



Peer communication and adolescent resilience: An interpersonal approach to mental well-being in the light of Islamic values

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ABSTRACT

Background: This article aims find out how communication between peers forms adolescent resilience through interpersonal communication patterns using the effectiveness of interpersonal communication according to Maman Rukmana, namely openness, empathy, support, positive attitudes and equality. **Methods:** This research uses qualitative research with a descriptive research approach. Qualitative research methods focus on in-depth observations of the research object. **Findings:** The results of the analysis found that Peers having a positive influence will also have a positive impact on teenagers' mental development. Peers can help teenagers in the decision-making process regarding problems experienced by teenagers. It is important for peers to provide full support for teenagers who have mental health disorders. To be able to maintain each other requires closeness to each other. Openness, empathy, support, positive attitudes and equality between teenagers and their peers will build resilience for teenagers who experience mental health problems. Future research is expected to use effectiveness of interpersonal communication process theory and be able to change descriptive qualitative methods into quantitative methods. **Conclusion:** Interpersonal communication between peers significantly enhances resilience among adolescents with mental health disorders in Bekasi City, as empathy, openness, equality, and positive peer support foster emotional stability, self-acceptance, and recovery. **Novelty/Originality of this article:** This study uniquely explores how interpersonal communication among peers functions as a therapeutic and empowering mechanism that strengthens resilience and mental well-being among adolescents with various mental health disorders in an Indonesian urban context.

KEYWORDS: interpersonal communication; mental health; teenager; resilient.

1. Introduction

Interpersonal communication is an interaction between individuals that occurs face to face, allowing for verbal and nonverbal responses (Chu et al., 2023; Pratiwi, 2020). This process occurs when several individuals communicate both verbally and nonverbally, using tailored strategies to achieve specific goals in the exchange of information. This process is expected to result in changes in behavior, communication style, or primary interactions between the parties involved, as well as achieving a favorable resolution (Isti'adah & Permana, 2017). Interpersonal communication is personal and occurs directly, allowing each individual to observe the reactions of the interlocutor, both verbally and nonverbally, because it utilizes all five senses to increase the efficiency of the information conveyed, and has the ability to influence or persuade other individuals (Pratiwi, 2020).

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Watzlawick argues that it's impossible for a person to avoid communication. Without communication with other individuals, they will become isolated. This raises concerns that it could become a complex problem. Segrin & Flora (2018) state that someone with strong communication skills is better equipped to cope with stress, adapt to their surroundings, and experience lower levels of mental distress. Interpersonal communication has been proven to be an effective form of communication (Isti'adah & Permana, 2017). Every individual certainly has a purpose for communicating, and communicating with peers also aims to foster positive interactions to reduce feelings of stress and loneliness.

According to Damsar (2009) and Nasution (2018), a peer group consists of individuals with similar age ranges, hobbies, and skills. Adolescents who struggle to interact socially with their peers will have difficulty adjusting to their surroundings. A person's ability to interact with peers can be impaired, hindering the growth and development of other individuals (Babik & Gardner, 2021). Communication plays a significant role in everyday life, so it must meet developmental requirements for optimal development (Doğan & Çamurcu, 2025).

Hormonal changes during adolescence are considered a difficult period with considerable emotional pressure, so they need to be monitored by the right people, especially each individual's parents (Rismandani & Sugiasih, 2019; Wendari et al., 2016). Period (phase) is an important life stage that can produce healthy growth and includes a transition period in the development cycle of each individual. Teenagers must complete age-appropriate developmental activities in order to integrate well into society (Ferrari et al., 2021; Silva, 2025).

Each stage of human development has characteristics when expressing feelings, such as the right way to relieve stress, communicate feelings and thoughts rather than acting negatively, deal with challenging, sad or unexpected situations calmly, and show compassion and love to other individuals (Caniago, 2022). According to research conducted by Isfaiyah et al. (2019) there is a positive correlation between resilience and peer social support are increasingly resilient and receive more peer social support, and vice versa. Peer social support has an effective impact on resilience of 11.8%.

