ORIGINAL ARTICLE

SCHOOL-BASED YOUTH INFORMATION AND COUNSELING ACTIVITIES FOR DEVELOPING ADOLESCENT LIFE SKILLS

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ABSTRACT
Schools require integrated approaches that enable adolescents to practice personal, social, and decision-making competencies rather than merely receive health information. This study examined how activities in an Indonesian Youth Information and Counseling Center (Pusat Informasi dan Konseling Remaja, PIK-R) were perceived to foster junior secondary students' life skills and identified conditions supporting or constraining implementation. A descriptive qualitative case study was conducted at SMP Negeri 7 Kota Serang from October 2025 to January 2026. Data were generated through participant observation, in-depth interviews with eight informants—one PIK-R supervisor, one trainer, and six student members—and analysis of photographs, videos, organizational records, and program documents. Data were reduced, displayed, compared across sources, and interpreted through source and technique triangulation. Five interconnected activities—leadership training, self-management, life-skills training, peer educator preparation, and peer counselor preparation—were associated with six domains: physical and mental self-care, self-awareness and expression, cooperation, self-protection and assertiveness, logical decision-making, and goal planning. Adequate facilities, trained personnel, school funding, peer support, and collaboration with the population and family-development agency enabled implementation. Schedule conflicts and limited student interest restricted continuity and reach. PIK-R can function as a school-based positive youth-development setting when learning is practice-oriented, peer roles are supervised, and institutional support is sustained. Multi-site and longitudinal research should examine non-participants, program dosage, and changes measured with validated life-skills instruments.

Keywords: adolescent development, extracurricular education, life skills, peer counseling, positive youth development

INTRODUCTION

Adolescence is a developmental period in which young people acquire the physical, cognitive, emotional, and social resources that shape health, participation, and functioning across later life. Rapid changes in identity, peer orientation, reward sensitivity, emotional regulation, and future planning create substantial opportunities for learning and agency while also increasing vulnerability to social pressure, conflict, stress, and risk behavior (Crone & Dahl, 2012; Patton et al., 2016; Sawyer et al., 2012; Steinberg, 2008). Consequently, schools cannot limit their mission to academic attainment. They also need to provide structured environments in which students learn to understand themselves, regulate emotions and behavior, communicate effectively, cooperate with others, recognize risk, make reasoned decisions, and pursue realistic goals. These transferable competencies are commonly described as life skills and are central to adolescents' capacity to manage everyday demands constructively.

Life skills are not isolated techniques or factual knowledge. They are enacted psychosocial competencies that connect self-awareness, self-management, social interaction, problem solving, resistance to harmful pressure, and purposeful action. Social cognitive theory explains that such competencies develop through observation, guided enactment, feedback, self-reflection, and opportunities to exercise personal and collective agency (Bandura, 2001). Positive youth-development perspectives similarly emphasize sustained participation, meaningful roles, supportive adult relationships, and progressively challenging experiences rather than viewing adolescents only as recipients of prevention messages (Catalano et al., 2004; Larson, 2000). School-based positive youth-development reviews indicate that effective initiatives generally combine competence building with supportive relationships and opportunities for contribution

(Curran & Wexler, 2017). These perspectives suggest that life-skills education should be embedded in social practice rather than delivered as one-way information.

Evidence from social and emotional learning further supports this position. Meta-analytic research shows that structured school programs can improve students' social-emotional competencies, attitudes, behavior, well-being, and academic outcomes when learning is sequenced, active, focused, and explicit (Durlak et al., 2011). Follow-up evidence indicates that benefits can persist beyond the immediate intervention period, although durability depends on implementation quality and the transfer of competencies across contexts (Taylor et al., 2017). Life Skills Training research likewise demonstrates the value of integrating personal self-management, social competence, problem solving, and resistance skills through repeated practice (Botvin & Griffin, 2004, 2014). Emotion-regulation research adds that adolescents benefit from developing a flexible repertoire of strategies—including acceptance, reappraisal, problem solving, and appropriate help-seeking—rather than relying on avoidance, rumination, or suppression (Aldao et al., 2010; Zimmermann & Iwanski, 2014).

