

The need analysis for developing peer mentors as peer counseling program among Gen Z

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Abstract

This study aims to describe a picture of the perception of positive communication from Gen Z and lecturers, as well as to describe a picture of program needs, potentials in developing peer mentor programs. The type of research is descriptive quantitative and research data is collected using research instruments intended for lecturers and students in measuring the needs of peer mentor programs, this instrument uses a modified Likert scale model. The sampling technique used is simple random sampling with a total sample of 1050 students and 121 lecturers consisting of 3 provinces in South Sulawesi, West Sulawesi, and Central Sulawesi. Then analyzed using descriptive analysis techniques using the JASP application which describes items in 5 categories, namely very low, low, medium, high, and very high. From the data analysis carried out, the results obtained are: 1) Generation Z's perception of communication patterns is in the very high category and classified as polite, 2) Lecturers' perceptions tend to view generation Z's communication patterns as lacking in terms of 3 aspects, namely understanding of politeness in communicating, behavior polite in communication and awareness of the importance of polite behavior, 3) Development of peer mentor models as an effort to develop positive communication and polite behavior in the language of generation z is included in the very high category.

Keywords: Positive communication, Peer Counselling Program, Generation Z and lecturers

How to Cite: Pandang, A., Rivai, M., Umar, N.F. Azzam Arifyadi, A. (2022). The need analysis for developing peer mentors as peer counseling program among Gen Z. *International Journal of Research in Counseling and Education*, 6 (2), pp. 163-176, DOI: <https://doi.org/10.24036/00568za0002>



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Introduction

Generation Z is the generation that dominates the population in Indonesia. Data from the Central Statistics Agency, the results of the population census show that the population of Generation Z (Gen Z) is 27.94%, Generation Y is 25.87% and Gen X is 21.88%. Based on this data, it is predicted that Gen Z will take over the world of work in Indonesia (BPS, 2021). Gen Z is seen as an educated generation because they were born in the era of information technology that has developed very rapidly, so they have broad and fast information and learning opportunities (Rickes, 2016; Schwiager & Ladwig, 2018). However, Gen Z experiences problems both in the educational environment, and in the world of job when they are required to communicate according to the ethics and manners adopted by the previous generation such as Gen X (Szymkowiak et al., 2021; Zemke et al., 2013). Gen Z is seen as a generation that lacks etiquette, low communication ethics because their communication patterns tend to be to the point (Deyoe & Fox, 2012), and show phubbing behavior (behavior ignores other people and tends to focus on smartphones) (Chotpitayasonondh & Douglas, 2018; Garrido et al., 2021; Latifa et al., 2019). This resulted in the previous generation not wanting to work together (Burkus, 2010), low respect, low social relations (Back & Kenny, 2010); low empathy, and low desire to interact (Lim & Okuno, 2015).

The main problems that Gen Z tends to experience when entering the world of work are: 1) Gen Z chooses a job according to what they like, so they will reject it directly without paying attention to ethics and morals in communicating. This will result in frustration for Business World Industrial World in work placements; 2) Generation Z is less able to communicate face-to-face, compared to the ability to communicate virtually such as e-mail, social media, and chat. Thus, for the previous generation they are seen as a generation that lacks

respect and low collaboration skills and is prone to phubbing behavior (Erzen et al., 2021; Trapero et al., 2017); If this problem is not resolved immediately, the Gen Z workforce will have problems adapting to enter the workforce, and slow their future success (Gaidhani et al., 2019).

Therefore, efforts are needed to help Gen Z improve their communication skills, both personally and interpersonally. The method that can be adapted is the politeness theory which has been extensively researched by the proposing team (Craig et al., 1986; Watts et al., 2005). This method refers to increasing positive communication patterns between individuals, both in terms of values, ethics, morals in certain cultures, and ethical values in general (N. Pless & Maak, 2004; Staub, 2013).

