

THE EFFECT OF PEER GROUP EDUCATION ON THE KNOWLEDGE AND ATTITUDES OF ADOLESCENTS REGARDING HIV/AIDS PREVENTION

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ABSTRAK: PENGARUH EDUKASI PEER GROUP TERHADAP PENGETAHUAN DAN SIKAP REMAJA TENTANG PENCEGAHAN HIV/AIDS

Latar Belakang : Remaja merupakan kelompok usia yang rentan terhadap penyebaran HIV/AIDS akibat kurangnya pengetahuan dan masih rendahnya sikap preventif terhadap perilaku berisiko. Data Kementerian Kesehatan menunjukkan bahwa proporsi kasus HIV pada kelompok usia 15–24 tahun masih cukup tinggi. Prevalensi di usia 15–24 tahun pernah mencapai 25% di beberapa wilayah, sehingga dibutuhkan strategi edukasi yang efektif dan relevan dengan karakteristik remaja. Edukasi peer group menjadi salah satu pendekatan yang diharapkan mampu meningkatkan pemahaman dan membentuk sikap positif terhadap pencegahan HIV/AIDS.

Tujuan : Mengetahui apakah edukasi peer group meningkatkan pengetahuan dan sikap preventif remaja SMA N 7 Kota Cirebon tentang HIV/AIDS, mengetahui faktor pendukung dan penghambat pelaksanaan edukasi peer group dan mengetahui model pendidikan yang paling efektif diterapkan untuk remaja di wilayah Cirebon.

Metode : Penelitian dilakukan dengan quasi-eksperimental dengan kelompok intervensi dan kontrol, serta pendekatan pre-test dan post-test. Sampel diambil secara purposive dari siswa kelas X hingga XII, dengan jumlah masing-masing kelompok 30 siswa. Intervensi dilakukan dalam bentuk edukasi oleh peer educator, yang memberikan materi pencegahan HIV/AIDS selama satu minggu menggunakan modul edukatif yang tervalidasi. Kuesioner penelitian ini telah teruji validitas dan reliabilitasnya.

Hasil : Uji Wilcoxon menunjukkan adanya perbedaan signifikan yang bermakna antara pre test dan post test pada kelompok intervensi dengan nilai $Z = -4,630$ dan $p = 0,000$ ($p < 0,05$). Edukasi peer group terbukti efektif dalam meningkatkan pengetahuan siswa tentang HIV/AIDS. Adanya peningkatan sikap positif siswa pada kelompok intervensi setelah diberikan edukasi peer group antara pre test dan post test. Uji Wilcoxon memperlihatkan perbedaan yang signifikan ($Z = -4,626$; $p = 0,000$). Faktor pendukung edukasi peer group di sekolah meliputi rasa solidaritas, kebersamaan, motivasi tinggi terkait rasa ingin tahu, keinginan untuk mendengar dan pengembangan diri, berbagi pengalaman dan dukungan dari sekolah. Faktor penghambat yang muncul dari peer group, seperti kesulitan menerima individu yang berbeda, sikap tertutup, munculnya rasa iri antar anggota, adanya persaingan, hingga timbulnya pertentangan atau jarak antar kelompok sebaya. Pendekatan peer group dinilai lebih efektif diterapkan pada remaja karena siswa cenderung percaya diri, lebih terbuka, nyaman, saling memotivasi dan mampu mengembangkan solidaritas ketika berdiskusi dengan teman sebaya.

Kesimpulan : Edukasi peer group memiliki pengaruh terhadap peningkatan pengetahuan dan sikap remaja tentang pencegahan HIV/AIDS di SMA Negeri 7 Kota Cirebon.

Kata Kunci : HIV AIDS, Pengetahuan, Remaja, Sikap, Teman Sebaya

ABSTRACT

Background : Adolescents represent an age group that is vulnerable to the spread of HIV/AIDS due to limited knowledge and a low level of preventive attitudes toward risky behaviors. Data from the Ministry of Health indicate that the proportion of HIV cases among individuals aged 15–24 years remains relatively high. The prevalence within this age group has reached up to 25% in several regions, highlighting the need for effective educational strategies that are relevant to adolescent characteristics. Peer group education is considered one of the approaches that may enhance understanding and foster positive attitudes toward HIV/AIDS prevention.

Purpose: This study aims to determine whether peer group education improves the knowledge and preventive attitudes of students at SMA Negeri 7 Cirebon regarding HIV/AIDS, to identify supporting and inhibiting factors in the implementation of peer group education, and to determine the most effective educational model to be applied among adolescents in the Cirebon area.