Extracurricular programs are potentially important settings for this developmental work because they allow students to take roles, coordinate activities, receive feedback, and interact with peers and adults outside the constraints of formal lessons. Longitudinal and review evidence generally associates organized extracurricular participation with educational adjustment, psychological well-being, civic engagement, and reduced involvement in some risk behaviors, but outcomes vary by activity type, intensity, continuity, social climate, and participant selection (Eccles & Barber, 1999; Farb & Matjasko, 2012; Fredricks & Eccles, 2006a, 2006b). More recent fixed-effects evidence also cautions that some favorable associations become smaller after accounting for stable unobserved differences between participants and non-participants (O'Flaherty et al., 2022). Participation alone is therefore not a sufficient explanation. Research must examine what students actually do, how learning is organized, which mechanisms are activated, and what conditions enable sustained engagement.

Peer-mediated approaches are particularly relevant during adolescence because peers often become credible sources of information, belonging, and social norms. School-based peer education can improve health literacy and selected behavioral outcomes, but systematic reviews report considerable variation according to peer selection, training, supervision, role clarity, delivery format, and organizational support (Dodd et al., 2022; Widnall et al., 2024). Peer counseling can lower the social threshold for discussing sensitive concerns, yet student helpers are not substitutes for professional counselors. Effective programs must establish ethical boundaries, confidentiality limits, adult supervision, and referral procedures. These relational safeguards are important because school belonging, supportive student–teacher relationships, and inclusive climates are associated with better adolescent mental health, whereas victimization and unsafe climates are associated with poorer outcomes (Aldridge & McChesney, 2018; Long et al., 2021; Marraccini & Brier, 2017; Weare & Nind, 2011).

In Indonesia, the Pusat Informasi dan Konseling Remaja (PIK-R), or Youth Information and Counseling Center, offers a school-based forum for adolescent information, education, peer support, counseling, and preparation for healthy and responsible future lives (Badan Kependudukan dan Keluarga Berencana Nasional [BKKBN], 2015). The program is relevant to interconnected concerns involving mental health, bullying, sexual and reproductive health, substance-use risk, early marriage, and weak help-seeking. Rather than addressing each issue through a separate campaign, PIK-R can potentially integrate health literacy, self-development, peer leadership, communication, and referral within one extracurricular structure. Indonesian studies have linked PIK-R utilization with the role of peer educators and stakeholder support (Fadzilla & Djannah, 2018; Isni & Matahari, 2019), reported associations with reproductive-health

behavior (Surahmawati & Faisal, 2023), and documented contributions to self-control and attitudes toward early-marriage prevention (Faishol & Budiyono, 2020; Sari et al., 2023).

Nevertheless, three gaps remain. First, much PIK-R research concentrates on utilization or a single issue-specific outcome, leaving the program's broader contribution to life skills insufficiently explained. Second, previous work rarely maps concrete activity components—such as leadership training, self-management, peer education, and peer counseling—onto particular competencies. Third, implementation conditions are often treated as background information even though facilities, scheduling, trainer capacity, institutional legitimacy, and student interest may determine whether participants receive sufficient opportunities to practice. These gaps make it difficult for schools to distinguish a nominal extracurricular club from a developmental program with coherent learning processes.

The present study addresses these gaps through an integrated activity-to-competency analysis of one established PIK-R program. Its novelty lies not in claiming a causal treatment effect, but in explaining how five program components were experienced and observed in relation to six life-skills domains while simultaneously identifying enabling and constraining organizational conditions. The study was guided by the proposition that life-skills development would be most visible where students engaged in repeated, socially situated practice involving modeling, reflection, responsibility, communication, and supervised helping roles. The objectives were to examine the perceived role of PIK-R in fostering students' life skills, identify the activities through which those competencies were developed, and analyze the supporting and inhibiting factors affecting program implementation at SMP Negeri 7 Kota Serang.

METHOD

This study employed a descriptive qualitative case-study design to examine PIK-R within its natural school context. The design was appropriate because the inquiry focused on participants' experiences, observed practices, program activities, and organizational conditions rather than on estimating a treatment effect. The bounded case was the PIK-R extracurricular program at SMP Negeri 7 Kota Serang, Banten, Indonesia. Data collection was conducted from October 2025 to January 2026.

