

Psychoeducation of Mental Health in Adolescents

Prisca Diantra Sampe^{1*}, Rusnawati Ellis², Neleke Huliselan³, Izak Jakobis Makulua⁴

^{1,2,3,4} Guidance and Counseling Study Program, Pattimura University

*Corresponding Author: priscadiantrapsi@gmail.com

ABSTRACT

Mental health is a very important issue in all human life, including adolescents. This is because adolescents in the age range of 10-19 years tend to experience a fairly high mental period. The purpose of this activity is so that teenagers will increase mental health awareness in adolescents. The implementation method is using the psychoeducational method in which there is the provision of material, discussions and presentations to adolescents. The results obtained are an increase in awareness of mental health in adolescents. Teenagers realize that mental health is important. With this activity, teenagers are moved to be better, especially in mental health issues

Keywords: psychoeducation; mental health; adolescent; human life; mental period

INTRODUCTION

Adolescence is a transitional period between childhood and adult life marked by biological and psychological growth and development (Hidayati and Farid, 2016). In facing the transition period, there are a number of changes and problems in the lives of adolescents. These changes include physical, mental, social and emotional changes (Stuart in Malfasari, Sarimah, Febtrina and Herniyanti, 2020).

WHO notes that the prevalence of individuals with emotional disorders in the world is in the age range of 10-19 years where there is a tendency to affect the overall mental and emotional health well-being of adolescents (Malfasari, Sarimah, Febtrina and Herniyanti, 2020). This is because each individual has their own limits in dealing with a problem, this is also felt by adolescents because there is no maturity formed in adolescents (Prasetyo, 2021).

Mental health itself refers to cognitive, behavioral and emotional well-being, so mental health not only affects physical aspects but also social relationships. The Child Empowerment and Protection Commission in July 2020 noted that girls are more likely to experience depression than boys, in addition, 93% of those who experience mental health problems are found in children aged 14-18 years (Melina and Herbawani, 2022).

Based on interviews with several teenagers in the city of Ambon on January 15, 2023, January 18, 2023 and March 9, 2023, it was found that until now there are many obstacles or problems experienced by adolescents such as not finding happiness at home, so trying to find happiness in other places such as hanging out with many friends and wanting to be accepted in certain communities. In addition, there are also those who do not want to tell stories related to problems so they decide to hurt themselves such as slicing wrists. There are even those who in order to meet their personal needs, are willing to sell themselves but in the end the individual receives social sanctions such as being shunned. Another thing that is often encountered is the rampant phenomenon of bullying in schools.

Things like this that make individuals feel unable to cope so that they experience problems in their mental condition. This is also because adolescents are entering the transition period, so it will affect all aspects of individual life (Azizah, 2013).

Therefore, it is very important to provide a method that will help individuals, especially adolescents, to be able to realize the importance of mental health. With psychoeducation related to mental health, adolescents are increasingly aware of the importance of mental

health in individuals. This is in line with the opinion of Hubbord, McEvoy, Smith and Kane (in Natasubagyo and Kusrohmaniah, 2019) that psychoeducation is an important part of overcoming mental health problems

METHOD

The method used in this study used psychoeducation. This is considered effective because the provision of psychoeducation is closely related to the concept of mental health literacy because there is knowledge and insight into mental disorders (Jorn in Natasubagyo and Kusrohmaniah, 2019). In this activity, not only speakers gave matero but there was also a discussion group. The steps for implementing the evaluation are hearings with several adolescents related to the main needs with the community, making themes related to mental health and preparing space for the psychoeducation process. After that, teenagers will be given quizzes to check their understanding regarding the provision of the material.

RESULTS AND DISCUSSION

The psychoeducation model is a good thing and can be applied to adolescents, as a form of concern for increasing awareness of mental health in adolescents from an early age. With psychoeducation, it is hoped that adolescents who experience mental problems can be reduced. This is in line with the opinion of Lukens and McFarlane (2004) that psychoeducation is a professional tretament given to meet the expectations of individuals. The focus of this activity is the provision of material on mental health and discussion in small groups.