Because gen Z has a different communication pattern, the learning pattern is carried out with the help of peers. Referring to the theory of peer counselors, that everyone prefers to tell, raise problems, solve problems, and learn certain skills from the closest people and peers (Bozeman & Feeney, 2007; Cowie & Sharp, 2017). In teaching Generation Z positive communication patterns based on politeness in language, then peers as mentors are much more effective than learning from lecturers or other people from different generations. The peer mentor learning model as a medium of assistance that teaches positive communication for Gen Z is designed based on the form of the Independent Learning activity at the Merdeka Campus (MBKM). Where students who take part in this course are taught how to communicate positively, as well as trained as mentors in teaching other students to participate in implementing positive communication behaviors. Therefore, the purpose of this study was to analyze the potential for developing peer mentor programs in developing positive gene Z communication patterns seen from perceptions, descriptions of program potential, general assessment of the program, as well as personality and material aspects needed in program development.

Generation Z is a generation born in 1995-2010. The results of the study show that communication patterns are strong for social connection, even though they rely more on text (Giarla, 2019; Sakdiyakorn et al., 2021). Gen Z lags behind in conversational rules such as listening, asking questions, interrupting in a way that is considered respectful of others, building relationships, solving problems in real time, and resolving conflicts (Schroth, 2019; Tulgan, 2016). The lag in gen Z communication is also due to: 1) Less able to communicate face-to-face, compared to the ability to communicate virtually. So, for the previous generation, generation Z lacked respect, low collaboration and prone to phubbing (Bröning & Wartberg, 2022); 2) Making the internet and smartphones an inseparable part of everyday life. So vulnerable to internet addiction and low interpersonal communication skills (Guo et al., 2020).

Therefore, it is necessary to practice positive communication skills to form an empathic and positive effective communication pattern. This variable refers to the theory of interpersonal communication skills (Aggarwal et al., 2005; Erozkan, 2013). Various research results show that interpersonal communication skills have a positive effect on aspects of learning achievement (Kiuru et al., 2020; Siburian, 2013); the involvement of students and teachers in the classroom (McBride et al., 2005); high order thinking skills such as problem solving skills and creativity (Heong et al., 2012). Some of the skills that need to be developed are: speaking skills, asking questions, opening communication, maintaining manners, apologizing, being responsive and responsible, caring, caring, empathetic, and listening (Chen, 2006; Kdar & Haugh, 2013; Okun & Kantrowitz, 2014; N. M. Pless et al., 2011).

Referring to the theory of politeness in language, some show how politeness in the language of teachers can increase academic motivation and self-efficacy in the learning process (Liu et al., 2021; Sikström et al., 2022; Wang et al., 2008). The research shows that politeness in the language of teachers has an important role in supporting the achievement of learning outcomes. Research (Mantasiah & Anwar, 2021) which relates the politeness of the language of the teacher or parents to the misbehaved behavior of students, shows that a person's behavior can be formed, one of which is the influence of the language of the people in the surrounding environment. Thus, politeness in language plays an important role in shaping or influencing one's behavior. Positive communication is one of the theories of politeness in language which explains how the speech expressed in accordance with the indicators of politeness in language, causes a positive response from the speech partner (Goldsmith, 2008; Mojo et al., 2021; Xafizovna, 2021). Based on the results of previous studies, this studi aims toh produce an overview of student needs related to programs that can help the develop polite behavior in language and also produce an overview of lecturers' need related to programs that can help students to behave politely. The basis for devoloping peer mentor programs as an effort to develop polite positive communication patterns is university.

Method

Type of Research

The population in this study were students who were active in the academic year 2022/2023, where students as the sample of this study consisted of students from semester 1 to semester 8 (eighth) taken from 3

(three) provinces, namely South Sulawesi, West Sulawesi and Central Sulawesi. . Sampling technique using simple random sampling with a total sample of 1050 students. In addition, the sample of this study also consisted of 121 lecturers consisting of 3 (three provinces) in South Sulawesi, West Sulawesi, and Central Sulawesi. By using the Slovin method with a probability value of 0.05, specifically the demographics of the research sample can be seen in table.