Informants were selected purposively because they represented program governance, delivery, and direct participation. The sample comprised eight people: one PIK-R extracurricular supervisor, one trainer, and six student members. The supervisor was included because of responsibility for program planning, control, and development; the trainer was included because of direct responsibility for delivering activities; and student members were included because they experienced the program and could describe its relevance to their daily lives. The study focused on information-rich participants rather than statistical representation. The available research record did not specify the students' age, gender, grade distribution, length of membership, or the number of eligible members who were not interviewed; these details should be added from the original field records before final journal submission.

Data were generated through participant observation, in-depth interviews, and documentation. Observation focused on the implementation of PIK-R activities, student participation, peer interaction, communication practices, and manifestations of the six life-skills domains. Interviews explored perceived changes in self-care, self-understanding, cooperation, assertiveness, decision-making, and goal planning; experiences of leadership, self-management, life-skills, peer educator, and peer counselor training; and perceptions of facilities, scheduling, motivation, and program continuity. Documentary materials included photographs, videos, written program records, the PIK-R organizational structure, learning materials, activity documentation, and records of facilities and infrastructure. The available manuscript did not report interview duration, audio-

recording and transcription procedures, or the complete interview protocol; those elements should be verified against the original research archive.

Analysis followed an iterative sequence of data collection, data reduction, data display, and conclusion drawing. Field materials were first organized according to the research questions. Meaningful units were then grouped using the five major activities and six life-skills domains as sensitizing categories while retaining attention to supporting factors, inhibiting factors, and unexpected observations. Patterns were compared across interviews, observations, and documents to identify convergence and divergence. This procedure was aligned with thematic analysis, which involves familiarization, coding, theme development, review, definition, and reporting (Braun & Clarke, 2006). Credibility was supported through source triangulation across supervisors, trainers, and students and through technique triangulation across observation, interviews, and documentation. The emphasis on transparent categories and cross-source comparison was consistent with qualitative trustworthiness principles (Nowell et al., 2017). Reporting was also informed by the Consolidated Criteria for Reporting Qualitative Research (Tong et al., 2007).

The study involved school-age participants and topics that may include sensitive disclosures. Ethical educational research therefore requires school authorization, voluntary participation, parental or guardian consent where applicable, student assent, confidentiality, secure data management, and a clear referral pathway for concerns involving risk of harm. An ethics committee name and approval number were not present in the available manuscript. The authors must insert the verified approval or institutional review route, school permission, consent and assent procedures, anonymization process, data-storage arrangements, and safeguarding protocol before submission. No causal inference was made; statements of contribution refer to perceived and observed associations within this single case.

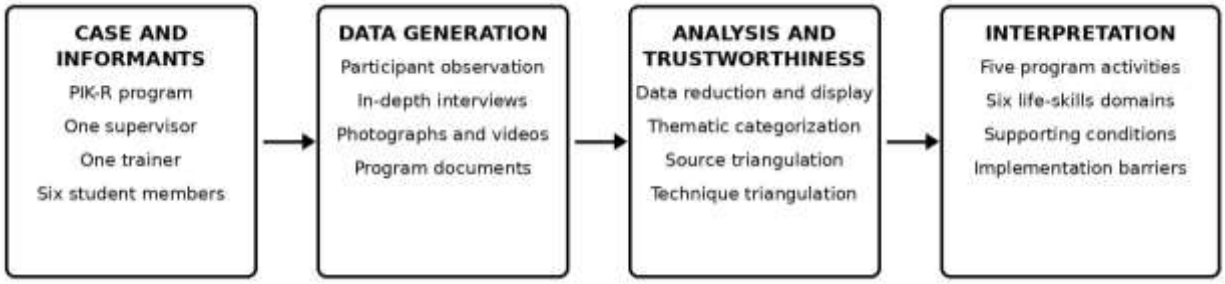


Figure 1. Qualitative Case-Study Data Collection and Analysis Process

RESULTS AND DISCUSSION

Overview of Activity-to-Competency Patterns

The findings indicate that PIK-R functioned as more than an information-delivery club. Its program combined personal development, health education, student leadership, peer communication, and supervised helping roles. Five activities were repeatedly identified: leadership training, self-management, life-skills training, peer educator preparation, and peer counselor preparation. Across interviews, observations, and documents, these activities were associated with six domains: physical and mental self-care, self-awareness and expression, cooperation, self-protection and assertiveness, logical decision-making, and goal planning. The activity-to-competency synthesis is presented in Table 1. The table is interpretive rather than quantitative: an indicated relationship means that the source findings explicitly connected an activity with a competency, not that an effect size or frequency was estimated.

