



## Education on Efforts to Maintain Teenagers' Mental Health Due to Academic Burden and Social Pressure at SMAN 6 Tangerang Regency

Dwi Nurmawaty<sup>1</sup>, Santos Winarso Dwiyo<sup>2</sup>

<sup>1,2</sup>Universitas Esa Unggul, Jl. Arjuna Utara, Duri Kepa, Kec. Kb. Jeruk, Kota Jakarta Barat, Jakarta 11510

Article Info	ABSTRACT
<p><b>Corresponding Author:</b> Dwi Nurmawaty E-mail: <a href="mailto:dwi.nurmawaty@esaunggul.ac.id">dwi.nurmawaty@esaunggul.ac.id</a></p>	<p>The adolescent stage is a stage where a person gets a burden in the form of new responsibilities and demands from the surrounding environment. Some experts state that adolescents are very vulnerable to experiencing mental or psychological problems. Adolescents who are also students often experience stress due to social pressure and demands in the school environment. A survey conducted by the Indonesia-National Adolescent Mental Health Survey (I-NAMHS) in 2022, stated that there were around 15.5 million or 34.8% of adolescents in Indonesia who experienced mental health problems. This counseling was conducted to minimize academic stress in adolescents by creating healthy competition in the school environment, by presenting an understanding of what mental health is, its impact, and efforts that can be made to maintain adolescent mental health. This counseling was conducted using lecture and question and answer methods involving 35 students of SMAN 6 Tangerang Regency. Knowledge measurement or evaluation was carried out using pre-test and post-test questions for students. The results of the pre-test and post-test questions done by students can be an indicator that the counseling activities carried out are quite effective because there is an increase in knowledge in students related to the definition of mental health and efforts that can be made to maintain mental health. After this counseling, it is expected that no student of SMAN 6 Tangerang Regency will experience mental health problems.</p> <p><b>Keywords:</b> Knowledge, Health Education, Health, Mental, Students</p>

This is an open access article under the [CC BY-NC](https://creativecommons.org/licenses/by-nc/4.0/) license



### INTRODUCTION

The World Health Organization (WHO) states that mental health is a state of well-being in which individuals can recognize their abilities, cope with problems that cause them stress and pressure, be productive in their daily lives, and socialize as well as actively participate in their surroundings and communities.

*Education on Efforts to Maintain Teenagers' Mental Health Due to Academic Burden and Social Pressure at SMAN 6 Tangerang Regency-Dwi Nurmawaty et, al*

Radiani (2019) states that mental health disorders are a health condition related to how individuals feel, think, interact, and act with others around them. The disorders require special attention and proper handling as they vary from mild to severe categories. Mental health disorders are also considered a health condition related to the thoughts, emotions, and behaviors of those affected. Such conditions can greatly impact daily activities and disrupt the quality of life of the affected individuals. This is not a personal weakness or a trivial matter that can be ignored but rather a medical condition that requires attention and care from the right people.

World Population Review released data on depression rates across countries in 2023 and stated that in Indonesia, 9,162,886 cases of depression were found, with a prevalence rate of 3.7%. Indonesia's population increases by more than 3 million people every year, reaching 277,816,661 people. This raises concerns that the number of depression cases may continue to rise and increase further. Additionally, data from Our Better World, citing the Indonesian Ministry of Health's 2013 report, states that approximately 9 million Indonesians suffer from depression, leading to around 3.4 suicide cases per 100,000 people in Indonesia. In the same year, about 16 million people were found to have committed suicide, primarily due to anxiety and depression. The majority of suicides were committed by teenagers aged 15 and above.

Mental health disorders among students can be caused by various interrelated factors. These factors include high academic pressure, bullying, family problems, hormonal changes, lack of social support, traumatic experiences, sleep disturbances, poor eating habits, and underlying health conditions. Additionally, genetic factors can also play a role in increasing an individual's vulnerability to mental disorders. A combination of these factors can trigger or worsen students' mental health conditions, making it crucial to give serious attention to this issue.

Adolescence is often described as the most challenging transitional period to go through due to unstable emotions and mental conditions, facing various conflicts, emerging demands, mood swings, and a lack of problem-solving skills. Mental health problems do not arise without a clear cause. Many factors influence the emergence of mental health issues in individuals. One of the contributing factors to mental health problems is socioeconomic conditions, where the social environment is an inseparable part of human life because it is part of the normative system that surrounds them.