Research Sample

The population in this study were students who were active in the academic year 2022/2023, where students as the sample of this study consisted of students from semester 1 to semester 8 (eighth) taken from 3 (three) provinces, namely South Sulawesi, West Sulawesi and Central Sulawesi. . Sampling technique using simple random sampling with a total sample of 1050 students. In addition, the sample of this study also consisted of 121 lecturers consisting of 3 (three provinces) in South Sulawesi, West Sulawesi, and Central Sulawesi. By using the Slovin method with a probability value of 0.05, specifically the demographics of the research sample can be seen in table 1.

Table 1. Research Sample Demographics

	f	%
Gender		
Woman	651	55.59
Man	520	44.41
Faculty		
Educational Science	135	11.52
Language	123	10.50
Technique	127	10.85
Mathematics and natural science	145	11.56
Economy	134	10.68
Social, Political and Legal	119	9.49
sports	92	7.37
Psychology	86	6.86
Health Sciences	98	7.81
Other	75	5.98
Ethnic group		
Bugis	241	19.22
Makassar	215	17.15
Mandarin	209	17.85
Toraja	191	16.31
Java	82	7
Sunda	67	5.7
Kaili	129	11.01
Province		
South Sulawesi	456	38.98
West Sulawesi	324	27.67
Central Sulawesi	204	17.42
N total = 1171		

Research Instruments

This research instrument consists of 2 which are intended for lecturers and students in measuring the needs of peer mentor programs:

An analysis of the need for peer mentoring programs for students consisting of 4 indicators, namely students' perceptions of polite language behavior, general assessment of the program, general description of program potential, readiness to become mentors and peer mentors and suggestions for program implementation. This instrument uses a modified Likert scale with 4 (four) answer choices, namely strongly agree, agree, disagree and disagree. This instrument aims to measure how the description of student needs in developing positive communication and how the description of program implementation is expected for students.

Need analysis questionnaire for peer mentor programs for lecturers consisting of 4 indicators, namely student perceptions of politeness in language behavior, general assessment of the program, general description of program potential, program implementation suggestions, and personality criteria for peer mentor candidates. This instrument uses a modified Likert model with 4 (four) answer choices, namely strongly agree, agree, disagree and disagree. This instrument aims to measure how the description of student needs from the lecturer's perspective in developing positive communication and how the description of program implementation is expected for lecturers when applied in higher education.

Data analysis technique

The data analysis technique in this study is a descriptive data analysis technique with the aim of describing each item in 5 categories, namely very low, low, medium, high and very high. The descriptive analysis used is descriptive analysis using the JASP application.

Results and Discussion

The Needs analysis questionnaire, measuring aspects of student perceptions of polite behavior in language, general assessment, general picture of the program, assessment of personality as a peer mentor, and materials needed in the peer mentor program. The results of the descriptive data analysis on the need analysis questionnaire for the peer mentor program for students can be seen in the following table.

Table 2. Student Perceptions with Polite Behavior

Indicator	Statement	Average	Index	Category
Understanding About politeness behavior	I understand how to communicate well with older people	3.645	0.500	Very high
	I understand how to communicate well with peers	3.457	0.527	Very high
	I am skilled in choosing the right words when talking to older people	3.462	5.561	Very high
	I am skilled in choosing the right words when talking to my peers	3.290	0.539	Very high
	I have shown polite behavior when I meet the lecturer	3.550	0.524	Very high
	I have shown polite behavior when meeting with peers	3.279	0.530	Very high
Politeness Behavior	Sometimes I show impolite communication through social media	2.111	0.831	Currently
	I communicate with other people by paying attention to the right situation, condition and time	3.345	0.555	Very high
	My current way of communicating is because I imitate my parents	3.189	0.720	High
	My current way of communicating is because I imitate from social media	2.296	0.726	Currently

Indicator	Statement	Average	Index	Category
Awareness about politeness behavior	My current way of communicating is because I imitate my peers	2.603	0.679	High
	I feel confused if I am reprimanded by my parents/lecturers that my way of communicating is impolite	2.581	0.775	High
	Putting up my real photo when communicating with other people via chat is part of polite behavior	3.000	0.719	High
	Saying greetings and introducing yourself when communicating with others via chat is part of polite behavior	3.640	0.510	Very high
	I understand that my polite behavior when communicating with others will facilitate my own affairs	3.549	0.570	Very high
Total		2.761	0.542	High