Method: This research employed a quasi-experimental design with intervention and control groups, using a pre-test and post-test approach. Samples were purposively selected from students in grades X to XII, with 30 students in each group. The intervention consisted of educational sessions delivered by peer educators, who provided HIV/AIDS prevention materials over the course of one week using a validated educational module. The research questionnaire had been tested for validity and reliability.

Results: The Wilcoxon test indicated a statistically significant difference between the pre-test and post-test results in the intervention group, with $Z = -4.630$ and $p = 0.000$ ($p < 0.05$). Peer group education was proven to be effective in increasing students' knowledge about HIV/AIDS. There was also an improvement in

positive attitudes among students in the intervention group after the peer group education, as shown by a significant difference in the Wilcoxon test results ($Z = -4.626$; $p = 0.000$). Supporting factors for peer group education in schools included solidarity, togetherness, high motivation driven by curiosity, willingness to listen and develop oneself, sharing experiences, and school support. Inhibiting

factors identified within peer groups included difficulties in accepting individual differences, closed attitudes, feelings of jealousy among members, competition, and the emergence of conflicts or distance between peer groups. The peer group approach was considered more effective for adolescents because students tended to be more confident, open, comfortable, motivated, and capable of developing solidarity when discussing with peers.

Conclusion: Peer group education has a significant effect on improving adolescents' knowledge and attitudes regarding HIV/AIDS prevention at SMA Negeri 7 Cirebon.

Keywords : Peer Group, Knowledge, Adolescent Attitude, HIV/AIDS.

INTRODUCTION

HIV (Human Immunodeficiency Virus) and AIDS (Acquired Immune Deficiency Syndrome) remain serious global public health issues. According to a report from the Indonesian Ministry of Health (2024), it is estimated that in 2023 there were approximately 571,637 people living with HIV (PLHIV) in Indonesia, with 27,569 new infections and 27,349 deaths caused by AIDS. This situation is increasingly concerning, as the highest proportion of HIV cases was found among individuals aged 15–24 years, accounting for about 19% of new cases, with 6% occurring among those under 20 years old (Cirebon City Health Office, 2023). The Indonesian government has officially targeted the elimination of HIV/STIs by 2030 through a national strategy (Mariani et al., 2023). However, the level of comprehensive knowledge among adolescents remains below expectations. Data from the Indonesia Demographic and Health Survey (IDHS, 2024) indicate that stigma, barriers to accessing services, and low knowledge are among the main contributing factors to the spread of HIV among adolescents (Winarti et al., 2021).

Adolescence is a transitional period from childhood to adulthood, characterized by identity exploration, environmental curiosity, and an increased interest in sexuality. Without adequate knowledge, adolescents are more likely to engage

in risky behaviors such as unprotected sex and the use of injectable drugs—two of the primary routes of HIV transmission (Mariani et al., 2023). Ironically, results from the Indonesia Demographic and Health Survey (IDHS) reveal that adolescents' knowledge of HIV/AIDS in Indonesia remains low. In several provinces, more than half of adolescents do not correctly understand how HIV is transmitted or prevented (IDHS, 2024).

On the other hand, formal education in schools has not yet optimally addressed HIV/AIDS issues in a comprehensive manner. This has resulted in an information gap that may contribute to low awareness and preventive attitudes among adolescents. Limited curriculum coverage, social taboos, and the lack of educators with sufficient capacity to deliver sexual education are among the main inhibiting factors (Winarti et al., 2021).

To address these challenges, the peer group education approach is considered an effective and relevant strategy that aligns with the characteristics of adolescents. Peer education involves adolescents acting as facilitators or educators for their peers, enabling communication that is more open, informal, and based on mutual trust (Sab'ngatun, 2025). Several studies have shown that this approach significantly improves knowledge and

fosters positive attitudes toward reproductive health and HIV/AIDS (Winarti &

Ernawati, 2023). In fact, in several regions, peer group education has proven to be more effective than formal education in reaching groups that are otherwise difficult to engage through conventional interventions (Rahmawati & Sari, 2023).

