

The Role of Psychoeducation: Raising Youth Awareness

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DOI: <https://dx.doi.org/10.47772/IJRISS.2025.917PSY0043>

Received: 20 June 2025; Accepted: 24 June 2025; Published: 25 July 2025

ABSTRACT

Adolescent awareness of mental health literacy and knowledge of the role of psychologists tends to be low. Aspects of mental health literacy: 1) Maintenance of positive mental health; 2) Recognition of mental illness; 3) Attitude to mental illness stigma; 4) Help-seeking efficacy; 5) Help-seeking attitude. The purpose of the study was to improve student literacy about mental health and the role of psychologists for adolescents and awareness of the importance of psychological consultation at that age. The methods applied in psychoeducation use several methods, namely group studies, lectures, and simulations. The design of this study used a one group pre-test and post-test design. The results showed that the treatment given had an effect on increasing mental health literacy in adolescents. Proven by data analysis data obtained a value of $p = 0.000$ which means there is a difference before and after treatment. Also supported by the bar graph that the student scores before and after treatment have increased.

Keywords: Psychoeducation, Mental Health, Adolescent Psychologist, Awareness, Youth

INTRODUCTION

Adolescence is a transitional age group between childhood and adulthood, where this phase... occurs in the age range of 12-18 years. In their growth and development, adolescents experience many challenges, one of which is related to their psychological/mental health. Research conducted by the Indonesia National Adolescent Mental Health Survey (I-NAMHS) found that one in three adolescents in Indonesia experience mental problems. Siswanto as the main researcher of I-NAMHS said that only about 2.6% of adolescents who experience mental health problems have utilized mental health facilities or counseling services in the last 12 months to help them overcome the emotional and behavioral challenges they face. This figure shows a very small proportion of the total adolescents who actually need support in dealing with their mental health problems.

Mental health cases that occur among teenagers. From the academic realm, teenagers who go to school tend to experience academic stress [1] [2] which can have an impact on academic performance [3]. From a social life perspective, adolescents tend to be victims and have the potential to become perpetrators. bullying [4] [5]. This phenomenon has long-term impacts if not taken seriously by adolescent caregivers and even by the adolescents themselves. Adolescents who have psychological problems can experience loneliness and somatic disorders [6]. Apart from that, academic pressure increases can cause problems in the individual's thinking, cognitive, emotional and behavioral processes [7]. Bullying what happens in the school environment causes the victim not to want to come to school, has headaches, is depressed, has physical injuries and the worst is the desire to commit suicide [8]. The many negative impacts felt can be a concern for carrying out prevention and handling professionally.

Paying attention to mental health for adolescents can improve their emotional well-being, reduce negative behavior and reduce symptoms of depression [9]. For adolescents who attend school, paying attention to mental health can reduce the academic stress they have, in addition to increasing self-efficacy, self-esteem and improving physical health [10]. To improve mental health, you can consult a professional, by visiting a psychologist. By visiting a psychologist, individuals can identify the causes of the problems they experience so as to avoid *self-diagnosis* which is currently popular [11]. Adolescents who attend school and visit school psychologists will receive services and support in the form of increasing mental health literacy and increasing

knowledge of the role of psychologists in adolescents, early intervention for those who have the potential to experience disturbing mental health conditions and receive treatment for those who experience obstacles due to their mental health conditions [12].

Based on the initial assessment conducted using the interview method *off record* to the psychologist of SMAN Taruna Nala East Java, it was found that on average male and female students still feel that their mental health is not an important thing for their lives, so they feel no need to come to a psychologist. In addition, according to them, coming to a psychologist is something that can cause them to become objects *bullying* because they are considered sick. This is in line with research conducted by [13] students are reluctant to go to a psychologist because of stigma, fear of being labeled, discomfort and disbelief in opening up to people and a lack of understanding of the role of psychologists or counselors. In fact, psychologists are not only for individuals who experience disorders, but anyone can come to a psychologist. The benefits of coming to a psychologist for students have been explained in the previous paragraph.