Based on the results of data analysis on aspects of student perceptions of polite behavior that have been shown, it shows that the aspects of student understanding of polite behavior are in the very high category and in the aspect of awareness about polite behavior in language also shows a very high category. However, the behavioral aspect or how students show polite behavior shows that students tend to show less polite behavior when socializing on media. Factors that cause impolite behavior are caused by peers, social media and parents.

Based on the data in table 2, it can be concluded that the perception of Generation Z on the communication patterns shown has been classified as polite. Even though in their social media activities they sometimes show impolite behavior through commenting on social media such as Instagram, Facebook, Tiktok, and so on. The results of this study are in line with the findings (Deal et al., 2010; Sessa et al., 2007) that the language behavior of gene Z is sometimes inconsistent with the views of the previous generation of how to behave. In addition, social media is seen as a space for Generation Z to show disrespectful behavior such as hate speech and cyberbullying (Bilro et al., 2022; PrakashYadav & Rai, 2017). Based on the results of students' general assessment of the potentials in developing peer mentor models, it can be seen in table 3 below:

Table 3. General Student Assessment

No	Statement	Average	Index	Category
1	Many students have the potential to be recruited and trained to become mentors in helping other students develop positive communication skills	3.432	0.542	Very high
2	If they are trained, students will be able to become mentors who help other students develop positive communication skills	3.432	0.544	Very high
3	There are many communication problems among students that other colleagues can help with	3.266	0.518	Very high
4	As far as I know, it is easier for students to practice positive communication skills from their fellow students than from their PA lecturers	2.5.60	0.728	High
5	As far as I know, it is easier for students to practice positive communication skills from other student friends than their family/parents	2.612	0.754	High
6	As far as I know, it is easier for students to practice positive communication skills from other student friends than counselors in college	2.785	0.688	High
7	Students need to be trained in the right way to help other friends to practice positive communication with others	3.366	0.529	Very high

No	Statement	Average	Index	Category
8	Students who are trained as peer mentors (mentors who help develop positive communication) should be available in every class/class	3.338	0.534	Very high
9	By becoming peer mentors, students can learn how to set an example for others	3.385	0.529	Very high
10	By becoming peer mentors, students can increase their competence and confidence for future career development	3.407	0.524	Very high

Based on the results of the research presented in table 3, it shows that the potential for developing a peer mentor model as an effort to develop positive communication and polite behavior in the language of Generation Z is very high, this can be seen in several questions such as the potential for students to be recruited as mentors with an average of 3,432 (very high), many Communication problems experienced by students can be solved with the help of peers with an average of 3,266 (very high), and students find it easier to practice positive communication than their fellow students with an average of 2,785 (high). In addition, the benefits for peer mentors who have been trained, are able to support themselves in developing their careers in the future with an average of 3,407 (very high).

Therefore, it can be concluded that the potential for the development of peer mentors in universities (PT) is high both in terms of resource potential, as well as aspects of the potential development of Generation Z. This is in line with research results (Hayes, 2020; Messerer et al., 2022), that peer tutors have great potential in developing communication not only for Generation Z, but also for peer tutors themselves. Furthermore, in an effort to support the potential of human resources who will carry out the peer mentor program, it can be seen in tables 4 and 5 below.