Peer education has been recognized as an effective method because peer educators are perceived as more credible, culturally relevant, and capable of reaching adolescents at a lower cost compared to professional educators (Sab'ngatun, 2025). This approach has also been shown to enhance healthy communication, knowledge, and preventive attitudes across various adolescent health intervention programs (Winarti & Ernawati, 2023). In Indonesia, the "It's Our Time" campaign (December 2024) reinforced the role of youth in HIV prevention through peer engagement and the use of social media (Rahmawati & Sari, 2023). However, empirical studies examining the influence of peer group education in high school settings, particularly in regions such as Cirebon, remain limited.

Based on the aforementioned background, this study aims to:

1. Determine whether peer group education increases the knowledge of senior high school students at SMA N 7 Cirebon City regarding HIV/AIDS.
2. Examine the extent to which the peer group approach can shape adolescents' preventive attitudes toward HIV/AIDS.

RESEARCH RESULTS

Univariate Analysis

Table 1
Knowledge of HIV/AIDS in the Intervention Group

Knowledge (Pre-test, Intervention)	Frequency (f)	Percentage (%)	Knowledge (Pre-test, Intervention)	Frequency (f)	Percentage (%)
Poor	9	30	Poor	0	0
Fair	16	53	Fair	5	17
Good	5	17	Good	25	83

Based on Table 1, the pre-test results of the intervention group show that the majority of students (16 students or 53%) had a fair level of knowledge regarding HIV/AIDS. After the intervention, there

3. Identify supporting and inhibiting factors in the implementation of peer group education within the school environment.

4. Identify the most effective educational model for adolescents in the Cirebon region.

RESEARCH METHODS

This study employed a quasi- experimental design with intervention and control groups, utilizing a pre-test and post- test approach. The sample was selected through purposive sampling from students in grades X–XII, with each group consisting of

30 students. The inclusion criteria were as follows: respondents were active students of SMA Negeri 7 Cirebon City, aged between 15 and 18 years, had never received formal education on HIV/AIDS from outside the school, were willing to participate in the entire research process, and had signed an informed consent form.

The exclusion criteria included students who were on leave, ill, or absent during the study period, as well as students who did not complete either the pre-test or post-test questionnaire in full.

The intervention was conducted through education delivered by trained peer educators over the course of one week, using validated educational modules as learning media. The research instruments consisted of knowledge and attitude questionnaires that had been tested for validity and reliability. Data were analyzed using the Wilcoxon test.

was a significant improvement, with most students (25 students or 83%) demonstrating good knowledge in the post-test.

Table 2
Knowledge of HIV/AIDS in the Control Group

Knowledge (Pre-test, Intervention)	Frequency (f)	Percentage (%)	Knowledge (Pre-test, Intervention)	Frequency (f)	Percentage (%)
Poor	3	10	Poor	2	7
Fair	20	67	Fair	21	70
Good	7	13	Good	7	23

Based on Table 2, the pre-test results of the control group show that the majority of students (20 students or 67%) had a fair level of knowledge about HIV/AIDS. In the post-test, there was a slight increase in the proportion of students with good knowledge (21 students or 70%).

As shown in Table 3, the pre-test results of the intervention group indicated that most students

(21 students or 70%) exhibited a positive attitude toward HIV/AIDS prevention. After the intervention, the post-test results showed a shift, with the majority (26 students or 87%) demonstrating a very positive attitude. This indicates an improvement in attitudes among students in the intervention group following the peer education intervention.

Table 3
Preventive Attitudes Toward HIV/AIDS in the Intervention Group

Attitudes (Pre-test, Intervention)	Frequency (f)	Percentage (%)	Attitudes (Pre-test, Intervention)	Frequency (f)	Percentage (%)
Very Negative	0	0	Very Negative	0	0
Negative	3	10	Negative	0	0
Positive	21	70	Positive	4	13
Very Positive	6	20	Very Positive	20	87

Table 4
Preventive Attitudes Toward HIV/AIDS in the Control Group

Attitudes (Pre-test, Intervention)	Frequency (f)	Percentage (%)	Attitudes (Pre-test, Intervention)	Frequency (f)	Percentage (%)
Very Negative	0	0	Very Negative	0	
Negative	3	10	Negative	3	10
Positive	20	67	Positive	20	67
Very Positive	7	23	Very Positive	7	23

Based on Table 4, the majority of students in the control group (20 students or 67%) demonstrated a positive attitude toward HIV/AIDS prevention both in the pre-test and post-test. This finding suggests that there was no notable change in students' attitudes after the intervention.