The concept of resilience does not describe individuals who are able to avoid or be completely free from stress. Resilience does not mean being strong and having the protection to remain comfortable under pressure (Hilson, 2023; Turner et al., 2021). When someone experiences stress, they will continue to experience various unwanted feelings due to the traumatic experience. They still feel frustration, worry, sadness, anger, and despair like everyone else. However, resilient individuals always manage to bounce back psychologically from adversity quickly (Hendriani, 2018).

Resilience has several characteristics, including an individual's ability to recover from life's stresses, learn, and find positive aspects in their surroundings to aid in adapting to all situations and improving self-efficacy amidst both internal and external pressures (Niaz, 2006; Rasmanah, 2020). Resilience means having the ability to endure life's difficulties, withstand mental stress, and manage emotions and behavior to live life well (Sari & Yustiana, 2022).

Generation Z (Gen Z), born between the mid-1990s and early 2010s, experiences higher rates of mental health disorders than previous generations. Key factors, such as rising divorce rates and economic hardship, can create unstable and stressful environments. A lack of support from family or friends can also put teens at increased risk for mental health issues. While awareness is growing, stigma persists, leaving some teens feeling embarrassed and reluctant to seek help (Riska & Khasanah, 2023).

Many factors are associated with Gen Z's mental health, including lack of support from their environment, which makes Gen Z more vulnerable to mental disorders. Many Gen Z complain that they are in difficult situations but no one understands their condition, Gen Z's inability to accept and forgive what they receive, and the fact that the results do not meet expectations make many of them commit suicide (Muqorrobin, 2024). Generation Z grew up in an environment that considers education and career important, resulting in stress and anxiety for them (Riska & Khasanah, 2023).

Karlina et al. (2020) emphasized that social growth in adolescents is influenced by their cognitive development. Adolescents tend to face social challenges by preferring to spend time with their peers rather than with their family (Veenstra & Laninga-Wijnen, 2023). Effective communication between peers can play a crucial role in building mental resilience in adolescents. Therefore, this study aims to explore how communication between peers can help build mental resilience in adolescents experiencing mental health disorders in Bekasi City.

2. Methods

This article is a descriptive qualitative research. Descriptive methods are a way of describing research results with the aim of providing descriptions, explanations, and validation of phenomena (Ramadhan, 2021). In this study, the researcher will describe and explain in depth the role of peer interpersonal communication in shaping resilience in adolescents in Bekasi. The first informant in this study, EP, is a teenager who has experienced a mental health problem called Anxiety Disorder for one year. The second informant, FZ, is a teenager who experiences a mental health problem called Social Phobia. The third informant, N, is a teenager with a mental health problem called Bipolar Disorder and BPD (Borderline Personality Disorder). The fourth informant, SA, is a teenager who experiences a mental health problem called Depression and Panic Attacks. The data collection technique used primary data, consisting of in-depth interviews with four informants and direct observation. Meanwhile, secondary data was obtained from books and journals relevant to the research topic.

3. Results and Discussion

3.1 Effectiveness of interpersonal communication

Communication plays a crucial role in carrying out various activities. Without it, interactions between individuals will not run smoothly. The communication that can be created between individuals leads to success in interpersonal communication. SA is a teenager diagnosed with Level 2 Depression and Panic Attacks since 2018. While SA's age should be enjoying youth and playing with friends of the same age, it is not easy for SA to live her days as a teenager with a mental health disorder. However, the presence of S, a childhood friend, makes S feel a little relieved because she can tell him every problem she experiences. Communication between SA and S runs well and effectively. Being friends since childhood allows SA to be open with S. When SA talks about the problems she experiences, S always gives SA extra support and attention. As a friend who is always there, S is always ready when SA needs it. Peers are often good listeners, giving full attention and without judgment. Teenagers with mental health disorders feel that they can talk openly and honestly about their feelings, because their peers show an attitude of genuine acceptance.

SA is very selective in choosing the right peers to share their stories with. As a peer whom SA trusts, S always provides full support. The closeness and harmony between peers and SA significantly impacts communication, leading them to decide to share their stories with each other.

