show his support, N as a peer counselor is always patient and calm when listening to clients' stories. To respond to the client's story, N always provides a conclusion from the story that the client has told in the breaks between the client's story. This aims to ensure that the client believes that his story has been heard and as a form of clarification to ensure the same perception between the client's story and the story captured by the peer counselor. The clarification process is important in many communication situations, especially if what is being communicated is an essential matter that requires a common understanding. This is very necessary, especially in the case of counseling which is very likely to be influenced by sensitive emotions. Moreover, peer counselors listen to complex information from clients (Swastikawara, 2018). Thus, a clarification process is very necessary to check that the peer counselor's understanding is correct so that there is no more confusion or misunderstanding.

On the other hand, NAW found a client with a very open character with an enthusiastic speaking style during counseling sessions. A person with an open character adheres to the principle of freedom of communication. So, to communicate someone has an open character, as the interlocutor can respond to statements and questions directly and immediately to show sincerity and sincerity in communicating. Also, confirm the outcome of the conversation before ending communication with someone with an open character to reflect as an active listener, thereby increasing trust (Suranto, 2011). Rahmadiana (Rahmadiana, 2017) explains that in dialogue being an active listener is very necessary to understand the message being communicated. By truly listening, a person can provide a more thoughtful answer by taking into account the thoughts and opinions of the speaker.

Client Y's open character provides an advantage for NAW to easily understand the problems the client is experiencing. However, on the other hand, it provides challenges for NAW to understand and understand the flow of communication. NAW as a peer counselor, is afraid that there will be a misperception of the story the client tells. Therefore, NAW uses an attentive communication style as a peer counselor, where Y is always an active, empathetic, and sensitive listener in every client's story. This is reflected in NAW who always remains calm and always listens by slowly responding to the client's story in stages. NAW will enter into dialogue by pausing the client while telling the story if the client's speaking tone starts to lower. So in this case, NAW will emphasize the core points of the client's story, to align the meaning and understanding of the story. Through this approach, clients will gain more confidence to open up and understand that peer counselors value them.

5. Conclusion and Recommendation

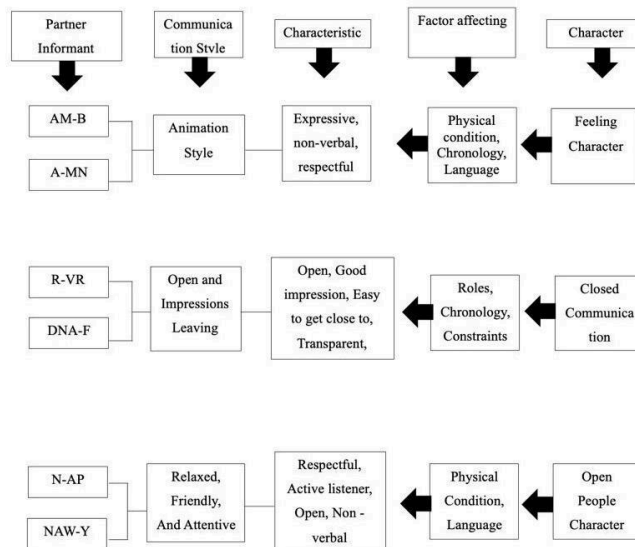
Effective communication is very important in everyday life to form bonds and live harmoniously in society. Interpersonal communication is especially important for peer counselors who focus on students' mental health. This is a fundamental element in the interaction between peer counselors and students. Developing rapport and asking insightful questions are important interpersonal skills for a fruitful partnership between peer counselors and students.

Robert Norton's communication styles are a collection of interpersonal behaviors used in specific circumstances to elicit responses from those involved in an organization's operations. Norton classifies communication styles into ten categories, including dominant, dramatic, cartoon communicator, open, argumentative, relaxed, friendly, attentive, precise, and leaves an impression. Peer counselors' communication style is the way they convey messages to clients. Each peer counselor has a different style of conveying messages, which will be classified into several different styles according to the characteristics of UMY peer counselors. The relationship between peer counselor and client communication styles will be studied further.

This research refers to Norton's classification of communication styles into ten categories that correspond to the characteristics of peer counselors. However, only six categories can be used as research indicators, simplified into three points explained from the six categories. The indicators for these three points are:

1. **Cartoon Communicator:** Communicators are more expressive in expressing their feelings using nonverbal cues, such as body language, gestures, facial emotions, and eye contact. This is applied by peer counselors to find out the client's condition so that the client also feels more appreciated and not taken for granted.
2. **Be Open and Leave an Impression:** Develop clients' trust in peer counselors, so that two-way communication can occur with openness. Peer counselors try to form a good impression, such as being approachable, transparent, and friendly.
3. **Relaxed, Friendly, and Attentive:** Peer counselors at the Muhammadiyah University of Yogyakarta have a pleasant communication style and can make clients feel appreciated by peer counselors who position themselves as active listeners and reflect empathy. The non-verbal cues shown by peer counselors in counseling sessions receive positive responses from clients. Clients assess that various nonverbal cues from peer counselors provide comfort for clients to speak openly. The methods used by peer counselors to foster client openness have been proven to receive positive responses from clients. Clients feel comfortable and confident in telling their stories during counseling sessions.

Communication Style Model Chart



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