Bivariate Analysis

As presented in Table 5, the results indicate that students' knowledge levels in the intervention group showed a significant increase after receiving

peer group education. The Wilcoxon test revealed a statistically significant difference between the pre-test and post-test scores ($Z = -4.630$; $p = 0.000$, $p < 0.05$). This finding demonstrates that peer group education was effective in improving students' knowledge about HIV/AIDS. In the control group, there was also a statistically significant increase in knowledge ($Z = -2.228$; $p = 0.026$), although the improvement was less substantial compared to the intervention group.

Table 5
Students' Knowledge Levels Related to Peer Group HIV / AIDS Education

Group	Z-value	p-value	Description
Intervention	-4,630	0,000	Significant ($p < 0,05$)
Control	-2,228	0,926	

Table 6
Students' Attitudes Toward Peer Group HIV / AIDS Education

Group	Z-value	p-value	Description
Intervention	-4,626	0,000	Significant ($p < 0,05$)
Control	-0,121	0,904	Not Significant ($p > 0,05$)

The findings presented in Table 6 show an improvement in students' positive attitudes within the intervention group following the peer group education. The Wilcoxon test results indicated a significant difference between the pre-test and post-test ($Z = -4.626$; $p = 0.000$). Meanwhile, no significant difference was observed in the control group ($Z = -0.121$; $p = 0.904$). The enhancement of students' attitudes in the intervention group is attributed to the peer group education method, which utilized an educational module that encouraged openness, mutual trust, and active peer engagement.

DISCUSSION

Peer Group Education Improves the Knowledge of Adolescents at SMAN 7 Cirebon City Regarding HIV/AIDS

The findings of this study indicate that the Wilcoxon test results showed a significant difference between the pre-test and post-test scores in the intervention group ($Z = -4.630$; $p = 0.000$), signifying an increase in students' knowledge. This demonstrates that peer group education using structured learning modules was effective in enhancing students' understanding of HIV/AIDS. In contrast, the control group showed a much smaller improvement ($Z = -2.228$; $p = 0.026$).

Knowledge is the outcome of a cognitive process that occurs when an individual perceives an object through sensory organs, primarily the eyes and ears. It can be acquired through direct experience or from other sources such as education, media, and social interactions (Darsini et al.,

2019). In this study, students' knowledge refers to their understanding of HIV/AIDS—including its definition, modes of transmission, prevention, and health impacts. The level of knowledge plays a crucial role in shaping health behavior, as adequate knowledge encourages

individuals to engage in appropriate preventive actions.

Knowledge gained through peer interaction tends to be easier to comprehend and remember because of shared age, similar experiences, and emotional closeness (Sab'ngatun et al., 2025). This result aligns with a previous study by Sumartini and Maretha (2022), which demonstrated that peer group-based health education significantly improved adolescents' knowledge of HIV/AIDS.

Both the intervention and control groups in this study experienced an increase in knowledge after the implementation of peer group discussions. This suggests that the peer group approach is effective in enhancing participants' understanding, regardless of the method's variation. However, a more significant improvement was observed in the intervention group that received peer group discussions supported by an educational module. The module functioned as a systematic guide providing structured, comprehensive, and easily understandable information, which facilitated more in-depth learning (Rini, 2018).

Peer groups among high school students often emerge as social learning communities originating from school activities or daily interactions. Although not always established through formal programs, students frequently take the initiative to form peer groups independently to pursue beneficial activities. These groups may arise from student organizational involvement, structured selection processes, or naturally through peer invitations. This demonstrates that high school peer groups are formed out of a need for support, togetherness, and interaction—factors that enable mutual influence in both learning and social activities (Nurmala et al., 2023).

Moreover, the presence of the educational module facilitated self-directed learning, reinforcing the outcomes of peer discussions. Conversely, the control group, which participated only in peer

discussions without module assistance, also showed improvement, though to a lesser extent. This may be attributed to limited information sources and less structured discussions. According to Noviani and Muthi (2025), peer discussions without a guide can still yield positive effects, as they encourage active interaction, idea exchange, and peer correction. However, in the absence of appropriate media or supporting materials, the depth and scope of the discussion remain limited.

These findings are consistent with the constructivist learning theory described by Sugrah (2019), which posits that learning is most effective when individuals actively engage in discussion and knowledge exploration. Nonetheless, the quality of learning outcomes is strongly influenced by the presence of supportive learning media.

In conclusion, peer group discussions facilitated by structured educational modules are more effective in enhancing students' knowledge compared to peer discussions without modules. The use of modules provides organization, direction, and depth to the learning process, resulting in more comprehensive understanding.