The effectiveness of this communication is also reflected in the ability of peers to recognize signs when adolescents with mental health disorders are experiencing difficulties. They are able to respond quickly and provide necessary support, whether through reassuring conversations or engaging in enjoyable activities to distract them from their problems. This sensitive and caring approach helps adolescents feel valued and cared for, which is a crucial aspect of their recovery process. Based on this research, it is known that there are no communication barriers between depressed teenagers and their peers in interacting with each other.

FZ (19) is a teenager who was diagnosed with Social Phobia 6 months ago. Based on the results of the researcher's interview with FZ, he said that K as a peer who has the same age as him always supports his mental health. FZ and K were circle friends during high school. Armed with the similarities that FZ and his friends had, this made FZ close to his circle friends. However, having circle friends does not necessarily mean being open with each other. In the circle of friendship, FZ can only be open with K. Because of the closeness and comfort with each other, FZ can tell about the mental health problems he is experiencing. So from the support given by his friend, FZ slowly rose from his slump.

Adolescent development is largely determined by strong bonds between peers or within a circle of friends. Therefore, it is crucial for peers to provide full support to adolescents with mental health disorders. Maintaining bonds requires closeness. Openness between adolescents and their peers will foster positive relationships.

EP (20) is an only child, he lives with his grandmother. EP always feels lonely because his father and mother are left to work. Even though EP's needs are met, he doesn't feel the love and attention from his parents, as a result EP always feels lonely all the time and whenever there is a problem EP always keeps it to himself. Based on the interview, EP said that he is also a less active student, he only has a few friends in his lectures, EP has difficulty making friends and it is not easy for EP to adapt to a new environment.

Based on an interview with EP, it was discovered that although EP is not close to his parents, EP has very close friends of the same age. EP tends to be happier when he can share his problems with his close friend A. Not only when there are problems, but also in everyday activities EP talks with his close friend. Likewise with A, he is also open with EP about the problems he is experiencing. For teenagers with anxiety, it is not easy to trust someone, fear of crowds and have mood swings that can lead to self-harm. Therefore, good communication with peers is very necessary to help teenagers recover from their downturn.

Based on research conducted through interviews with adolescents and their close friends, it is clear that peers can help adolescents develop both emotionally and socially. The drive to maintain communication with peers stems from the sense of security and comfort adolescents with mental health disorders feel when sharing their concerns with trusted peers. These peers will not let them down. Adolescents with mental health disorders feel safe and comfortable with even just one trusted friend. They feel happy because they can share their condition with a peer who understands their situation.

The presence of peers makes adolescents feel valued, understood, and shared. The positive influence of peers can also have a positive impact on adolescents' mental development. Peers can assist adolescents in the decision-making process and provide empathy and equality. Effective communication between peers and adolescents with mental health disorders has a very positive impact. The support provided through empathetic and understanding communication helps adolescents feel stronger and more capable of overcoming the challenges they face. This not only helps in the short term but also provides a strong foundation for better mental and emotional health. Through deep and meaningful interactions, peers serve as a crucial foundation in adolescents' recovery, demonstrating that strong social support can make a significant difference in their lives.

3.2 Openness

Self-disclosure allows adolescents with mental health disorders to consider the benefits of feeling better. SA once considered ending her life because she felt no one understood her. However, with the presence of S, a peer, SA now feels much better when she talks to S than when she doesn't talk to her peers. Openness plays a crucial role in interpersonal communication between adolescents with mental health disorders and their close friends. Good communication between peers and adolescents, namely communication that occurs, can increase feelings of confidence and closeness. To increase self-acceptance in adolescents, openness in interpersonal communication contributes to social support. Types of emotional support provided by friends include expressions of empathy, caring, and feelings of being loved.

In an interview conducted by researchers, EP explained that communication with his classmates had become strained since he was diagnosed with Anxiety Disorder. A lack of openness with his family contributed to EP's mental health issues. EP's negative behavior and poor communication could have been avoided if communication with his family had been smooth. EP did have several friends in college, but only A, a peer with whom he is now close and with whom he can share stories.

Based on the statement that has been conveyed by EP, EP tends to be happier when he can share his problems with his peer A. A is the most comfortable place for EP to share stories. Not only when there is a problem, but in daily activities EP also shares with his close friends. Likewise with A, he is also open with EP about the problems he is experiencing.

