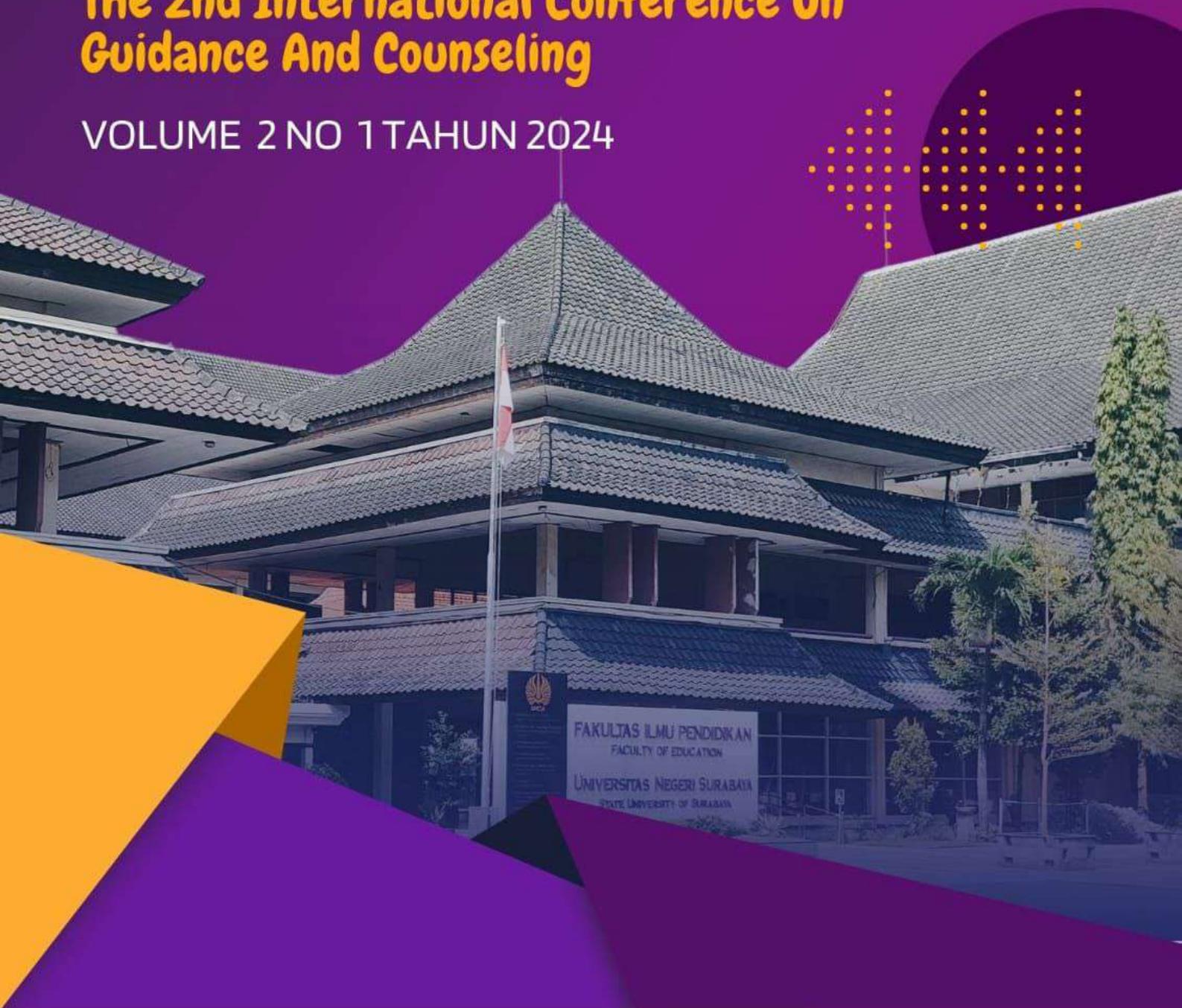




# PROCEEDINGS

**The 2nd International Conference On  
Guidance And Counseling**

VOLUME 2 NO 1 TAHUN 2024



## **EDITORIAL BOARD**

### **The 2<sup>nd</sup> International Conference on Guidance and Counseling (ICGC) 2024**

#### **Keynote Speaker**

1. Carol Buchholz Holland, Ph.D (North Dakota State University, USA)
2. Prof. Budi Purwoko, M.Pd (State University of Surabaya, Indonesia)
3. Prof. Olusegun Fatai Adebawale (Obafemi Awolowo University, Nigeria)

#### **Steering Committees**

##### **Advisory Board :**

1. Prof. Dr. Mochamad Nursalim, M.Si. (State University of Surabaya, Indonesia)
2. Prof. Dr. Budi Purwoko, M.Pd. (State University of Surabaya, Indonesia)
3. Dr. Andi Kristanto, M.Pd. (State University of Surabaya, Indonesia)
4. Dr. Evi Winingsih, M.Pd. (State University of Surabaya, Indonesia)

Chief Executive : Muhamad Afifuffin Ghozali, S.Pd., M.Couns., Gr.