The Peer Group Approach Shapes Preventive Attitudes Among Adolescents Toward HIV/AIDS

According to Noviananda & Ansyah (2024), attitude refers to an individual's internal response or reaction toward an object, encompassing three components: cognitive (knowledge), affective (emotion), and conative (behavioral tendency). Attitudes are formed through experience, learning processes, and social influences, particularly from peer groups (Pohan & Syaimi, 2023). In this study, the term "attitude" refers to students' responses regarding HIV/AIDS—especially their views on prevention, transmission, and empathy toward people living with HIV/AIDS. A positive attitude is essential for reducing risky behaviors and supporting HIV/AIDS prevention efforts.

The Wilcoxon test results for the intervention group showed a Z value of -4.626 with $p = 0.000$ ($p < 0.05$), indicating a significant change in attitude between the pre-test and post-test after the peer group education intervention using the module. Meanwhile, no significant change was found in the control group ($Z = -0.121$; $p = 0.904$; $p > 0.05$). Thus, a significant improvement in attitude occurred only in the intervention group.

The observed positive attitude change in the intervention group can be attributed to the peer group method supported by an educational module, which allowed participants to engage more actively

in discussion and to build a deeper understanding of the topic. This strategy is effective because learning with peers tends to be easier to comprehend and more relatable to participants' real-life experiences (Putri et al., 2025). Moreover, this significant change in attitude indicates that participants not only understood the information but also began to internalize and prepare to modify their behaviors related to the issues discussed in the module. Peers play a crucial role in shaping adolescent behavior, both directly and indirectly, especially concerning disease prevention (Munthe, 2022).

Peer group education using modules in the intervention group did not merely improve knowledge but also influenced students' perspectives and behaviors regarding HIV/AIDS (Ramli et al., 2021). Discussions within peer groups help reinforce values, provide social support, and build self-confidence to adopt more open attitudes toward reproductive health issues. Individual attitudes are often shaped by peer norms—if the peer group supports positive attitudes, individuals within the group are likely to internalize those same attitudes (Nur et al., 2025). This aligns with Bandura's (1997) social learning theory, which explains that behavior change can occur through observational learning from peers, influencing both attitudes and actions.

The peer group approach was proven more effective not only in increasing knowledge but also in fostering preventive attitudes among adolescents toward HIV/AIDS. This finding is consistent with Safitri (2021), who reported that students' knowledge improved significantly after peer education, with most being able to explain the definition of HIV/AIDS, its modes of transmission, symptoms, high-risk groups, and preventive measures. Adequate knowledge plays a vital role in promoting healthy behavior change and reducing engagement in risky sexual practices.

The success of peer education is closely linked to the role of peers as information conveyors who are perceived as relatable, trustworthy, and culturally aligned with adolescents' social contexts—thereby making preventive messages easier to understand and accept (Ana, 2025). Consequently, the peer group approach not only enhances knowledge but also effectively shapes adolescents' preventive attitudes toward HIV/AIDS and strengthens their resilience in facing social challenges and negative peer influences. This finding is in line with Munthe (2022), who found a significant relationship between peer influence and adolescents' knowledge and attitudes in preventing HIV/AIDS.

Similarly, Nur et al. (2025) found that the involvement of peers in group discussions effectively increased awareness and encouraged preventive attitudes toward HIV/AIDS. Changes in participants' values before and after the intervention were evident: respondents who previously had low awareness showed increased understanding; those who had not practiced preventive behaviors began to take preventive actions; and those who initially agreed with risky sexual invitations shifted to rejecting them after realizing the long-term consequences of HIV/AIDS. These findings demonstrate that peer group discussions can effectively cultivate preventive attitudes among adolescents. Such changes are not only driven by increased knowledge but also by the interaction of internal (endogenous) and external (exogenous) factors that jointly shape awareness of the importance of HIV/AIDS prevention.

In contrast, the control group, although also engaged in peer group activities, did not exhibit notable attitude changes. This may be due to several factors, such as the absence of structured learning materials (modules) that guide discussions, leading students to view the activities as less serious or irrelevant. Furthermore, the effectiveness of peer group education depends heavily on students' emotional engagement. When activities fail to engage the emotional dimension, the moral messages or positive values being promoted tend to leave little lasting impact (Noviananda & Ansyah, 2024)

In conclusion, a structured peer group-based educational intervention supported by media such as learning modules can serve as an effective method for modifying attitudes—particularly within educational and health promotion settings.

