
Stigma Management and Social Capital formation through Anonymous peer support: A study of HearSpace intervention at SMP Kemala Bhayangkari 1 Surabaya

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Abstract

The mental health crisis and social isolation among early teens in Indonesian schools have largely not been adequately addressed due to the stigma attached to formal counseling services. The study examines the effectiveness of HearSpace, an anonymous peer-support intervention that blends Instagram-based direct messaging services with an anonymous physical confessional box, in creating a safe space for junior high school students at Kemala Bhayangkari 1 Surabaya to express their emotional experiences and reduce tendencies toward social isolation. The study used a participatory action Research (PAR) design based on Goffman's stigma theory and Putnam's concept of social capital, with data collected through anonymous confessional analysis, participatory observation, in-depth interviews, and directional group discussions conducted from April 8 to April 30, 2026. The findings across the three classes revealed four dominant themes in student expression: Friendship issues, academic distress, family conflicts, and confidence crises, with significant variations in how each theme is experienced across classes. Students' preference for anonymous channels over formal BK services confirms a paradox where real emotional support needs exist, but stigma consistently hinders access to institutional assistance. A tailored socialization session responsive to the vent box findings results in a positive reception, with students welcoming the concept of storytelling anonymously as a previously unavailable but urgently needed space. The results showed that HearSpace effectively reduced stigma-based barriers to emotional expression and fostered peer-based social beliefs consistent with Putnam's social capital bonding framework. Practically speaking, this model offers a replicable, low-cost, and minimal stigma approach to other schools facing similar psychosocial challenges.

Keyword: *anonymous peer support; social isolation; mental health of adolescents; managing stigma; participatory action research.*

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Introduction

The development of the modern educational world not only demands that students achieve academic achievement, but also be able to adapt to a variety of increasingly complex social and psychological pressures. Under these conditions, adolescent mental health becomes an important aspect that needs serious attention because it affects the learning process, social relationships, and the development of student personality in the school environment. The World Health Organization (WHO) states that mental health disorders are experienced by about one in seven adolescents aged 10–19 years in the world (World Health Organization, 2025). The data show that mental health problems in adolescents are quite serious issues and can occur in various school-age groups, including junior high school students.

Junior high school students are in a psychologically vulnerable phase of development due to academic stress, social demands, and changes in self-identity simultaneously. Various demands from the environment, both in the academic field, social relations, and family, can trigger the emergence of emotional mental health disorders in adolescents (Rinancy et al., 2026). The condition often raises a variety of psychological problems that do not always appear directly, such as social anxiety, feelings of insecurity, and the tendency to withdraw from the social environment. Feeling insecure can cause an individual to feel doubtful about his or her abilities and values, feel unworthy,

As well as experiencing anxiety due to the demands of social standards in the surrounding environment (Astutik, 2025). If the condition is not treated early, the psychological stress experienced by students at risk can develop into more serious problems and have an impact on their quality of life and learning process in school. The phenomenon was also found in the initial observation at SMP Kemala Bhayangkari 1 Surabaya in April 2026. The results of the observation showed that students tend to withdraw from association despite still wanting to interact with peers. This condition indicates psychological distress due to the lack of a safe space for students to express their feelings and problems. Adolescent mental health problems often arise from simple behaviors that get less attention from the school environment. A culture that views emotional expression as a form of weakness causes many students to prefer to harbor feelings and face psychological distress alone. The condition is further reinforced by the stigma against counseling guidance services (BK) in schools that are often considered as a place for "problem students", thus causing fear and embarrassment for students to seek help.

Research on peer support as an alternative to psychosocial interventions among adolescents