Additionally, according to The Mental Health Foundation (2016), one of the causes of poor mental health and psychological well-being is poverty, which includes social and economic inequality. Teenagers experiencing mental health problems due to social environments often feel pressure to adjust to societal expectations, making them less optimistic, less valuable, and feeling like failures compared to their peers from a better social background (Ayre, 2016).

Based on research by Mowat (2019), there is a correlation between low socioeconomic status in girls and depression levels in 14-year-old adolescents. Many students in Indonesia still perceive mental health issues as taboo or even see them as a sign of weakness, which is why mental health education and awareness programs are necessary.

## METHODS

This health counseling activity was carried out using the lecture method, followed by a question-and-answer session. In addition, the audience was provided with leaflets, posters, and banners. The following are the stages of the activity:

### 1. Preparation

The initial stage of implementing this counseling activity began with a preliminary survey of schools. This survey aimed to obtain official permission from the school authorities and to determine the appropriate number of students and grade levels for this counseling session. After obtaining permission, the next step was to hold a detailed discussion with the school to formulate a relevant and engaging theme for the students.

To support the success of the counseling session, an implementation team was formed to carry out the assigned tasks. The next step was to coordinate the preparation of presentation materials, leaflets, posters, and banners using the Canva application. The designed leaflets, posters, and banners were then distributed to the students. As a form of evaluation, the team developed an assessment instrument using pre-test and post-test questions to measure students' understanding before and after attending the counseling session. This was essential to determine how effectively the counseling material was delivered.

### 2. Activity Implementation Stage

This health counseling session was conducted at SMAN 6 Tangerang Regency on Friday, November 22, 2024, from 09:00 AM to 11:30 AM WIB. The counseling targeted 10th and 12th-grade students, with a total of 35 participants. The theme of this counseling session was "Minimizing Academic Stress by Creating Healthy Competition," presented through Canva media. The counseling materials were delivered using various media, including PowerPoint presentations, leaflets, posters, and banners.

To assess the effectiveness of the activity, an evaluation was conducted through pre-test and post-test assessments. The pre-test was completed by the audience before the counseling material was delivered to evaluate their initial competence, while the post-test was completed after the material was presented to measure the increase in students' knowledge and understanding. The implementation of this activity was divided into five stages:

- a. Pre-test completion
- b. Presentation of counseling material
- c. Question-and-answer session
- d. Post-test completion
- e. DASS questionnaire completion

At the beginning of the activity, the counseling team distributed pre-test questions to be completed by the students. The pre-test consisted of 10 questions related to the counseling material. The purpose of the pre-test was to measure students' initial understanding of the topic. Students were given 10 minutes to answer the questions. The results were then analyzed and presented as a percentage of correct answers.

After the pre-test, the counseling material was delivered over approximately 30 minutes. The material covered various important topics, including:

- a. Definition of mental health
- b. Factors influencing students' mental health
- c. Negative impacts of mental health issues

- d. Efforts to maintain mental health
- e. The role of schools, parents, and peers in supporting teenagers' mental health

During the material presentation, the speaker used a PowerPoint presentation created with Canva, supported by a projector, microphone, and sound system. In addition, leaflets containing information about the topic were distributed to participants. During the presentation, the students appeared enthusiastic and focused on following the explanation. The lecture method proved to be effective in enhancing participants' knowledge about the importance of maintaining mental health among teenagers. Previous research has shown an increase in post-test scores after applying the lecture method.

After the presentation, a 20-minute question-and-answer session was conducted. This session was led by the speaker, where students were encouraged to ask questions about the material presented. This aimed to deepen the audience's understanding and provide clarifications on aspects that were still unclear.

At the end of the activity, students were asked to complete the post-test, which took approximately 10 minutes. Additionally, students were required to fill out the DASS questionnaire to assess their mental health condition. The post-test results were analyzed and presented as a percentage of correct answers. A comparison of pre-test and post-test results was used to evaluate the level of improvement in students' knowledge after participating in the counseling session.