The strongest pattern was overlap. Life-skills training addressed all six domains, while the other activities offered distinct opportunities to enact particular competencies. Leadership training emphasized initiative, communication, group responsibility, and judgment; self-management

translated personal intentions into routines and priorities; peer educator preparation required students to understand and communicate material; and peer counselor preparation required listening, empathy, problem clarification, and role boundaries. The findings therefore support an implementation-dependent view of PIK-R: benefits did not arise automatically from membership but from opportunities to practice, receive feedback, assume responsibility, and interact within a supportive structure.

Table 1. Activity-to-Competency Matrix Synthesized from the Qualitative Findings

PIK-R activity	Self-care	Self-awareness	Cooperation	Self-protection	Logical decisions	Goal planning
Leadership training	—	Yes	Yes	Yes	Yes	Yes
Self-management	Yes	Yes	—	Yes	Yes	Yes
Life-skills training	Yes	Yes	Yes	Yes	Yes	Yes
Peer educator training	—	Yes	Yes	—	Yes	Yes
Peer counselor training	Yes	Yes	Yes	Yes	Yes	—

Physical and Mental Self-Care

The first domain concerned students' capacity to maintain physical and mental well-being. Observation and interview accounts connected life-skills and self-management activities with knowledge of balanced nutrition, hygiene, personal health, rest, stress management, positive thinking, and self-respect. One student explained, "In PIK-R, we are taught about maintaining health and mental health, and I try to apply this to prevent overthinking. I used to be insecure, and my eating and sleeping patterns were irregular, but since entering PIK-R, I have started to take care of my body." The statement illustrates the program's attempt to connect health information with daily self-monitoring and behavioral routines.

The evidence supports a cautious interpretation. The program created opportunities for students to reflect on health habits, recognize stressors, and seek support, but the study did not use anthropometric verification, a validated mental-health instrument, a baseline, or clinical assessment. Claims in the source manuscript that students had ideal weight and height or no indication of stunting cannot be attributed to PIK-R without systematic measurement. The defensible conclusion is that participants perceived greater awareness and more intentional self-care. This interpretation is consistent with competence-enhancement approaches in which information becomes more useful when connected with self-regulation, social resistance, and repeated practice (Botvin & Griffin, 2004, 2014). It also aligns with research showing that flexible strategies such as problem solving, acceptance, and reappraisal are generally more adaptive than rumination or avoidance (Aldao et al., 2010; Zimmermann & Iwanski, 2014). School-based mindfulness research suggests potential benefits for stress regulation, although heterogeneous designs and implementation quality require restraint in interpreting outcomes (Zenner et al., 2014).

Self-Awareness and Authentic Expression

The second domain involved recognizing, accepting, and expressing the self. PIK-R activities used role modeling, sharing sessions, mindfulness, self-reflection, and strengths-weaknesses-opportunities-threats analysis. The trainer described the developmental need directly: "When they first enter Grade 7, students are not yet able to know and accept themselves, especially when experiencing disappointment. However, in PIK-R we train students to make a SWOT analysis and practice mindfulness so that students can know their strengths and weaknesses." A student

similarly reported that participation helped them identify strengths and weaknesses, accept emotions, and become "a more positive person."

These accounts suggest that self-awareness was treated as an applied competence rather than introspection alone. Students were encouraged to connect their strengths, limits, interests, and emotions with activity choices, communication, and future planning. This process is consistent with positive youth-development settings that allow young people to explore roles, receive feedback, and construct agency through meaningful participation (Catalano et al., 2004; Larson, 2000). Social cognitive theory also provides a plausible explanation: intentionality, self-reflection, and forethought allow students to shape their actions while remaining responsive to social feedback (Bandura, 2001). However, the absence of accounts from students who withdrew or declined participation limits the range of perspectives. The program may have been especially attractive to students already willing to reflect on personal development.