To overcome every problem, adaptation to the surrounding environment is very necessary for teenagers, there needs to be openness with peers so they can understand the problems faced by each other. Interpersonal communication that occurs between EP and his close friend goes well. Judging from the openness carried out by each other indicates the effectiveness of interpersonal communication. By always being open with each other can provide freedom of communication between EP and A in every problem, so EP can recover from his downfall.

Anxious teenagers will feel relieved and cared for by their peers because they accompany them when they are lonely. As experienced by EP, since he shared his mental health problems with A, he felt like there was someone who cared about him. Just like depressed teenagers, anxious teenagers also find it difficult to open up to many people. Therefore, the role of peers for anxious teenagers is very important. Getting used to opening up with peers will train better communication. Of course, EP's goal in opening up to A will encourage EP to always communicate with his peers, rather than sharing stories with EP's family.

Another benefit experienced by anxious adolescents is that they feel that sharing their stories with peers can have an impact on them. They can think clearly and feel happy because their burdens have been shared with others. Adolescents with mental health disorders will feel relieved and cared for when they receive support from their peers. The presence of peers who care and listen with empathy is a significant source of comfort and emotional support. When adolescents with mental health disorders begin to open up and share their mental health issues with their peers, they experience significant changes in their lives. Talking to their peers makes them feel more understood and accepted without negative judgment. Emotional support from their friends provides a sense of security and comfort, making them feel stronger in facing the problems they face.

The opening mechanisms that develop among adolescents often begin simply by sharing everyday experiences. Adolescents with mental health disorders will begin by discussing minor issues they are facing. Over time, conversations can deepen, with adolescents revealing more personal feelings and more serious mental health issues. In a trusting environment, adolescents feel safe expressing their fears, anxieties, and stresses. Adolescents with mental health disorders often feel more open with their peers due to the established level of trust. This trust provides a foundation that allows adolescents to feel comfortable sharing their personal feelings and experiences without fear of judgment or negative stigma. This process of opening up often occurs naturally, as peers have often been in similar situations and can better understand what they are going through.

3.3 Empathy

Empathy is believed to play a role in increasing adolescent resilience. When adolescents are feeling down, peers should pay close attention to them. Interviews indicate that bipolar adolescents tend to be happier when their peers share their feelings. SA, for example, noted that when she's feeling down, no one can understand her feelings. Depressed adolescents with rapidly changing moods make it difficult for SA to adapt to her surroundings.

" My close friend always gives me her full attention when I'm talking. She never judges me, and she always uses polite language when giving me advice, " (Interview with a depressed teenager, SA, 2024).

Based on the results of the interview with SA, it was found that S always gave SA what she wanted, S also always listened and paid attention to SA when she was talking about her problems. As a true peer, S always used gentle and understanding language, and avoided words that could hurt SA's feelings, which was very important in supporting SA. By paying close attention, S came to feel what SA felt. Basically, empathy is an effort to understand what others feel. S was able to understand every problem that SA faced.

Peers can show empathy to adolescents experiencing mental health disorders through various supportive actions and attitudes. One of the most basic forms of empathy is attentive listening, and providing emotional support is crucial. Peers can offer words of comfort, moral support, and encouragement. They can remind adolescents struggling that they are not alone.

Teenagers experiencing depression often have stubborn views or attitudes. Despite this, their friends still try to help by making them aware of the consequences of their behavior, such as the dangers of suicide, and encouraging them to manage their disorder so it doesn't interfere with their daily activities or social relationships. Peers with high empathy will easily feel the sadness, anger, suffering, and even happiness of others. Research shows that the higher the resilience of eating, the lower the stress felt by adolescents with bipolar disorder. Researchers know that the influence of empathy in peers and adolescents with bipolar disorder can reduce the stress felt by adolescents with bipolar disorder.

Empathy is evident in the effectiveness of interpersonal communication between adolescents with social phobia and their peers. To overcome the problem of adapting to the surrounding environment, peer support is needed. When in a crowd, FZ tends to feel excessive fear. It is not easy for K to feel what FZ feels, but K realizes that FZ has a greater concern for being accepted in social relationships.