### 3. Evaluation

Overall, this health counseling activity ran smoothly and met expectations, with a significant improvement in students' knowledge and understanding regarding the importance of maintaining mental health, especially in facing academic stress and social pressure, which are commonly experienced by teenagers.

#### **Structure**

The health counseling session was conducted for 35 students from SMAN 6 Tangerang Regency, who were representatives from 10th and 12th grades, selected by the school. The room arrangement used during the session was well-prepared and suited to the planned needs, including a projector, microphone, sound system, chairs, tables, and other necessary equipment. The counseling activity proceeded in an orderly and smooth manner as expected. All students involved were well-behaved and disciplined throughout the session. The communication between students and the counseling team was also excellent during both the presentation and question-and-answer session. This was evident from the enthusiasm and high level of engagement displayed by the students, particularly during the question-and-answer and ice-breaking sessions. Additionally, the improvement in post-test results demonstrated that the students experienced a significant increase in knowledge through this counseling session.

#### **Process**

The implementation of this counseling session adhered to the pre-planned schedule and agreements between the students, lecturers, and school administration, which was conducted on Friday, November 22, 2024, from 09:00 AM to 11:30 AM WIB.

## **RESULTS AND DISCUSSION**

This health counseling activity was held on Friday, November 22, 2024, from 09:00 AM to 11:30 AM WIB, and was attended by 35 students, representing 10th and 12th-grade students at SMAN 6 Tangerang Regency.

According to Notoatmodjo (2012), health counseling is a form of educational activity carried out by disseminating pre-determined informational messages. It is not only aimed at instilling belief to raise awareness, knowledge, and understanding but also at encouraging the audience to be willing and able to take action related to health. This counseling activity is also expected to improve students' knowledge, skills, and attitudes.

The intervention results, conducted through health counseling sessions, poster installations, and banner displays, proved to be quite effective in increasing students' enthusiasm and level of understanding. At the beginning of the session, before the material was presented, the team distributed pre-test questions consisting of 10 items related to the counseling material. The pre-test aimed to measure students' initial level of knowledge.

Based on Table 1, the most correctly answered question was Question 3, which was about the role of the environment in maintaining students' mental health (74%), followed by Question 1, which concerned the characteristics of individuals experiencing mental health disorders (66%).

The material was delivered using the lecture method, accompanied by leaflet distribution, banner installation, and poster placement. The lecture method involves delivering counseling material orally to students. The speaker utilized Canva for the presentation, as it offers comprehensive features that enable the creation of highly engaging and visually appealing materials. Attractive materials foster better interaction, making the counseling session effective in increasing students' knowledge at SMAN 6 Tangerang Regency.



Figure 1. Front Leaflet



Figure 2. Front Leaflet



Figure 3. Activity Documentation

After the material was presented, the students were then given 10 more questions.

No	Question	% Correct Answers (Pre-Test)	% Correct Answers (Post-Test)	Knowledge Improvement
1	What are the characteristics of individuals experiencing mental health disorders?	66	91	25
2	How can stress be managed effectively?	43	91	48
3	What is the role of the environment in maintaining mental health?	74	94	20
4	What are the characteristics of emotional development disorders?	40	77	37
5	What factors contribute to mental health disorders?	63	94	31
6	What are the common traits of teenagers with good mental health?	54	91	37
7	What are the negative impacts of experiencing mental health disorders?	57	100	43
8	What are some efforts to maintain teenagers' mental health in the home environment?	40	97	57
9	What are the causes of mental health disorders?	51	100	49
10	How can teenagers maintain their mental health in the school environment?	40	77	37

The post-test questions were given to assess students' understanding of the delivered material. The post-test was also necessary to measure the percentage increase in students' knowledge and to evaluate the success rate of the counseling session.

Table 1 above shows that all questions presented resulted in a significant improvement. The lowest percentage increase in knowledge was found in Question 3, which addressed the role of the environment in maintaining students' mental health (20%). However, looking at the pre-test scores, it is evident that students already had a good understanding of the role of the environment in supporting mental health. In the post-test results, the highest number of correct answers was found in Questions 7 and 9, which focused on the negative impacts of experiencing mental health disorders and the causes of mental health disorders among teenagers (100%).