Table 4. Willingness to be a Peer Mentor

Statement	Average	Index	Category
I am willing to be recruited and trained to be a peer mentor	2.993	0.666	High
If it's been trained, I'm sure I can help friends in developing their positive communication skills	3.141	0.579	High
If chosen to be a peer mentor, I am willing to take peer counseling duties seriously.	3.067	0.585	High
I can manage study time and other activities even though I am also given the task of working as a peer mentor	2.867	0.655	High

Table 5. Willingness to be a Peer Mentor

Statement	Average	SD	Category
I am happy when in my class / class there is a peer mentor who guides me in positive communication	3.387	0.538	Very high
I will use peer mentors to guide me how to communicate positively	3.344	0.528	Very high
I'm willing to talk about my communication problems with my peers	3.177	0.559	High
I believe peer counselors who have been trained can help in developing my communication skills	3.272	0.505	Very high

Based on the research results presented in table 4, it can be concluded that in the aspect of human resource potential, the willingness of students to become a peer mentor is very high, it can be seen in question 1 related to willingness to become a mentor which is high with an average of 2,993 (high), and willingness to help. Another experience was when he had received positive communication training with an average of 3,141

(high), and was supported by his willingness and ability to manage time when carrying out his duties as a peer mentor which was classified as high.

Further results which can be seen in table 5, it can be concluded that students actually need peer mentor assistance in solving their communication problems with an average of 3,344 (very high), in addition, students are willing to tell their problems to their peers in solving their communication problems with an average of 3,177 (high) and finally that students believe that by learning positive communication from peer mentors, they will be able to develop their positive communication skills both directly and indirectly with a mean of 3,272 (very high).

As for suggestions for developing the implementation of the program from students, that the implementation of peer mentoring outside of lecture hours, there is a forum for peer mentors and coordinated by the guidance and counseling service center in universities in particular so that there is a clear work program for peer mentors (Dearlove et al., 2007; Hardt et al., 2022; Heirdsfield et al., 2008). In addition, the personality aspects that are expected for a peer mentor are intelligent, have positive communication skills, are able to adapt to others, are friendly, gentle, empathetic, caring, polite and disciplined. This development suggestion is in line with the results of research (Maiwa et al., 2021; Pandang et al., 2021; Pandang & Umar, 2021).

Peer Mentor Program Needs Analysis Questionnaire given to 120 lecturers in 3 provinces. The questionnaire was filled out randomly. Needs analysis questionnaire, measuring aspects of lecturers' perceptions of polite behavior in language, general picture of the program, assessment of personality as peer mentors, and materials needed in peer mentor programs. The results of the descriptive data analysis on the need analysis questionnaire for peer mentor programs for lecturers/head of study programs can be seen in table 6 below.

Table 6. Lecturer's Perception of Gen Z . Polite Behavior

Aspect	Question	Average	SD	Category
Understanding	Students do not understand how to communicate well with older people	2.818	0.671	High
	Students do not understand how to communicate well with their peers	2.587	0.645	High
	Students are less skilled in choosing the right words when talking to older people	2.942	0.636	High
	Students are less skilled in choosing the right words when talking to their peers	2.603	0.652	High
Behavior	Students do not show polite behavior when meeting with lecturers	2.653	0.750	High
	Students do not show polite behavior when meeting with their peers	2.579	0.680	High
	Communication that is not polite is shown by students usually through social media	2.983	0.658	High
	Students communicate with other people without paying attention to the right situation, condition and time	2.793	0.631	High
Awareness	The factor causing students' lack of student communication skills is their parents	2.314	0.646	High
	The factor that causes students to lack student communication skills is social media	3.017	0.730	High
	The factor that causes students to lack student communication skills is their peers	2.810	0.650	High
	Reprimanding students when communicating with disrespect	3.298	0.654	Very high
	Putting up real photos when communicating with other people via chat is part of polite behavior	3.281	0.609	Very high

Saying greetings and introducing yourself when communicating with others via chat is part of polite behavior	3.719	0.451	Very high
Students understand that polite behavior when communicating with others will facilitate their business	3.289	0.664	Very high