Cooperation and Collective Responsibility

The third domain was cooperation. Leadership training, life-skills training, peer educator preparation, and peer counselor preparation required students to coordinate tasks, communicate, distribute responsibilities, assist peers, and complete group activities. During preparation for a counseling-drama performance, the trainer observed that students maintained communication and cohesion from planning through implementation. A student also described routine group assignments as repeated opportunities to develop cooperative behavior. Field accounts emphasized mutual assistance, initiative, commitment to shared tasks, and limited dependence on a single dominant member.

The developmental value of these activities lies in coordinated action rather than simple co-presence. Organized activities are most likely to support competence when adolescents occupy meaningful roles, interact over time, and become accountable for collective outcomes (Eccles & Barber, 1999; Farb & Matjasko, 2012; Fredricks & Eccles, 2006a). Peer educator preparation was particularly important because it moved students from receiving information to explaining it. To communicate PIK-R material, students had to understand content, select accessible language, anticipate questions, and respond respectfully. Systematic reviews show that peer educators themselves often gain confidence, communication skills, and health literacy even when effects on the wider student population are variable (Dodd et al., 2022; Widnall et al., 2024).

Peer counselor preparation added empathic and ethical dimensions. Students practiced listening, questioning, summarizing, and helping peers identify alternative responses. One student reported becoming "more sensitive and caring towards friends who were experiencing problems." These experiences plausibly strengthened perspective taking and relational responsibility. At the same time, peer helping can create risk when students handle serious disclosures without adequate supervision. The program's educational value therefore depends on clear role limits, trainer oversight, and referral to qualified adults. This condition is consistent with evidence that school belonging and supportive relationships are associated with better mental health, while peer victimization is a salient risk factor (Aldridge & McChesney, 2018; Long et al., 2021; Marraccini & Brier, 2017).

Self-Protection and Assertiveness

The fourth domain concerned self-protection. Students described learning to identify unhealthy relationships, recognize risky or uncomfortable situations, refuse invitations leading to harmful behavior, and express preferences without unnecessary aggression. The trainer connected this domain with PIK-R content on sexuality, HIV and AIDS, and drugs. A student offered a concrete example: "PIK-R really helped me avoid toxic behavior. At that time, my friendships were very toxic, with people inviting me to hang out until I lost track of time. But after I joined

PIK-R, I was able to limit my friendships." The account indicates a shift from passive compliance toward more deliberate boundary setting.

Self-protection should not be interpreted as social withdrawal. In the findings, it involved risk recognition, emotional control, respectful refusal, and selection of a safer course of action. These competencies are developmentally relevant because adolescent decisions are strongly influenced by peer context, social reward, and evolving cognitive-control capacities (Crone & Dahl, 2012; Steinberg, 2008). Skills-based prevention is therefore more credible when students rehearse realistic social decisions instead of memorizing prohibitions. PIK-R's role play, discussion, counseling simulation, and peer interaction are compatible with this approach. Indonesian studies reporting relationships between PIK-R involvement, self-control, reproductive-health behavior, and attitudes toward early marriage support the relevance of this domain, although they do not establish that all programs operate in the same way (Faishol & Budiyono, 2020; Sari et al., 2023; Surahmawati & Faisal, 2023).

Logical Decision-Making and Problem Solving

The fifth domain was logical decision-making. Students were described as increasingly able to examine problems from different perspectives, seek advice, consider consequences, and avoid reacting immediately to provocation. They also participated in planning, implementing, and evaluating activities, requiring them to sequence tasks, allocate roles, manage time, and adjust when difficulties arose. A student leader stated that the life-skills material was useful because leadership required being "wise in every decision." The supervisor's account further suggested that students asked adults for advice when family expectations and personal aspirations did not align.

These findings show how extracurricular governance can become an authentic learning process. Decision-making was practiced while organizing activities, preparing presentations, resolving scheduling problems, and responding to peer concerns. Such tasks connect abstract reasoning with socially meaningful responsibility. Social-emotional learning research similarly emphasizes explicit practice in identifying problems, analyzing options, anticipating consequences, and reflecting on outcomes (Durlak et al., 2011). Follow-up evidence indicates that durable effects are more likely when competencies are internalized and transferred across situations (Taylor et al., 2017). In this case, however, the study cannot determine durability. Asking for advice should be interpreted as an element of good judgment rather than dependence, particularly in peer counseling, where recognizing role limits and referring a serious concern are essential decisions.