After conducting the analysis, the results indicate that students' knowledge significantly improved after the counseling session, as expected. Table 1 demonstrates that students' knowledge increased significantly following the counseling session. The most notable improvement was in Question 8, which covered family efforts in maintaining students' mental health (57%). Based on the study conducted by Endang Susilowati and Maryam (2024), counseling using the lecture method has been proven effective in conveying important health-related information and stimulating discussions through Q&A sessions among teenagers.

Additionally, research by Rasniah Sarumi et al. (2020) highlighted a difference in the number of correct answers between the pre-test and post-test completed by students. This indicates that the health counseling session played a crucial role in enhancing students' knowledge and understanding. The conducted counseling session can be categorized as successful in changing students' perceptions of mental health for the better. Regarding the implementation of this counseling session, the authors concluded that the lecture and Q&A method, supported by the use of Canva, leaflets, posters, and banners, was highly appropriate and effective. Based on Table 1, it has been proven that this approach improved students' knowledge and understanding of the delivered material.

This aligns with a study conducted by Oktaviona Hajar et al. (2023), which states that the use of the Canva application in learning significantly influences students' learning interest. The results from the pre-test and post-test questions showed an average pre-test score of 45.58 and a post-test score of 84.53. These results clearly indicate that using Canva has a considerable impact on increasing students' learning interest, as the gap between pre-test and post-test scores is quite large.

## CONCLUSION

The mental health counseling session for high school students was conducted using the lecture and Q&A method. Additionally, the session was supported by Canva, along with the distribution of leaflets, posters, and banners, which significantly improved students' understanding and knowledge. This counseling session proved to be effective, as seen from the increase in students' knowledge at SMAN 6 Tangerang Regency, reflected in their improved performance on the given test questions. The authors recommend that mental health counseling sessions continue to be conducted regularly for students to help prevent mental health disorders. Moreover, attention should be given to ensuring that the session follows the planned schedule. The use of Canva is also recommended for designing materials, posters, and leaflets, as it helps the team organize the materials more efficiently. Canva also enables the creation of visually appealing designs, which can increase student engagement and enthusiasm.

## ACKNOWLEDGMENT

We extend our deepest gratitude to SMAN 6 Tangerang Regency for allowing us to conduct this counseling session as part of our academic responsibilities. We also express our gratitude to the team members and all parties who contributed to the successful execution of this counseling activity. The team members who assisted include: Axelle Nuriskha Benjamin, Mulia Nur Fathonah, Ni Mas Madyastha Pramasintia Mudita, Raisa

Maulida Ramadhani, Robiatu Adawiyah, Savira Dwi Anggraeni, Tovan Rendiawan and Zahra Alisha Shalsabila

## REFERENCE

- Budiman, S. P. (2024). Peran Komprehensif Bimbingan Konseling dalam Menangani Dampak Tekanan Akademik terhadap Kesehatan Mental. *Jurnal Al-Irsyad: Jurnal Bimbingan Konseling Islam*, 6(1), 105-118.
- Desi Yanti, W., Muna, P. K. P., Sarumi, R., ... & Muna, K. Karya Kesehatan Journal of Community Engagement.
- Salsabila, D. F., Hidayat, I. N., & Ramdani, Z. (2022). Peran Stres Akademik dan Perceived Social Support dalam Memprediksi Kesehatan Mental Remaja Akhir di Kota Bandung. *Gadjah Mada Journal of Professional Psychology (GamaJPP)*, 8(2).
- Sarumi, R., Narmi, E. S., Nurfaida, W. O. A., Susilowati, E., & Maryam, M. (2024). Analisis Dampak Penyuluhan Kesehatan Repproduksi Remaja Dengan Metode Ceramah Terhadap Pengetahuan Dan Sikap Pra Nikah Desa Pandansari Kabupaten BREBES. *Jurnal Cahaya Mandalika ISSN 2721- 4796 (online)*, 2232-2249.
- Ulfah, U. (2023, July). Pengaruh Kesehatan Mental Terhadap Prestasi Akademik Mahasiswa Tingkat Akhir. In *Proceedings of Annual Guidance and Counseling Academic Forum* (pp. 23-28).
- Vitoasmara, K., Hidayah, F. V., Purnamasari, N. I., & Aprillia, R. Y. (2024). Gangguan Mental (Mental Disorders). *Student Research Journal*, 2(3), 57-68.