Psychoeducation is a process that aims to provide information, understanding, and skills to individuals or groups related to aspects of mental health [14]. Psychoeducation provided to adolescents can provide the knowledge, understanding, and skills needed to maintain their own mental health, as well as to increase their awareness of the importance of caring for mental health from an early age [15]. Mental health promotion in adolescents has been carried out previously for improving adolescent mental health [16]. From the existing phenomenon, researchers aim to provide psychoeducation to improve mental health literacy and the role of psychologists in adolescents and provide benefits to audience the importance of mental health and the role of psychologists in mental health in adolescents

RESEARCH METHOD

This research is a type of research quasi-experiment with the research design used one group pre- test and post-test. Sampling technique using purposive sampling with the characteristics that have been determined. In this study, there were two assessments, namely before and after the administration of treatment.

Research Design

TABLE I Research Design

Grup	Design
Student	• Pre Test X Post Test

From the table above it can be seen that the subjects will be measured before receiving treatment, which is called pre-test. Likewise, after being given treatment, the subject obtains post-test which is useful for measuring the extent of students' mental health literacy

Research Target/Subject

Sampling technique using purposive sampling with the criteria for the research subjects used, namely 30 students. The characteristics of the research subjects are students aged 14-17 years, do not have physical disabilities and mental disorders, with female and male genders who have a score pre-test in the low and medium categories of mental health literacy

Research Procedure

The researcher prepared a permit letter for fieldwork, followed by an initial assessment. Furthermore, the researcher prepared a module that was used as a guideline for fieldwork in the context of psychoeducation to improve mental health literacy and knowledge about the role of psychologists in adolescents. The initial assessment was conducted in one of the areas in one of the cities of Malang. namely SMAN Taruna Nala Jatim. Determination of subjects based on the category of students who have a score pre-test in the low and medium categories. The researcher continued by providing treatment in the form of group discussion activities

on cases. Mental health which occurs during adolescence is continued with session activities knowledge where researchers provide knowledge about mental health and the role of psychologists in adolescents as well as simulation sessions (sharing session) in collaboration with the PSYUP psychology bureau. Ended with the provision of post-test and closing

In session first students are given *key card* in the form of cases of mental health problems that occur in adolescents, followed by each group of students providing discussion results in the form of responses to cases of mental health problems that occur in adolescents and ending with feedback from the researcher. Continued in session 2 where after the discussion session the researcher collaborated with a psychologist from the PSYUP psychology bureau to provide knowledge about mental health and the role of psychologists in adolescents with a presentation session or *lecture*. In session 3 the researcher gave students the opportunity to sharing session to the expert (psychologist). Session 4 or the last, the researcher asked the audience and closed the activity treatment.

After data collection was carried out, the researcher carried out the data analysis process using table and diagram analysis to see the differences before and after being given treatment. Statistical data management using SPSS version 22 with analysis non-parametric (subjects under 30 students) Wilcoxon and described descriptively with a comparison of scores pre-test and post-test with the aim of seeing the difference in existence treatment. If the value post-test higher, it can be interpreted that the treatment given has an effect.

RESULT AND DISCUSSION

The research was conducted with subjects who filled out pre-test scale and post-test mental health literacy totaled 30 people. Below are the results of the categorization based on the data pre-test and post-test to see the distribution of data:

TABLE II Categorization of research results

Test	Category	Interval	Frequency	Presentation	Mean	SD
Pre-test	Low	< 63.5	1	3.3%		
	Currently	64-95.5	20	66.7%	80	16
	Tall	> 96	9	30%		
Post-test	Low	< 63.5	0	0%		
	Currently	63.5-95.5	0	0%	80	16
	Tall	> 96	30	100%		

It can be seen based on the table that exists before treatment is given (pre-test), the majority of students are in the medium category (66.7%), followed by the high category (30%), and only a few are in the low category (3.3%). After treatment (post-test), all students are in the high category (100%). This shows a significant increase in mental health literacy and the role of psychologists among students after being given treatment.