Goal Planning and Future Orientation

The sixth domain involved goal planning. During training and preparation for counseling activities, students formulated objectives, identified strategic steps, assigned roles, and evaluated progress. They were introduced to five adolescent life transitions, including continuing education, entering work, forming a family, participating in community life, and maintaining health. The trainer described a self-assessment module using SWOT analysis, mind mapping, goal setting, and action planning. Grade-related differences were also reported: younger students focused on subject mastery and talent development, while Grade 9 students concentrated more strongly on transition to further education. One student linked the program with a decision to continue to vocational secondary school.

Goal planning connected self-management with future-oriented agency. Adolescence is not simply a period of deficient control; it is also a period of increasing flexibility in setting goals and learning from socially meaningful experiences (Crone & Dahl, 2012). Bandura's (2001) account of forethought and self-regulation explains why planning opportunities can support agency, while

positive youth-development research emphasizes initiating, persisting, and evaluating action (Larson, 2000). The present evidence concerns perceived planning competence rather than verified goal attainment. Longitudinal follow-up would be required to establish whether plans resulted in sustained educational, health, or civic outcomes.

How the Five Activities Worked Together

The five activity components had different emphases but appeared to operate as an integrated sequence. Leadership training introduced initiative, public speaking, responsibility, emotional control, and group coordination. Self-management translated aspirations into routines, priorities, and time use. Life-skills training provided explicit concepts and reflective exercises. Peer educator preparation required students to communicate information and advocate for healthy choices. Peer counselor preparation required empathic listening, problem clarification, confidentiality awareness, and referral judgment. A student might therefore encounter a concept in life-skills training, rehearse it in a role play, apply it while leading a group, explain it as a peer educator, and use it cautiously while supporting a peer.

This repeated exposure across roles provides a plausible mechanism for transfer because competencies are enacted in different social and practical contexts. It reflects social cognitive learning through modeling, performance, feedback, and reflection (Bandura, 2001) and the positive youth-development principle that competence grows through meaningful participation rather than passive receipt (Curran & Wexler, 2017). The integrated design also creates implementation demands. Trainers must coordinate content, assess readiness, maintain consistent safeguarding standards, and prevent students with irregular attendance from assuming advanced peer-helping roles without prerequisite preparation. A sequenced curriculum with explicit outcomes and competency checks would strengthen consistency while preserving student initiative.

Supporting Conditions and Implementation Barriers

Adequate facilities and infrastructure were identified as important enabling conditions. The school and BKKBN provided activity space, a field for events, e-books, brochures, learning media, and other equipment. Participants also emphasized competent trainers associated with the provincial GenRe ambassador network, supervision from the PIK-R supervisor, school funding, collaboration with BKKBN, and positive peer influence. These resources did more than facilitate logistics. A dedicated and recognized space signaled that adolescent concerns were legitimate, while trained adults and institutional collaboration helped connect student-led activities with responsible oversight. This finding extends Indonesian evidence that stakeholder support influences PIK-R utilization (Isni & Matahari, 2019) and aligns with broader school-climate research showing that supportive relationships and institutional conditions shape student well-being (Aldridge & McChesney, 2018; Weare & Nind, 2011).

Two principal barriers were identified. First, students experienced schedule conflicts with other extracurricular activities, group assignments, and health-related absences. Irregular attendance reduced continuity and opportunities for repeated practice. Trainers responded by sharing materials through WhatsApp so absent students could review content. This digital supplementation was pragmatic, but communication, counseling, cooperation, and assertiveness require interaction and feedback; materials alone cannot reproduce supervised rehearsal. Protected scheduling, modular content, and attendance monitoring would therefore be more appropriate than relying on asynchronous distribution. The importance of dosage and implementation quality is consistent with school-program evidence showing that organizational problems moderate outcomes (Durlak et al., 2011).