Towards teenagers with Social Phobia, such as paying attention to FZ when she is telling a story and helping to find solutions to the problems FZ is facing. K never looks at FZ strangely or belittles her even though FZ has a mental health disorder. Instead, K with compassion and understanding, always tries to protect information about FZ's mental health condition, maintaining its confidentiality very carefully. K understands how important privacy and security are for FZ, especially in a sensitive situation like this. Therefore, K always ensures that FZ's personal information is never leaked to others without permission, so that FZ can feel safe and trusted.

Meanwhile, what K does for FZ is never seen as a burden, but as a genuine commitment and affection. K believes that by accompanying FZ and trying to find a solution together, FZ will feel more supported and appreciated. K hopes that through this support and shared efforts, FZ can experience positive changes in her life. K believes that with consistent presence and support, FZ can experience improved mental health and feel better than before.

The empathy gained when a Social Phobia teenager is feeling down will make the teenager's mind positive. Peers can provide empathy by giving more attention, listening carefully, and then offering help such as positive advice, with this, the Social Phobia teenager will feel that the peers they have are very useful for them when facing difficult times. Social Phobia teenagers really need peers who can understand what they feel, and peers who understand how to handle teenagers who have the mental health disorder of Social Phobia. Peers can provide empathy by giving more attention, listening carefully, and also offering help such as positive advice, with this, the Social Phobia teenager will feel that the peers they have are very useful for them when facing difficult times.

Meanwhile, what A experienced as EP's peer, A always showed concern and empathy for EP who was having personal problems. Comforting EP so that he did not continue to feel sad by giving words full of understanding and respecting the background of the problems

that EP was feeling. Similar to M and K, peers of adolescents with mental health disorders, A, EP's peer always gave EP space to tell and feel what he was experiencing, A never forced EP to tell his problems, because A understood that Anxiety adolescents had concerns about themselves. It was not easy for EP, an Anxiety adolescent, to accept the situation he was experiencing, therefore Anxiety adolescents really needed peers to share what they were feeling. Empathy is not just sympathy, but empathy means feeling what Anxiety adolescents feel. By giving empathy, peers can understand more deeply and be sensitive to emotions and the situation.

Based on the research results, it was found that there is empathy in the effectiveness of interpersonal communication between peers and adolescents with mental health disorders. The results of the interview with key informant, L.P., it was found that adolescents with mental health disorders will be sensitive to a problem and have less stable emotions, therefore peers must choose the right words to convey as positive advice for these adolescents. Peers must also be able to position themselves, be able to empathize so that the conditions felt by adolescents with Bipolar, Anxiety and Social Phobia can be better.

Peers should also be careful not to judge or make comments that could be perceived as belittling or insensitive. Peers should strive to listen attentively, allowing teens to express their feelings without criticism. When offering advice, it's important to use positive language to focus on solutions and support rather than the problem itself. Positioning yourself appropriately also means recognizing your own limitations and knowing when to seek additional support. The closer peer relationships and empathy a teenager has, the greater their resilience in facing difficult times. Conversely, the lower the quality of peer relationships and empathy a teenager has, the lower their resilience. Teens with mental health disorders can develop positive peer relationships and empathy to help them overcome the challenges they face.

3.4 Supportiveness

In sharing emotional support for people with mental health disorders, a person can use 2 ways of communicating, namely verbal communication and non-verbal communication.

3.4.1 Verbal communication

With adolescents experiencing mental health issues, they realize they need support and advice from peers to improve their social phobia. Peer support can be provided through verbal communication, such as providing advice and input. By sharing words, individuals can express their feelings and emotions. This is what K, a peer of FZ, a teenager with social phobia, does. K always listens to every story FZ tells carefully. K shows supportive facial expressions such as looking attentively and saying FZ is a strong teenager, K is sure FZ is able to get through the difficult times FZ is going through. FZ also explains that he is always given advice and K is a good listener for FZ. After knowing what FZ feels, K understands how FZ is, K gives advice to FZ with the aim of making FZ feel better. Verbal communication from peers is not only a means of exchanging information, but also a crucial tool in building relationships that support adolescents' emotional well-being. Verbal communication can strengthen social bonds and help ensure that adolescents feel supported in their recovery process, leading to a better sense of self in the future.