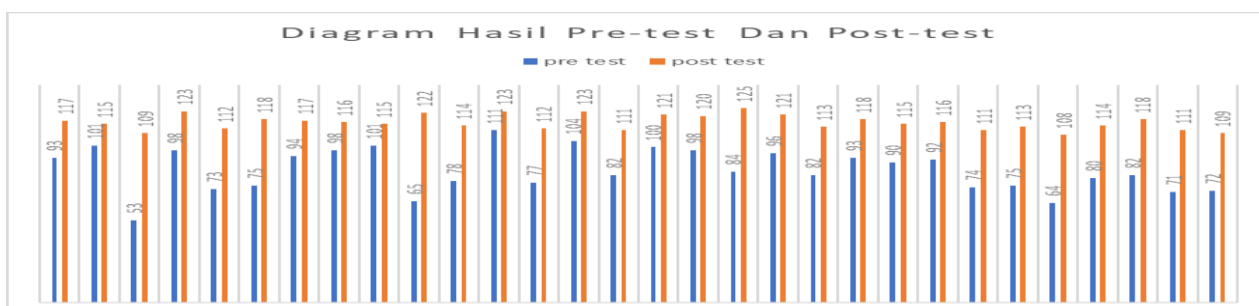


Figure 1. Test results diagram per subject

Markpre-testshows variation between students with scores ranging from 53 to 111. While the scorespost test showed an increase with scores ranging from 108 to 125. All students showed a significant increase in their scores from pre-test to post-test. This suggests that the intervention was successful in improving students' mental health literacy and their understanding of the role of psychologists.

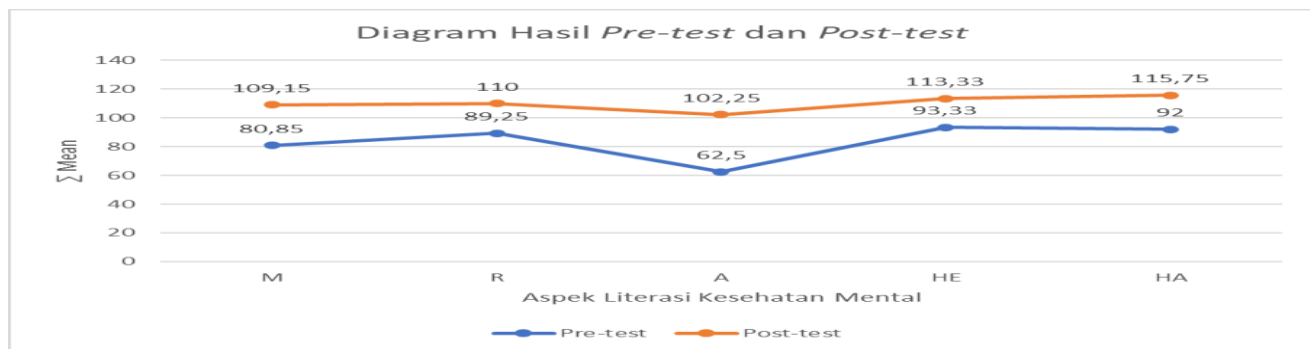


Figure 2. Test results diagram per aspect

The average value of each aspect (maintenance of positive mental health; recognition of mental illness; attitude towards mental illness stigma; help-seeking efficacy; help-seeking attitude) shows a significant increase from pre-test to post-test. This confirms that the treatment provided successfully increased mental health literacy and students' understanding of the role of psychologists

The psychoeducation provided has an influence on increasing mental health literacy and the role of psychologists among adolescents at SMAN Taruna Nala Jatim students. It can be seen in the table below:

TABLE III Wilcoxon test of pre-test and post-test data

Group	Asymp.	Sig.	Information	Mean
	(2-tailed)			Positive Ranks
Student	0.000		There is influence	15.50

The results of the Wilcoxon test conducted on students using IBM SPSS 25 showed an asymp. Sig. (2-tailed) value. P value <0.05 ($p=0.000$). These results provide meaning that the treatment given to students has an influence on increasing their knowledge regarding mental health literacy and the role of psychologists among adolescents with an average increase of 15.50

