

**PENGARUH *PEER MENTORING* TERHADAP *SCHOOL WELL BEING*  
MAHASISWA KEPERAWATAN DI UNIVERSITAS JENDERAL  
ACHMAD YANI YOGYAKARTA**

Presti Surya Ningsih<sup>1</sup>, Retno Sumiyarini<sup>2</sup>  
Email: [prestisuryani27@gmail.com](mailto:prestisuryani27@gmail.com)

**INTISARI**

**Latar Belakang:** *School well being* adalah perasaan dicintai di lingkungan sekolahnya yang meliputi aspek seperti *having* (kondisi sekolah), *loving* (hubungan sosial), *being* (pemenuhan diri) dan *health* (kondisi kesehatan). Apabila tidak terpenuhi salah satu aspek tersebut maka akan muncul *school well being* yang buruk pada mahasiswa yang berdampak pada kurangnya rasa aman yang diakibatkan adanya kekerasan yang sering terjadi di kampus. Pemenuhan *well being* sangat penting dalam lingkungan kampus untuk menciptakan perasaan senang, sehat, dan berkembang dikelas sehingga memberikan kontribusi positif serta mengembangkan hubungan yang baik dengan teman.

**Tujuan:** Untuk mengetahui pengaruh *peer mentoring* terhadap *school well being* mahasiswa Keperawatan di Universitas Jenderal Achmad Yani Yogyakarta

**Metode:** Penelitian ini merupakan jenis penelitian kuantitatif. Desain penelitian ini menggunakan *quasi experimental* dengan rancangan *One Group Pretest Posttest*. Sampel diambil menggunakan teknik *accidental sampling* sebanyak 40 responden yaitu mahasiswa Keperawatan Universitas Jenderal Achmad Yani Yogyakarta. Hasil penelitian dianalisis menggunakan uji *Wilcoxon Signed Rank Test*.

**Hasil:** Hasil penelitian menunjukkan skor *school well being* sebelum dilakukan *peer mentoring* dengan nilai mean 83,43. Kemudian sesudah dilakukan *peer mentoring* dengan nilai mean 83,85. Data diperkuat dengan hasil uji *Wilcoxon Signed Rank Test* diperoleh nilai  $p=0,638$ .

**Kesimpulan:** Metode *peer mentoring* kurang efektif dalam meningkatkan *school well being* mahasiswa Keperawatan di Universitas Jenderal Achmad Yani Yogyakarta

**Kata kunci:** *Peer Mentoring*, *School Well Being*, Mahasiswa.

<sup>1</sup>Mahasiswa Program Studi Keperawatan Universitas Jenderal Achmad Yani Yogyakarta

<sup>2</sup>Dosen Program Studi Keperawatan Universitas Jenderal Achmad Yani Yogyakarta

# THE EFFECT OF PEER MENTORING ON SCHOOL WELL-BEING OF NURSING STUDENTS AT JENDERAL ACHMAD YANI UNIVERSITY, YOGYAKARTA

Presti Surya Ningsih<sup>1</sup>, Retno Sumiyarini<sup>2</sup>  
Email: [prestisuryani27@gmail.com](mailto:prestisuryani27@gmail.com)

## ABSTRACT

**Background:** School well-being is the feeling of being loved in the school environment which includes aspects such as having (school conditions), loving (social relations), being (self-fulfillment), and health (health conditions). If one of these aspects is not met, poor school well-being will emerge for students which will have an impact on a lack of sense of security caused by violence that often occurs on campus. Fulfillment of well-being is very important in the campus environment to create feelings of joy, health, and development in class so as to make a positive contribution and develop good relationships with peers.

**Objective:** To identify the effect of peer mentoring on the school well-being of nursing students at Jenderal Achmad Yani University, Yogyakarta

**Method:** This research was a type of quantitative research. The research used a quasi-experimental design with the One Group Pretest and Post-test. Samples were taken using a accidental sampling technique of 40 respondents, namely Nursing students at Jenderal Achmad Yani University, Yogyakarta. The research results were analyzed using the Wilcoxon Signed Rank Test.

**Results:** The results showed that the score of school well-being taken before the conduction of peer mentoring was a mean value of 83.43. Then, after conducting peer mentoring the score was a mean value of 83.85. The data was strengthened by the results of the Wilcoxon Signed Rank Test, which obtained a value of  $p = 0.638$ .

**Conclusion:** The peer mentoring method is less effective in improving the school well-being of nursing students at Jenderal Achmad Yani University, Yogyakarta

**Keywords:** Peer Mentoring, School Well-being, Students.

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<sup>1</sup>Students of Nursing Study Program, Universitas Jenderal Achmad Yani Yogyakarta

<sup>2</sup>Lecturer of Nursing Study Program, Jenderal Achmad Yani University, Yogyakarta