3.4.2 Non-verbal communication

Nonverbal communication is communication expressed through body language and actions (Burgoon et al., 2021; Dash & Davis, 2022). By using nonverbal communication, adolescents with mental health disorders can express emotions and feelings that cannot be expressed in words (Rimehaug & K rstad, 2022). Through verbal communication, peers can reassure adolescents. As SA noted, support through nonverbal communication is essential for adolescents with depression.

S as SA's peer always listens to every time SA tells a story, sometimes S also gives SA a hug. A hug given by S is a form of nonverbal communication that he gives to SA. As a true peer, S does not always provide support with words because S knows that teenagers with mental health disorders prefer to just be listened to. The willingness of depressed teenagers to take advice or solutions from peers and then apply them in their lives, shows the existence of effective interpersonal communication because there is a feedback response between the two. This support helps develop positive self-control for teens with depression in dealing with various situations. When teens with bipolar disorder are willing to listen and accept input from peers, it reflects a high level of trust and respect for the relationships they have. Bipolar teens feel that their peers genuinely care about them and offer valuable advice.

The feedback they receive demonstrates that their communication is two-way and mutually supportive. Teenagers experiencing depression not only listen to advice but also respond with concrete actions, demonstrating that they value and consider what their peers convey important. Peers also feel valued and acknowledged because their advice is considered and implemented, which can increase feelings of satisfaction and strengthen friendship bonds. This effective interpersonal communication can foster emotional growth for both parties. Depressed teens receive support to manage their feelings, while peers can learn how to provide meaningful and effective support. This interaction can also help reduce the stigma often associated with mental health disorders, as peers involved in this process become more aware and sensitive to the challenges faced by teens experiencing mental health disorders.

3.5 Positivity

Positive interpersonal communication involves providing support and engaging in positive activities to help adolescents with mental health disorders recover from their lows (Caban et al., 2023). Positive interactions with peers, such as going for walks, watching movies, or simply hanging out, can be positive distractions that help reduce anxiety levels. These activities provide an opportunity for adolescents to forget their problems and enjoy being together. Time spent with friends not only refreshes the mind but also strengthens friendships and provides a much-needed sense of well-being. As FZ noted, K consistently supports her. K has benefited greatly from K's positive attitude. K is always there to support FZ, whether through words of encouragement, attentive listening to FZ's stories, or inviting FZ to do fun activities together. This consistent support helps FZ feel calmer and more confident, knowing that someone cares and is ready to help whenever needed. Furthermore, the positive attitudes shown by peers also help build self-confidence in adolescents with anxiety. When FZ feels supported and valued by K, they are more likely to believe in themselves and their abilities. This is crucial in helping anxious teens cope with feelings of anxiety and take positive action.

Based on the Figure 1, K's positive attitude towards FZ is like K always invites FZ to go for walks so that FZ's mind doesn't get worse. Not only that, K also shows a positive attitude and affection towards FZ by often coming to her house just to invite her to communicate. After what K has done, FZ no longer feels that the world is cruel to her. With the positive attitude given by K, now FZ is more able to accept herself. This empathetic attitude is not just words, but also reflected in real actions such as listening patiently, providing support without judgment, and always being ready to help whenever needed (Tustonja et al., 2024). K understands the importance of a caring presence and how it can provide a sense of security and emotional support that FZ desperately needs. By being by FZ's side, K not only offers a listening ear, but also a reliable shoulder to lean on.



Fig. 1. K hangout with FZ

K's positive attitude in supporting FZ is a clear example of how positive interpersonal relationships can have a significant impact on a person's mental and emotional health. The difficult times teenagers experience can sometimes make their lives feel shattered. These challenging circumstances require teenagers to sometimes appear to be doing well. Close interactions with peers are crucial for an anxious teenager.