The results of observations and interventions based on each session show that in discussion session where this session aims to provide an overview of mental health problems that occur in adolescence with the target, can provide responses and responses from the results of the discussion based on the mental health literacy skills possessed by students. The results showed that only two groups out of 10 formed by the facilitator were able to provide responses from the results of the discussion. The first group that received the keycard of traumatic mental health problems due to social media hate comments responded that in responding to hate comments, they should be more accepting and grateful for what they have. This refers to the aspect of mental health literacy, namely, Maintenance of Positive Mental Health where this aspect refers to individual efforts to maintain more positive and sustainable mental well-being. The second group with the keycard of mental health problems delaying academic tasks to avoiding (Procrastination) responded that based on personal experience, before taking on a responsibility, individuals should be able to sort and make a schedule for themselves. In this, the facilitator provided feedback that what was conveyed by the second group was a form of self-management or self-regulation. This refers to the aspect of Recognition of mental illness where this aspect refers to individual awareness of mental health problems because the response of the second group is based on personal experience. Then knowledge session with the aim of providing knowledge about mental health based on 5 aspects of Jorm AF mental literacy and the target is that students can understand and improve their knowledge of mental health based on 5 aspects of Jorm AF mental health literacy. The results after the

facilitator/presenter explained the five aspects of mental health literacy, namely maintenance of positive mental health, recognition of mental illness, attitude to mental illness stigma, help-seeking efficacy, and help-seeking attitude. Based on the results of the interaction between the facilitator and students in this session.

Students showed interest in the material given, indicated by when the speaker recalled the previous aspects that had been explained, students were able to mention the name of the aspect. In addition, during the question-and-answer session, quite a lot of students raised their hands to ask questions, but due to time constraints, only 5 students got the opportunity to ask questions due to time constraints. Their questions included first, how to do good and correct self-love because when delivering the material, the maintenance of positive mental health aspect discussed one way by doing self-love, besides that, there were also those who asked about how to generate enthusiasm in daily activities. Other questions related to self-diagnosis, about whether the psychological tests circulating on the internet can be trusted or not because some of them had taken the test and the results tended to be in accordance with their daily lives. This question refers to one aspect, namely recognition of mental illness where this aspect explains the ability to identify and understand the signs and symptoms of mental problems. The facilitator provides answers to these questions by referring to the aspects of help-seeking efficacy and help-seeking attitude where the facilitator directs them if they feel something is bothering them about their mental health, they need to have the confidence to seek help from a professional and if they are sure then go to a professional such as a psychologist, because by going to a psychologist they can avoid self-diagnosis or unwanted things from happening. In the last session, namely simulation session which aims to provide an overview of the stages and processes in seeking help for mental health problems, where this session refers to the aspects help seeking attitude with the target, the subject can increase awareness of the importance of seeking help from experts (Psychology Bureau). While the results of this session, the psychologist after practicing counseling to students with the psychologist asked several students to practice counseling in front of the audience in turn. Then the psychologist gave a registration form for consultation at the psychology clinic, getting a lot of positive responses seen from the number of participants who filled out the registration form. The researcher concluded that students got insight of this session relating to aspects help seeking attitude. In addition, from the researcher's perspective, students have understood how the role of psychologists is important in maintaining their spiritual health.

CONCLUSIONS

From the description above, it can be concluded that psychoeducation on increasing mental health literacy and the role of psychologists among adolescents has an influence or increase. This is proven by the results of the pre-test and post-test showing an influence with Sig. (2-tailed)p value <0.05 ($p=0.000$) increased their knowledge related to mental health literacy and the role of psychologists among adolescents with an average increase of 15.50. There are limitations to this study, including the subjects, time, and implementation of each session which are less than optimal.

ACKNOWLEDGMENT

The recommendation in this study for students of SMAN Taruna Nala East Java and the academic community of SMAN Taruna Nala East Java to continue to reduce cases and symptoms of psychological problems with prevention and increasing mental health literacy and paying special attention to the presence of psychologists among adolescents. It should be noted that if students and the school academic community have insight or mental health literacy, it can reduce the number of cases of psychological problems that occur in adolescents, especially students. Because in mental health literacy there is insight and knowledge of prevention and proper handling of psychological problems.

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