has been widely done. Social support from peers has an important role in influencing the psychological well-being of adolescents (Awwaliyah et al., 2025). Studies have shown that adolescents tend to be more open to sharing experiences with peers than with formal authorities because they feel more understood and unjudged (Pramesti, 2025). Structured peer support programs in schools have been shown to improve students' active listening skills, empathy, and emotional regulation, while helping ease the burden of BK teachers in dealing with mild cases (Bariyyah et al., 2026). The concept of social capital (social capital) also asserts that a network of trust and mutual relationships among individuals in a community can be an effective resource to help individuals deal with social and psychological distress (Putnam, 2000). The development of digital technology also presents social media such as Instagram as a new space for teens to interact and express themselves with lower psychological barriers, especially through an anonymous approach. The research aims to examine the effectiveness of HearSpace's intervention in creating a safe space for junior high school students at Kemala Bhayangkari 1 Surabaya to share experiences anonymously, as well as in reducing the tendency toward social isolation caused by taste insecurity. Research questions asked include: (1) the extent to which HearSpace can increase students' courage in expressing themselves; (2) how students respond to anonymous concepts in sharing stories; and (3) whether these interventions are effective in building a sense of social connectedness among students. The study also considered intervention strategies when strategies were not running optimally, such as low student participation or lack of confidence in anonymity. Additional support approaches include strengthening face-to-face interactions and collaboration with BK teachers to ensure the sustainability of interventions. HearSpace is a digital media-based social intervention, combined with a face-to-face approach. HearSpace is an Instagram-based, anonymous storytelling space designed to provide a safe platform for students to express their feelings without fear of judgment. The concept of anonymity allows students to reduce psychological barriers to sharing stories. At the same time, direct socialization activities in the classroom in the first to third weeks aim to build trust, improve emotional literacy, and introduce nonjudgmental values. HearSpace not only serves as a digital platform but also as a social movement that targets the root cause: the lack of safe space and the high fear of social judgment among students.

This research is expected to provide practical and academic benefits. In practical terms, the study's results can serve as a reference for schools, BK teachers, and policymakers in drafting a more inclusive, preventive, and stigma-free psychosocial support program. Academically, this research is expected to add to the study on the effectiveness of anonymous digital media-based

peer support approaches in Indonesian high school environments. The research focuses on the role of digital anonymity as a link between students' psychological needs and the limitations of formal school services, while demonstrating the potential of HearSpace as an intervention model that can be applied in other high schools.

Methods

This research uses a qualitative approach with a participatory action Research (PAR) design. This method was chosen because the study not only examined social phenomena but also carried out concrete actions through the HearSpace program, which serves as an anonymous sharing space for students. In this program, researchers act as facilitators who support the course of activities, while students actively participate in sharing stories, discussing, and interacting during the program. The study draws on Erving Goffman's stigma theory to understand the behavior of students who tend to refrain out of fear of social judgment. It also uses the concept of social capital from Robert D. Putnam to analyze the formation of trust and social support among students in the sharing space created by the HearSpace program. The research activity took place at SMP Kemala Bhayangkari 1 Surabaya from 8 to April 30, 2026.

The selection of this place is based on the state of junior high students who are in the early stages of adolescence, where they are prone to emotional variations, social adjustment, and attention to friendship relationships, as well as the assessment of those around them. This situation creates a need for students to have a safe place to express their experiences and feelings more freely. Participants in the study were Class VII students who engaged in HearSpace activities, either through socialization, the use of sharing services without identity, or reflective discussions during the program. In addition, counseling guidance teachers (BKs) serve as additional informants, providing insight into students' psychosocial states and the implementation of school programs. All participation is voluntary, and the student's identity is kept secret throughout the research process.

Implementation is done through several interconnected steps. The first stage is to place an anonymous confessional box in the school area. In this phase, students are allowed to share their experiences, complaints, or feelings without identity. The results of the vent box are then used to understand the student's emotional needs and as a basis for the next stage. The second stage includes direct socialization activities to introduce the HearSpace program as a safe place to share without judgment. Socialization is done through casual discussions, question-and-answer sessions, and the introduction of social media-based identity-sharing services, so that students can better understand the program's objectives and mechanisms. The third stage is the

anonymous execution of the sharing service through HearSpace's Instagram account. In this stage, students can send a story or message anonymously using the direct message (DM) feature. The team will answer the received messages using an empathetic communication approach and active listening. In addition to serving as a sharing platform, this Instagram account disseminates educational information about mental health and provides emotional support for students. The final stage involves reflection and assessment of the program. Assessments are conducted through observation, limited interviews, and focus Group discussion (FGD) to gain an understanding of students' experiences during the program and see their impact on security, courage to share, and social relationships among students.