Fig 2. Together with EP pursue their hobby of swimming

The positive attitude that exists between EP and his peers is clearly visible through the various interactions and activities they do together. One example is on the weekends, where A always makes time to accompany EP swimming. This swimming activity is not only a place to exercise, but also an opportunity for EP and A to strengthen their relationship, talk about various things, and support each other in a relaxed and fun atmosphere. After the swimming session is over, EP also invites A to hang out at his house until the afternoon, where they can enjoy time together more comfortably.

This closeness isn't limited to weekends. Sometimes, EP invites A to video calls that last until late at night. Through these calls, they can discuss various problems EP is facing, get advice, and feel much-needed emotional support. These in-depth conversations show how much A cares about EP's well-being and is ready to listen to her concerns at any time. It also reflects a strong trust between them, where EP feels comfortable opening up and sharing personal stories with A. A's positive attitudes, such as accompanying EP swimming and being willing to video call late into the night, have a very positive impact on EP. A's unconditional support and presence in EP's life provides a sense of security and happiness, and strengthens their bond of friendship. A's presence acts as an emotional shield for EP, helping EP feel more optimistic and stronger in facing the challenges ahead.

Positive peer interactions also help create a supportive social environment where teens feel accepted and valued. Such an environment is crucial for building a sense of security and emotional comfort, which are the foundation for growing self-confidence.

When the two of them walk or cycle together, S and SA can talk more freely and openly. These relaxed conversations allow SA to express her feelings without feeling burdened or pressured. S, as a caring friend, can listen attentively and provide necessary emotional support.

The presence of caring peers creates a space for adolescents to develop healthy social relationships. This allows adolescents to feel accepted and acknowledged in environments that may previously have felt unfriendly or even oppressive. This support means not only listening to their stories but also providing practical support, such as accompanying adolescents in hobbies or doing things that make them happy. Furthermore, positive peer interactions can help rebuild self-confidence that may have been eroded by mental health disorders. By engaging in positive activities, adolescents feel supported and accepted by their peers, and are more likely to overcome challenges and restore balance in their lives. In this sense, close relationships with peers are not just interpersonal relationships but also a crucial factor in the recovery process for adolescents experiencing mental health disorders.

3.6 Equality

Equality between peers and adolescents demonstrates that they are not smarter than others. Teenagers who lack attention will feel lonely and uncomfortable in solitude. Strong relationships between adolescents and peers can foster positive relationships. Teenagers who lack trust in friendships will become more cautious in choosing friends. The trust that grows between peers and adolescents can foster positive friendships. During this time, adolescents develop a deeper understanding of trust in friendships.

Bipolar adolescents, anxious adolescents, socially phobic adolescents, and BPD adolescents, sometimes simply need validation from their stories; they don't need advice or input. Adolescents with mental health disorders will feel calmer if they are simply listened to rather than given advice. If the adolescent already has a high level of trust in their peers, it means equality can exist between them. Validation from peers to adolescents with mental health disorders can take the form of acknowledgment and acceptance of the experiences, feelings, and stories they share. This validation can provide a sense of being valued and heard, which can be an important step in the process of healing and managing their condition. When adolescents with mental health problems feel validated, they feel more understood and accepted, which ultimately can help build stronger, more trusting relationships between adolescents with mental health disorders and their peers. Therefore, understanding the importance of validation and applying it in daily interactions with adolescents with mental health disorders can have a significant positive impact on their well-being and psychology.

Peers who are always welcoming when adolescents share their problems, they never judge what is happening to them. The equality that exists between peers and adolescents with mental health disorders is based on maintaining privacy in communicating with peers. Peers who are always open and accepting when adolescents share the problems they are facing play a vital role in the emotional and psychological well-being of adolescents. As peers who are very close to adolescents with mental health disorders, they never judge or make negative judgments about what is happening to them. Peers can listen attentively and provide support, while creating a safe and comfortable environment for adolescents to share their feelings.

The equality established between peers and adolescents with mental health disorders is crucial. This relationship is based on mutual respect and deep understanding. One crucial aspect of equality is the ability to manage privacy in communication. Peers understand the importance of maintaining the confidentiality and privacy of information shared by adolescents with mental health disorders. Peers recognize that maintaining privacy is key to building and maintaining trust with adolescents experiencing distress. In such situations, effective and empathetic communication between peers and adolescents with mental health disorders is crucial. Adolescents feel heard and understood, which can reduce the loneliness

they often face. This peer support can also provide the emotional support needed to cope with daily challenges and seek professional help when needed. With relationships based on equality and privacy, adolescents with mental health disorders can feel stronger and more capable of overcoming the difficulties they face.