Second, student interest was low relative to total school enrollment because PIK-R competed with sports, arts, and other activities that were more visibly connected with specific talents. Members who did participate were often motivated by public speaking, confidence, leadership, becoming GenRe ambassadors, and helping friends. This pattern creates a tension between reach and engagement: voluntary interest can deepen commitment among members, but selective participation limits school-wide influence and may produce favorable self-selection. Research on extracurricular participation similarly warns that participants may differ from non-participants before joining and that associations should not automatically be interpreted as program effects (O'Flaherty et al., 2022). Peer-led recruitment, short demonstration sessions, student-produced media, and non-stigmatizing messages emphasizing leadership, communication, well-being, and future planning may broaden appeal. Fadzilla and Djannah (2018) also indicate that peer educator roles are related to PIK-R utilization, supporting recruitment strategies that make students visible as credible program ambassadors.

Theoretical and Practical Implications

The main theoretical contribution is an integrated explanation of PIK-R as a developmental setting in which program components, learning mechanisms, competencies, and implementation conditions interact. The case suggests that life skills emerged through socially situated practice rather than information transmission alone. It therefore connects literatures on positive youth development, social-emotional learning, life-skills training, extracurricular participation, peer education, and school climate. Peer educator and peer counselor roles are especially important because the helpers themselves must organize knowledge, regulate emotions, communicate responsibly, and recognize boundaries. Program evaluation should consequently distinguish outcomes for peer leaders, outcomes for student recipients, changes in school connectedness, and organizational capacity.

For practice, schools should organize PIK-R as a sequenced competency program. Each activity needs clear learning outcomes, preparation requirements, practice tasks, feedback procedures, and referral limits. Peer counselors should provide initial support and connection to qualified adults rather than act as substitutes for professional counseling. Schools should allocate protected time, coordinate extracurricular schedules, and use digital materials for preparation or reinforcement rather than as replacements for supervised interaction. Facilities should be accompanied by trainer development, safeguarding protocols, participation monitoring, and mechanisms for student feedback.

For management and policy, the findings support closer coordination among school leaders, counseling teachers, PIK-R supervisors, trainers, health agencies, BKKBN, parents, and student representatives. PIK-R can be integrated with counseling, health promotion, child protection, and student leadership rather than treated as a peripheral campaign. Nevertheless, system-level prescriptions should remain provisional because this is a single-case study. Multi-site evaluation is needed before standardizing curriculum or resource requirements. International evidence confirms that school-based peer and youth-development programs can be valuable, but effectiveness depends on context, implementation fidelity, and the balance between peer credibility and adult support (Dodd et al., 2022; Widnall et al., 2024).

Limitations

Several limitations constrain interpretation. The study examined one school and eight purposively selected informants, most of whom were directly involved in the program and may have emphasized positive experiences. The participant profile was incomplete, and the available manuscript did not report interview duration, saturation, a detailed coding audit trail, or full ethics documentation. Although source and technique triangulation were used, the small and selected

sample limits the range of perspectives. Non-participants, students with irregular attendance, and students who withdrew were not represented.

The descriptive design cannot establish that PIK-R caused the reported changes. There was no comparison group, pre-program baseline, validated life-skills scale, or follow-up assessment. Reported competencies may partly reflect prior characteristics, maturation, participation in other activities, or social desirability. The activity-to-competency matrix should therefore be treated as an analytical map of perceived and observed relationships, not as a validated causal model. Future research should compare sites, include non-participants, document program dosage and fidelity, combine qualitative evidence with validated measures, and examine whether competencies persist across educational transitions.

CONCLUSION

This study examined how PIK-R extracurricular activities were perceived to foster junior secondary students' life skills and identified conditions affecting implementation. Leadership training, self-management, life-skills training, peer educator preparation, and peer counselor preparation were associated with physical and mental self-care, self-awareness and expression, cooperation, self-protection and assertiveness, logical decision-making, and goal planning. The educational value of the program appeared to lie in repeated practice, peer modeling, reflection, real responsibility, communication, and supervised helping roles rather than information delivery alone. Adequate facilities, trained personnel, school funding, peer support, and institutional collaboration enabled implementation, whereas schedule conflicts and limited student interest restricted continuity and reach. The study contributes an integrated activity-to-competency account of PIK-R as a school-based positive youth-development setting and supports a sequenced, safeguarded, and monitored approach to practice. Because the evidence derives from one qualitative case, conclusions should be understood as analytically transferable rather than statistically generalizable. Future studies should use multi-site, longitudinal, and mixed-method designs, include non-participants, report ethical and methodological procedures fully, and test the proposed mechanisms with validated life-skills measures.

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