Supporting and Inhibiting Factors in the Implementation of Peer Group Education in the School Environment

According to Syaifudin (2025), several factors support the implementation of peer group education in schools. One key factor is peer support, which encourages students to participate actively in discussions because they feel comfortable sharing experiences and exchanging information within their group. The sense of togetherness that emerges—such as studying collaboratively, offering suggestions, and motivating one another—helps students become more open in expressing opinions. This collective environment also enhances self-confidence and learning motivation, as students receive both emotional and academic support from their peers (Agustaria et al., 2023).

Nurmala et al. (2020) further identify other supporting factors, including students' high motivation and curiosity, their desire for self-development, willingness to listen and share experiences, and the availability of institutional support such as school facilities and supervision.

Amin and Indah (2021) highlight that peer groups play a vital role in adolescent life, offering both supportive and inhibiting factors. On the positive side, peer groups help individuals become more prepared to face life challenges, foster a sense of solidarity, and nurture shared values and behaviors consistent with the cultural norms considered appropriate. Similarly, Husna (2023) states that through peer groups, members can gain knowledge, develop talents, cultivate independence, and find a platform to express opinions and emotions for the betterment of the group.

However, there are also inhibiting factors that may arise within peer groups. These include difficulty in accepting individuals who are different, a closed attitude toward outsiders, jealousy among members, unhealthy competition, and conflicts or divisions between peer groups (Amin & Indah, 2021).

In addition, the implementation of peer group education in schools often faces time constraints. Students may struggle to balance classroom learning with peer group activities. When organizing larger events such as seminars or health education sessions, students often require substantial preparation time, yet their schedules are already limited, leading to suboptimal program implementation (Nurmala et al., 2023).

Other obstacles include the lack of specialized training for peer educators, resulting in underdeveloped communication and leadership skills. Low student enthusiasm or motivation, a tight academic schedule, and competing academic priorities can also hinder participation. Additional barriers involve limited resources—such as space, materials, and funding—as well as insufficient support from teachers and school administrators, minimal feedback and monitoring from program organizers, and sociocultural barriers or stigma when the topics discussed are considered sensitive (Nurmala et al., 2020).

In summary, while peer group education offers substantial benefits in promoting student engagement and learning, its effectiveness depends on adequate institutional support, sufficient training for peer educators, and a conducive social environment that encourages open dialogue on sensitive health issues such as HIV/AIDS.

The Most Effective Educational Models for Adolescents in the Cirebon Region

Fitriyani, et, al (2022) stated that the most effective educational model for adolescents in the Cirebon region is a combination of Experiential Learning and Peer Education. For instance, students are engaged in hands-on learning through real-life projects in their environment (such as school-based entrepreneurship, environmental clean-up projects, or local art and cultural activities), while their peers act as facilitators or reflectors to guide discussions, evaluations, and motivation.

Furthermore, according to Susapti (2018), the PAIKEM model (Active, Innovative, Creative, Effective, and Joyful Learning) enriched with local character and cultural elements integrates Cirebon's local values—such as language, customs, and traditions—into engaging creative activities like drama, art, and traditional music, enabling adolescents to feel more connected to and proud of their cultural identity.

Roudlo (2020) also emphasized the importance of Guidance and Counseling Models that focus on fostering independence and 21st-century skills, including critical thinking, creativity, collaboration, communication, and digital literacy. In this model, guidance counselors or teachers are empowered, and students are encouraged to make independent decisions throughout the learning process.

Among these various learning models, the peer group approach is considered the most effective for adolescents, as students tend to be more open, comfortable, and motivated when engaging in discussions with their peers. The interactions formed among peers help them build confidence in expressing opinions, provide mutual support, and foster solidarity that enhances the learning process (Amin & Indah, 2021).

CONCLUSION

1. Peer group education has been proven effective in increasing students' knowledge about HIV/AIDS.
2. There was a noticeable improvement in positive attitudes among students in the intervention group after receiving peer group education.
3. Supporting factors for the implementation of peer group education in schools include solidarity, togetherness, high motivation driven by curiosity, the desire for self-development, willingness to listen and share experiences, as well as institutional support from the school. Meanwhile, inhibiting factors may include difficulties in accepting

individual differences, a closed attitude toward outsiders, feelings of jealousy among members, unhealthy competition, and conflicts or divisions among peer groups. applied to adolescents, as students tend to be more confident, open, comfortable, mutually encouraging, and capable of developing solidarity when engaging in discussions with their peers.

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