The instruments used in the study included participatory observation sheets, documentation from the anonymous vent box, digital interaction documentation via DM on Instagram, interview guides, and FGD guidance. All collected data are analyzed using descriptive qualitative methods, including thematic analysis. The data obtained will be organized and read repeatedly to find patterns of meaning that emerge from the student experience during the program. These patterns are then grouped into several main themes: social pressure, the need for safe space, trust, and peer support. The following research results are outlined using stigma theory to understand the difficulties students face in expressing themselves, and the concept of social capital to explore the formation of trust, mutual support, and social bonds during the implementation of the HearSpace program. In this process, the study not only illustrates the social conditions students experience but also evaluates the effectiveness of interventions in creating a safer, more supportive communication space. The research adheres to ethical principles, including confidentiality, anonymity, and voluntary participation. The identities of all students involved in the program are protected in accordance with confidentiality requirements, and the data obtained is used only for research and program evaluation. This research is also conducted with a nonjudgmental approach to help students feel safe and comfortable as they participate in HearSpace activities.

Result and Discussion

Results

1. Overview of Anonymous Mailbox Data Across Three Classes

Initial data collection through anonymous chat boxes placed in three seventh-grade classes at SMP Kemala Bhayangkari 1 Surabaya yielded diverse but consistent findings: the majority of students harbor psychological distress that is not channeled through formal channels at school.

All three classes exhibited similar patterns of emotional needs, albeit with varying degrees of emphasis, confirming that mental health issues and social isolation among seventh-grade students are latent and widespread, rather than isolated individual cases. Overall, the chat box responses from the three classes can be grouped into four dominant themes: friendship problems, academic pressure, family conflict, and a crisis of self-confidence. These four themes emerged in varying proportions across the classes, but all pointed to a common need: a safe, judgment-free, and accessible space without social risk. These findings are consistent with research by Widnall et al. (2022), which identified that connection with peers is one of the three main themes that most influence adolescents' psychological well-being in the school environment, alongside the learning environment and adaptability.

2. Findings from Class A

Class A demonstrated that friendship issues were the primary source of stress, most frequently reported by students. These issues included experiences of peer teasing, feelings of exclusion from social groups, and distrust of friends perceived as weak or fake. In general, students in this class expressed deep discomfort with the dynamics of classroom friendships, leading to feelings of loneliness even when physically surrounded by peers. Carapeto et al. (2025) found similar results in their study of middle school adolescents, in which toxic or fake friendships, lack of support, and social exclusion were the most frequently reported forms of negative peer influence. This reflects what Goffman (1963) called stigma management, in which individuals who feel unaccepted by their peer group tend to withdraw to protect their social identity from negative judgment, even when they still desire genuine interaction.

Next to friendship issues, academic pressure was the second most common issue in the Class A questionnaires. Students cited concerns about workload and exam pressure as significant sources of stress. Steare et al. (2023) found in their systematic review of 52 studies that academic pressure consistently showed positive associations with a range of mental health disorders in adolescents, including anxiety and depressive symptoms. Family issues were also recorded, including experiences of parental reprimand and pressure from perceived high family expectations, suggesting that the pressure experienced by Class A students is multidimensional and cannot be reduced to a single source.

3. Findings from Class B

Class B exhibited a more complex stress profile than Class A, with a perceived lack of fit with the overall school environment as the most dominant theme. Class B students expressed a broader range of discomfort, including a lack of fit with the teacher's teaching methods, the

classroom atmosphere, and the school's prevailing social norms. Lin & Guo (2024) emphasized that feelings of safety at school and the quality of student-teacher relationships significantly influence adolescents' affective, behavioral, and cognitive states. Therefore, when these relationships feel uncomfortable, the impact can affect students' overall psychological well-being.

Friendship problems in class B were also significantly reported, with more explicit forms than in other classes, including experiences of exclusion and bullying. This was the only class where bullying directly emerged as a reported issue. Carapeto et al. (2025) found that bullying and aggression were the most frequently reported forms of negative peer influence by adolescents, often going undetected by formal systems because affected students were reluctant to report them to school authorities. Family problems in class B showed more severe dimensions than in class A, including experiences of lack of attention, frequent parental conflict, and even abandonment. These findings are relevant to research by Widnall et al. (2022), which found that students' individual home contexts significantly influence how they experience and respond to stress in the school environment.

4. Findings from Class C

Class C exhibits a nuancedly different profile from the previous two classes. Friendship issues remain a dominant theme, but with a stronger emphasis on the dimensions of fear and anticipation, where students not only experience exclusion but also actively worry about the possibility of being shunned in the future. These findings suggest that social isolation in Class C is not always actual but also anticipatory. Gulliver et al. (in Linden et al., 2022) found that fear of stigma and social rejection are key barriers preventing adolescents from seeking help or expressing their feelings, even when they desperately need it.