Based on the explanation of the research results in table 6, it can be concluded that the perception of lecturers/head of study programs tends to view the communication pattern of gene Z as lacking. This can be seen from 3 main aspects, namely understanding of politeness in communication, polite behavior in communicating and awareness of the importance of polite behavior. In the aspect of understanding, students tend to not understand how to communicate well with lecturers with an average of 2,818 (high), besides that they are less skilled in choosing the right words when talking to lecturers with an average of 2,942 (high). In the behavioral aspect shown, lecturers perceive that communication is not polite not only when talking with peers (mean; 2,579; high), but also when communicating with lecturers (mean 2,653, high), in addition, communication that is less polite is most often conducted on social media with an average of 2,983 (high). On the aspect of awareness of polite behavior in communicating, it shows that students are less aware that communication through chat and posting original photos when communicating via social media is part of polite behavior (Guerrero et al., 2017)

Therefore, there is a difference in perception between how students view polite behavior and how lecturers view polite behavior that has been shown by students. In table 2, students perceive that they have shown polite behavior, but in the aspect of lecturer perception, students are still lacking in terms of awareness, understanding and behavior shown regarding how to behave politely in communicating (Kasper & Blum-Kulka, 1993; Saville-Troike, 2008). This is in line with research (Gabriellova & Buchko, 2021; Hafizov, 2021; Hayes, 2020), that there are differences related to how politeness in communicating between generation Z and the previous generation, this is related to aspects of culture, ethnicity and how to communicate through social media (Al-Asfour & Lettau, 2014; Katz et al., 2022; Sakdiyakorn et al., 2021).

Table 7. Overview of Program Needs (Lecturers)

Statement	Average	SD	Category
As far as I know, it is easier for students to practice positive communication skills from other student friends than their guardian lecturers	2.851	0.727	High
As far as I know, it is easier for students to practice positive communication skills from other student friends than from their parents/family	2.769	0.728	High
As far as I know, it is easier for students to practice positive communication skills than their fellow students	2.752	0.699	High
Students need to be trained in the right way to help other friends to practice positive communication with others	3.413	0.511	Very high
Students who are trained as peer mentors (mentors who help develop positive communication) should be available in every class/class	3.496	0.518	Very high
By becoming peer mentors, students can learn how to set an example for others	3.479	0.549	Very high
By becoming peer mentors, students can increase their competence and confidence to achieve career success	3.471	0.533	Very high

Based on the results of the research presented in Table 7, it shows that the potential for developing a peer mentor model as an effort to develop positive communication and polite behavior in the language of

Generation Z is very high, this can be seen in several questions such as the potential for students to be recruited as mentors with an average of 2,851 (high), many Communication problems experienced by students can be solved with the help of peers with an average of 2,752 (high), and students as peer mentors will be role models for other students in developing positive communication at PT with an average of 3,479 (very high). In addition, the benefits for peer mentors who have been trained, are able to support themselves in developing their careers in the future with an average of 3,471 (very high).

Therefore, suggestions for developing a peer mentor model are seen from several general descriptions of program needs, that various problems related to impolite communication patterns that occur in students can be resolved through their own peers (Sawiji et al., 2022), so it is important to have a peer as a mentor to improve the pattern of peer mentoring, effective and polite communication to generation Z students (Noversi et al., 2017). Furthermore, related to the general assessment of the potential for peer mentor development in universities from the lecturer aspect, it can be seen in table 8 below:

Table 8. General Assessment (Lecturer)

Statement	Average	Index	Category
Many students have the potential to be recruited and trained to become mentors in helping other students develop positive communication skills	3.632	0.522	Very high
If they are trained, students will be able to become mentors who help other students develop positive communication skills	3.562	0.534	Very high
There are many communication problems among students that other colleagues can help with	3.276	0.548	Very high
As far as I know, it is easier for students to practice positive communication skills from their fellow students than from their PA lecturers	2.967	0.628	High
As far as I know, it is easier for students to practice positive communication skills from other student friends than their family/parents	2.922	0.854	High
As far as I know, it is easier for students to practice positive communication skills from other student friends than counselors in college	2.925	0.648	High
Students need to be trained in the right way to help other friends to practice positive communication with others	3.596	0.429	Very high
Students who are trained as peer mentors (mentors who help develop positive communication) should be available in every class/class	3.239	0.644	Very high
By becoming peer mentors, students can learn how to set an example for others	3.325	0.459	Very high
By becoming peer mentors, students can increase their competence and confidence for future career development	3.347	0.564	Very high