By not sharing too in-depth information, such as information about conditions when teenagers are going through difficult times, teenagers with mental health disorders will have an open mind or open mind about what they feel. These teenagers will be open to peers who do not feel smarter than them. For example, when teenagers share what they feel, peers can accept the teenager's situation, do not judge or complain about what is being felt. Teens with mental health disorders often develop a more open mind about what they feel and experience. Teens tend to be more introspective and aware of their emotions and thoughts, which makes them more open to various experiences with others. Teens with mental health disorders will be more open and feel comfortable when talking to peers who show empathy and respect, and do not feel smarter or superior to them. When a teenager with mental health disorders shares what they feel, the presence of peers who can listen carefully, accept the situation without judgment, and do not compare their own fate or problems, is very important for the teenager.

Adolescents with mental health disorders desperately need equality in friendships (Rodriguez et al., 2021; Yu et al., 2023). Equality in peer relationships with adolescents with mental health disorders can include mutual respect, understanding, and support without feelings of superiority (Zuckerman, 2021). When adolescents with mental health disorders feel they are treated equally with their close friends, they are more likely to feel valued and accepted for who they are. In equal relationships, adolescents with mental health disorders can share their feelings and experiences without fear of judgment or criticism. Peers can listen empathetically and without judgment, which helps adolescents feel more comfortable and safe to open up. This is crucial because emotional support from peers can play a significant role in adolescents' mental well-being.

Equality among peers and adolescents can mean that adolescents with mental health issues are not mistreated or given excessive attention, which can make them feel different. Instead, adolescents are accepted by their peers in a natural and inclusive way, which helps them feel more normal and accepted. Furthermore, equal friendships can provide adolescents with mental health issues with peer support, allowing both peers and adolescents to feel a sense of contribution and a sense of belonging within the friendship. This can boost their self-confidence and self-esteem, which are often impacted by mental health issues. Therefore, creating and maintaining friendships based on equality is key to supporting adolescents with mental health issues. Equality between peers and adolescents with mental health issues helps them feel valued, supported, and accepted, which is crucial for their emotional well-being and recovery.

4. Conclusions

Based on research interviews with adolescents experiencing mental health disorders, peer support can increase resilience in adolescents experiencing low self-esteem. When adolescents face emotional challenges, social pressures, or significant personal problems, peer support can be a valuable source of strength. Peers who demonstrate empathy, support, positive attitudes, and non-judgmental equality can help adolescents feel less alone in facing difficulties. The presence of peers can provide a much-needed sense of security and comfort for adolescents during difficult times.

However, there are challenges for peers in dealing with adolescents' volatile moods and feelings. Teenagers often experience sudden, extreme mood swings caused by factors such as stress, family problems, and hormonal changes. When a teenager's mood changes rapidly, peers may feel confused about how best to provide support. Peers may not always know how to respond to sudden mood swings, which can complicate interactions. Therefore, teenagers with mental health disorders such as depression or anxiety disorders often exhibit symptoms that can be difficult for peers to understand. For example, teenagers with

depression may withdraw from their surroundings and become more sensitive to criticism. Meanwhile, teenagers with anxiety may experience panic attacks or excessive fears that don't always make sense to others. In dealing with these situations, peers need extra patience and deep understanding, which isn't always easy to apply in everyday life.

While it's important to always be understanding of the situation of adolescents experiencing mental health challenges, peers must also maintain a balance between providing support and protecting their own feelings. Supporting a friend experiencing serious emotional challenges can be emotionally and mentally exhausting. Peers may feel overwhelmed by the responsibility of being there for and supporting adolescents with mental health challenges. Therefore, it's important for peers to continue learning and seeking information about mental health challenges and how best to support adolescents. With a better understanding, peers can respond more appropriately and empathetically, helping adolescents better navigate difficult times.

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