Academic pressure in class C showed a more personal dimension, with students specifically expressing a lack of confidence when facing exams and a fear of poor grades. Steare et al. (2023) identified that fear of failure, worry about parental expectations, and chronic stress related to exams were the main components of academic pressure that were consistently associated with anxiety disorders in adolescents. These dimensions were closely linked to the themes of a lack of confidence and self-disappointment, which were most prominent in class C. Zhou et al. (2023) found in their qualitative study of school students that poorly managed academic pressure can develop into persistent negative self-perceptions, which, in turn, weaken students' ability to build healthy social relationships.

5. Cross-Class Thematic Analysis

A cross-grade analysis of the overall chat box data revealed consistent yet diverse thematic patterns across the three seventh-grade classes of SMP Kemala Bhayangkari 1 Surabaya. Friendship issues were the most consistent theme across all three classes, making it the most universal source of psychological distress among students in this early adolescence phase. Carapeto et al. (2025) emphasized that peer relationships play a dual role in adolescents' lives as both protective and risk factors, and that the quality of these relationships directly impacts their mental and emotional well-being.

However, each class exhibited different emphases in how friendship problems were experienced and expressed. In class A, experiences of teasing and feelings of having insincere friends dominated students' narratives, reflecting a reactive crisis of interpersonal trust. In class B, friendship problems took more explicit and extreme forms, including experiences of bullying and intentional exclusion. Meanwhile, in class C, friendship problems were more anticipatory, with students actively worrying about the possibility of future social rejection, reflecting a deeper internalization of stigma as described by Goffman (1963).

Academic stress consistently ranked second across all three classes, but with varying nuances. Classes A and B expressed academic stress primarily in response to perceived workloads and exams, while Class C exhibited a more personal dimension of insecurity in academic situations. This difference suggests that academic stress in Class C had internalized into self-doubt, which connected to the class's most prominent theme of a crisis of confidence. Crisan et al. (2024) asserted that self-efficacy and intrinsic motivation are key psychological factors influencing adolescents' academic performance, and when both are weakened, the impact extends beyond academic outcomes.

Family problems were present in all three classes with varying intensity. Classes A and C showed relatively similar patterns of pressure from parental expectations and lack of attention, while Class B exhibited more severe dimensions of family conflict. Overall, this cross-class analysis strengthens the argument that the need for a safe space to talk among seventh-grade students is not marginal but systemic and widespread. The fact that students from all three classes chose to express their problems through an anonymous chat box, rather than through available guidance and counseling services, empirically confirms a phenomenon identified by Linden et al. (2022): adolescents actively turn to anonymous digital spaces for emotional support because fears of stigma and social rejection prevent them from accessing help through formal channels.

6. Socialization Response and Program Reception

The face-to-face outreach activities conducted after analyzing chat box data received positive responses from students in all three classes. The outreach session, themed "Safe Space: Get to Know Us First," was designed to directly address the problematic themes identified in the chat box data, ensuring that the material presented was contextual and relevant to the students' actual experiences. This approach aligns with the principles of PAR, which emphasize that effective interventions must stem from the participants' real needs, not solely the researcher's assumptions. During outreach, the HearSpace team presented material in general terms, without identifying or referencing specific individuals, in line with the program's principle of anonymity. The material focused on three areas that reflected the dominant findings: navigating healthy friendship dynamics, coping strategies for academic stress, and introducing HearSpace as an anonymous, safe space for further storytelling.

Student responses to the concept of anonymity within the HearSpace program were generally positive. Most students welcomed the idea of an anonymous space to share stories, something they needed but had never had before. Linden et al. (2022) in their study of adolescents' use of Reddit found three primary motivators driving adolescents to anonymous spaces: fear of stigma and rejection, limited access to appropriate mental health services, and the need to connect with someone willing to listen without judgment. These three motivators were reflected in students' enthusiasm for the HearSpace program during the socialization process. Casañas et al. (2022) added that school-based intervention programs combining face-to-face approaches with digital media be effective in increasing mental health knowledge, reducing stigmatizing attitudes, and increasing help-seeking tendencies among adolescents.