From the results of giving quizzes before and after giving material, several important things can be obtained, namely:

Table 1. Mental Health Pretest and Post Psychoeducation Scores

| Participants | Total Results Pre | Total Post Results | Information |
|--------------|-------------------|--------------------|-------------|
| MXL | 29 | 60 | Increase |
| BM | 35 | 60 | Increase |
| SSL | 26 | 73 | Increase |
| RTW | 15 | 45 | Increase |
| PR | 30 | 85 | Increase |
| AAP | 45 | 80 | Increase |
| PA | 30 | 75 | Increase |
| KW | 20 | 56 | Increase |

Scores are obtained from pre-test and post-test tests which contain individual understandings related to mental health. From the table, it appears that every teenager who participated in psychoeducation experienced a significant increase. This is shown by the change between pre-test and post-test scores, where there is a significant increase. This is considered good for improving mental health in individuals.



Figure 1. Discussion Session

In this picture, adolescents are in the process of discussion in small groups after being given one material related to mental health issues. In this session, adolescents and their peers discuss mental health issues well.



Figure 2. Discussion Results Percentage Session

In this picture, teenagers enter the second stage, namely presenting the results of the discussion to their colleagues. They put forward their ideas creatively and innovatively. They also expressed ideas and inputs in their views related to mental health issues that are being discussed. In this session there were those who joked with the ideas conveyed, but they also in time stopped and listened to the results of the discussions of other colleagues.



Figure 3. Pre and Post Charging

In this picture, it is the last session, namely filling in the pre and post test. This filling is done in order to determine the level of understanding of adolescents related to mental health issues. This filling goes well, they are able to do careful charging.

The advantage of this activity is that adolescents are able to understand the material presented, communicate together with their colleagues so that they can share together related to mental health issues. However, there are some disadvantages in this activity, they sometimes do not concentrate at some certain time and even tend to get bored. This is characterized by some of them yawning and disturbing their friends. But this can be overcome by TIM well.

In the implementation of this PKM, everything went well. There are no significant obstacles in the implementation of PKM because there is support from various parties ranging from the chairman of the congregation assembly, the coordinator of group caregivers to the caregivers in charge and teenagers. They strongly support the process of activities until they succeed. Likewise, with the creation of material and activities in groups, there are no problems that mean everything can run well.

CONCLUSION

In the implementation of this activity went well, this was shown by an increase in pre-test and post-test scores. This means that adolescents have much better mental awareness when given psychoeducational interventions. They also better understand the meaning of mental health in an individual's entire life. Thus, the purpose in the implementation of this activity goes well, adolescents are given psychological intervention so that they become aware and aware related to mental health. In addition, there are significant changes that can be produced by individuals.

ACKNOWLEDGMENTS

On this occasion, the author would like to express his gratitude to the Chairman of the Inauel OSM Jama'at Council, the Coordinator of SM-TPI Caregivers of the Gilgal Group, the Youth Caregivers of the Gilgal Group and the Youth participants who have actively participated in the entire series of activities so that they can run well

REFERENCES

- Azizah. (2013). Happiness and Problems in Adolescence (Use of Information in Individual Guidance Services). *Religious Counseling:Journal of Islamic Counseling Guidance*, 4(2), 295-316
- Hidayati, K.B., & Farid, M. (2016). Self-Concept, Adversity Quoetient and Self-Adjustment in Adolescents. *Persona:Indonesian Journal of Psychology*, 5(2), 137-144
- Lukens & McFarlane. 2004. *Psycho education as Evidence-Based Practice: Consideration for Practice, Research, and Policy. Brief Treatment and Crisis Intervention Vol. 4 No. 3.* Oxford University Press.
- Malfasari, E., Sarimah., Febtrina, R., & Herniyanti, R. (2020). Mental Emotional State in Adolescents. *Journal of Psychiatric Nursing*, 8(3), 241-246
- Melina, S.A., & Herbawani, C.K. (2022). Factors Influencing Adolescent Mental Health during the Covid-19 Pandemic: A Literature Review. *Indonesian Journal of Public Health Media*, 21(4), 286-291
- Natasubagyo, O.S. & Kusrohmaniah, S. (2019). Effectiveness of Psychoeducation for Improving Depressive Literacy. *Gadjah Mada Journal of Professional Psychology (GAMAJPP)*, 5(1), 26-35
- Prasetyo, A.E. (2021). Mental Health Awareness Education as an Effort to Care for Adolescent Mental Health During a Pandemic. *Journal of Empowerment*, 2(2), 261-269