Based on the results of the research presented in table 8, it shows that the potential for developing a peer mentor model as an effort to develop positive communication and polite behavior in the language of Generation Z is very high, this can be seen in several questions such as the potential for students to be recruited as mentors with an average of 3,632 (very high), Many communication problems experienced by students can be solved with the help of peers with an average of 3,276 (very high), and students find it easier to practice positive communication than their fellow students with an average of 2,922 (high). In addition, the benefits for

peer mentors who have been trained, are able to support themselves in developing their careers in the future with an average of 3,347 (very high).

Table 9. Characters who can become peer mentors

Character	Average	SD	Category
Intelligent	3.347	0.629	Very high
High GPA	2.760	0.696	High
Helpful and easy to get along	3.661	0.571	Very high
Politeness	3.752	0.537	Very high
Care	3.736	0.544	Very high
Empathic	3.760	0.533	Very high
Patience, Calm	3.628	0.593	Very high
Discipline	3.653	0.573	Very high

Based on the results of the research presented in table 9, it shows that the characters who can become peer mentors as an effort to develop positive communication and polite behavior in the language of Generation Z are included in the (very high) category which consists of the criteria for the character of peer mentors who are intelligent, sociable and easy to get along with, courtesy, caring, empathy, patience, calm, and discipline. However, the character of peer mentors with criteria has a high GPA with an average of 2,760 (high). Thus, these personality aspects need to be owned and developed by a peer mentor (Arifin & Fahyuni, 2018; Clutterbuck, 2014; Terrion & Leonard, 2007), so that before becoming a peer mentor this character should be maximized by students who will become peer mentors at PT (Collings et al., 2014; Umar, 2021; Varghese et al., 2022).

Table 10. Skills that need to be learned before becoming a peer mentor

Character	Average	SD	Category
Peer mentor principles and goals	3.603	0.508	Very high
Interpersonal communication skills	3.793	0.427	Very high
Skills to provide feedback	3.796	0.443	Very high
Asking and answering skills	3.752	0.452	Very high
Ability to understand other people	3.785	0.452	Very high
Listening and responding to other people's conversations	3.810	0.432	Very high
Social media skills	3.554	0.415	Very high
Communication skills via chat	3.694	0.547	Very high
HOAX recognition skills	3.661	0.480	Very high
Assertive communication skills	3.645	0.509	Very high
Problem solving skills	3.744	0.498	Very high

The results of the research presented in table 10 show that the skills that need to be learned before becoming a peer mentor as an effort to develop positive communication and polite behavior in the language of Generation Z are in the very high category. Some of these skills are the principles and goals of peer mentors with an average of 3,603 (very high), interpersonal communication skills with an average of 3,793 (very high), skills in providing feedback with an average of 3,796 (very high), asking and answering skills with an average of 3,752 (very high), skills to understand other people, skills to listen and respond to other people's conversations, skills to socialize media, communication skills through chat, skills to recognize Hoax, assertive communication skills, and problem solving skills (Baird & Parayitam, 2019; Ensari, 2017; Umar et al., 2022). Thus, some of the skills that a peer mentor needs to learn are also relevant to the personal and social skills of a counselor (Karcher, 2005; Marjo, 2022; Skaniakos et al., 2014).

The suggestions for developing program implementation from lecturers on aspects of personality and skills that students need to learn before becoming peer mentors can be seen in Tables 8 and 9. The personality aspects needed for a peer mentor consist of being intelligent, having a high GPA, sociable and sociable, polite, caring, empathetic, patient, calm and disciplined (Cox, 2012; Umar, 2018). In addition, table 10 shows that the material that students need to learn and shows a very high category. The results of student suggestions and lecturers' suggestions are in line so that the results of this study become material for developing peer mentor programs.

Acknowledgement

Acknowledgments are given to the Ministry of Education and Culture and Higher Education who provided research grants in the University Superior Applied Research Scheme (PTUPT) so that this research can be carried out and can produce this article.

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