Discussion

1. HearSpace as a Safe Space for Students

The research results show that HearSpace can serve as a safe alternative space for students at Kemala Bhayangkari 1 Junior High School in Surabaya to express their emotional experiences. Before this program, most students tended to suppress their feelings and avoid sharing personal problems. This condition was influenced by the fear of social judgment from the school environment, especially from peers. After HearSpace was introduced, students began to express their complaints, emotional distress, and personal experiences through the provided anonymous media. This shows that a safe communication space significantly influences adolescents' emotional openness.

In a sociological context, HearSpace not only serves as a medium for sharing but also as a new social space that offers students a sense of acceptance. This program helps students feel that

their emotional experiences are not considered excessive or shameful. In a safer, nonjudgmental space, students have the opportunity to express themselves more openly. This demonstrates the crucial role a supportive social environment plays in supporting adolescent mental health in the school environment. These findings align with research by Wardani (2021), which explains that peer social support has a significant relationship with adolescent mental health.

Furthermore, the success of HearSpace demonstrates that informal approaches are more readily accepted by students than formal services, which are often perceived as rigid and stressful. Adolescents tend to feel comfortable when communication is relaxed, close to their daily lives, and does not emphasize hierarchical relationships. Therefore, HearSpace has succeeded in building emotional closeness with students through a more flexible approach that aligns with the characteristics of today's adolescents.

2. Social Stigma and the Courage to Tell Stories

One of the key factors influencing HearSpace's success is its ability to reduce the social stigma associated with mental health in the school environment. According to Erving Goffman's stigma theory, individuals often hide certain conditions out of fear of being negatively labeled by their social environment. In the school context, students experiencing emotional problems are often perceived as weak, unable to control themselves, or identified with students who have problems. As a result, many students choose to remain silent rather than openly seek help. Research findings indicate that anonymity is a crucial factor in increasing students' courage to share their stories. When identities do not need to be revealed, students feel safer sharing personal experiences without fear of losing social acceptance from their peers. Thus, anonymity in HearSpace serves as a social mechanism that can reduce the stigma pressure in the school environment.

In addition, the stigma surrounding Guidance and Counseling (BK) services makes students more comfortable using HearSpace. Some students still view the guidance and counseling room as a place for students who are having problems or frequently breaking school rules. This perception makes students reluctant to come in person, even though they actually need emotional support. This condition aligns with research by Allo et al. (2026), which shows that adolescents using digital mental health platforms still have a stigma against school counseling services due to fear of being labeled negatively by their social environment. The success of this program shows that adolescent mental health problems are not only related to individual conditions but are also influenced by social constructs in the school environment. Therefore, efforts to address mental health need to consider social factors such as stigma, shame, and the

culture of judgment that still thrives among adolescents.

3. Social Capital and Peer Support

The research results also show that HearSpace's success is influenced by capital availability. Social capital in student relationships. From Putnam's perspective, social capital is built through trust, social networks, and norms of mutual support within a community. HearSpace successfully leverages existing friendships within the school environment into a more tangible form of emotional support. Peer support has a significant impact on adolescents' psychological well-being because, at this stage of development, students tend to be closer to their peer groups than to adults. Adolescents feel that peers better understand the experiences and pressures they face daily, such as friendship conflicts, academic pressure, and feelings of insecurity. Therefore, the peer support approach in HearSpace makes students feel more understood and less alone as they face their problems.

Through the interactions built within the program, mutual trust and the courage to share emotional experiences emerge. This demonstrates that supportive social relationships can serve as psychosocial protection for adolescents. Research by Mufidha (2021) shows that peer social support positively contributes to adolescents' psychological well-being. Furthermore, research by Mauliza et al. (2025) also explains that peer social support has a significant relationship with adolescent mental health. Thus, HearSpace not only helps students individually but also strengthens social relationships between students through a culture of mutual support and nonjudgmental listening. This is crucial because adolescents' mental health is inseparable from the quality of their social relationships within the school environment.

4. The Role of Digital Media in Social Intervention

The use of Instagram as HearSpace's primary medium is a contributing factor to the program's effectiveness. For today's youth, social media is not just a communication tool but also a part of everyday social life. Teenagers use digital media to build their identity, seek social validation, and express their personal experiences. Therefore, using a familiar platform makes HearSpace more accessible to students. In the context of digital sociology, social media can be understood as a new social space that shapes the interaction patterns of modern society, including adolescents. HearSpace uses this digital space to foster more flexible, less formal communication. Students can access services at any time without having to come directly to a specific room at school. This reduces social and psychological barriers compared to conventional services.

Furthermore, the use of digital media also makes communication feel more equal. Interaction

through social media reduces the hierarchical feel that typically arises in formal communication between students and teachers. Thus, students feel more comfortable sharing their emotional experiences. This finding aligns with research by Rahmadani et al. (2022) on E-Peer Support, which showed that digital-based psychosocial support is more readily accepted by adolescents because it aligns with the flexible and informal communication patterns of the younger generation. However, the use of digital media also presents its own challenges, particularly related to privacy, security, and consistent service management. Therefore, proper supervision and management are necessary to ensure that digital media remains a safe and supportive space for students.

5. Role of Stakeholders and School Structure

The success of HearSpace is inseparable from the support of the various stakeholders involved in the program, particularly the school, guidance counselors, homeroom teachers, and students as facilitators. School support provides social legitimacy to the program, allowing students to feel more confident that the service is safe and truly supported by the school environment. Guidance counselors play a crucial role in helping create a school environment that is more open to mental health issues. Although HearSpace exists as an alternative space, the program still requires formal support services to ensure appropriate guidance for students who need further assistance. In this context, HearSpace serves as an initial bridge for students to begin speaking up about their emotional states.

Furthermore, student involvement as facilitators also positively influenced the program's success. The close age gap between students made them perceived as more socially connected than teachers or other professionals. A more relaxed and less formal relationship helped students feel more comfortable communicating. These findings suggest that the success of social interventions in school settings is strongly influenced by the ability to build close, flexible, and nonhierarchical relationships. Therefore, stakeholder collaboration is a crucial factor in creating a school environment that is more supportive of adolescent mental health.

6. Sustainability and Limitations of the Program

Although HearSpace has shown positive results, the program still has several limitations. One major limitation is that service capacity still relies on student teams and voluntary student participation. This situation could impact the long-term consistency of services if there is no regeneration or strengthening of the program management system. Furthermore, the peer support approach has limitations when handling cases that require professional assistance. Not all emotional problems can be resolved solely through peer support. In certain cases, such as

severe psychological distress, students still require professional assistance from a competent psychologist or counselor. Therefore, HearSpace is better understood as a form of preventive intervention and early support rather than a professional therapy service.

Another limitation is that some students still feel uncertain about the service's security and anonymity. Some students worry that others might discover their identities, so they choose to keep their personal problems to themselves. This suggests that a culture of mistrust and social stigma remains quite strong in the school environment. Nevertheless, HearSpace has the potential to be developed as a more sustainable model for school-based mental health interventions. The use of simple digital media, low operational costs, and an approach close to adolescent communication culture are key assets for the program's sustainability. With school support, ongoing training, and collaboration with professional services, HearSpace has the potential to become a more effective emotional support space for students in the future.

Conclusion

This study demonstrates that HearSpace can function as an effective alternative safe space for seventh-grade students at SMP Kemala Bhayangkari 1 Surabaya to express their pent-up emotional distress. Through a two-way, anonymous approach and a combination of a physical chat box and an Instagram-based digital service, HearSpace successfully reached students who were previously reluctant to access formal services due to social stigma. Findings from all three classes confirm that friendship problems, academic pressure, family conflict, and self-confidence crises are systemic and widespread psychological burdens among early adolescents, not isolated individual issues. The fact that students consistently chose the anonymous space over available guidance and counseling services strengthens the theoretical argument that stigma, from Goffman's perspective, actively works to shape silent and withdrawn behavior in the school environment. At the same time, anonymity has been shown to be a social mechanism that can reduce such stress. The students' positive response to the HearSpace program also indicates the formation of seeds of peer-based social trust, which aligns with Putnam's concept of social capital, in which safe sharing spaces serve as the foundation for broader emotional support networks within the school environment.

However, HearSpace should be understood as a preventative intervention and early support, not a substitute for professional services. Limited team capacity, the risk of emotional exhaustion, and some students' lingering doubts about the guarantee of anonymity are challenges that need to be addressed in future program development. With consistent institutional support, ongoing team training, and close collaboration with professional services

such as guidance counselors and mental health institutions, HearSpace has the potential to develop into a sustainable, replicable school-based intervention model in other educational contexts. Further research with a wider range of participants and a longer duration is needed to more comprehensively evaluate the program's long-term impact on students' psychosocial well-being.

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