Secretary & Coord. Of Secretariat : Dr. Bakhrudin All Habsy, M.Pd.

##### **Division**

Secretariat Division Staff : 1. Nur Amanah Billa

2. Alfi Kamelia Mubarok

Treasurer & Coord. Of Finance : Dr. Asieline Wahyu Triardyanti, M.M

##### **Division**

Finance Division Staff : Nafila Adinda Rini

Coord. of Proceeding Division : Bambang Dibyo Wiyono, S.Pd., M.Pd.

Proceeding Division Staff : 1. Lu'lu'atuz Zahiroh

2. Nur Hidayati

3. Frisyah Putri Aulia

4. Tiara Dyah Kinanti

Coord. of Event Division : Sherrin Nurlita Widya, S.Pd., M.Pd.

Event Division Staff : 1. Bunga Febrian Oetafia

2. Yunica Putri Arfianti

3. Watik Qurrotu A'yunin

4. Arya Surya Fathana

Coord. of Public Relation Division : Defina Palupi Kurniasati

Public Relation Division Staff : 1. Ildagis Binarsiah

2. Arbangati Khafidha Al Amin

Liaison Officer : 1. Tasha Haty Fajar  
2. Natasalwa Valencya  
3. Wanda Afifah Zein  
4. Ummu Zahroh

Coord. of Multimedia Division Staff : Muhammad Ivan Dwi Saputra

Multimedia Division Staff 1. Bimantara Isfanu Islam  
2. Fanzha Erza Nanda Saputra  
3. Adinda Nur Faradila A.  
4. Jerry Sheva Christian  
5. Silviana Herawati

Coord. of Consumption Division : Oktavia Santoso

Consumption Division Staff 1. Kireina Dewi Suyanto  
2. Ike Wahyu Nabillah  
3. Noviana Habibah

Coord. of Equipment & Logistics Division : Denisa Aurora

Equipment & Logistics Division Staff 1. Yunita Dwi Febrianti  
2. Fardha Yusticia Putri Fajar  
3. Tri Cahyo Nugroho

**Editor in-Chief:**

Muhamad Afifuffin Ghozali, S.Pd., M.Couns., Gr. (State University of Surabaya, Indonesia)

**Editor**

Prof. Dr. Mochamad Nursalim, M.Si. (State University of Surabaya, Indonesia)

Prof. Olusegun Fatai Adebowale (Obafemi Awolowo University)

Dr. Azmawaty Mohamad Nor (University of Malaya, Malasyia)

Agusto Da Costa (Instituto Superior Cristal, Dilli, Timor Leste)

**Reviewers:**

Prof. Dr. Najlatun Naqiyah, S.Pd., M.Pd. (State University of Surabaya, Indonesia)

Dr. Denok Setiawati, S.Pd., M.Pd., Kons. (State University of Surabaya, Indonesia)

Dr. Evi Winingsih, S.Pd., M.Pd. (State University of Surabaya, Indonesia)

Dr. Ari Khusumadewi, S.Pd., M.Pd. (State University of Surabaya, Indonesia)

Dr. Bakhruddin All Habsy, M.Pd. (State University of Surabaya, Indonesia)

Bambang Dibyo Wiyono, S.Pd., M.Pd. (State University of Surabaya, Indonesia)

Sherrin Nurlita Widya, S.Pd., M.Pd. (State University of Surabaya, Indonesia)

## LIST OF CONTENTS :

### **Personality Traits And Cyberbullying Of Undergraduate Students In Osun State, Nigeria**

Michael Adeniyi Omoyemiju, Nafila Adinda Rini, Muhamad Afifuddin Ghozali, Gabriel Akinjide Akintomide, Oluwayemisi Adefunbi Adeyemi  
Obafemi Awolowo University, State University of Surabaya 1-14

### **The Importance Of Multicultural Counseling For Children With Special Needs**

Mohd Aziz Zulazmi bin Samsudin, Frisya Putri Aulia, Muhammad Ivan Dwi Saputra  
Mental Health Company Singapore, State University of Surabaya 15-21

### **Counsellors Approaches In Handling Counselling During Unprecedented Time Between Two Countries**

Akmal Nazihah Shazli, Wasilatur Rahmah Siftia Rusydi, Niken Ayu Vitri Hartanti, Yunica Putri Arfianti  
Universiti Brunei Darussalam, State University of Surabaya 22-28

### **Application Of Logotherapy In Reducing Hedonistic Behavior Due To Fomo**

Bintang Mutia Rahmah, Dyas Noviarale Fitriani, Dyah Nopitasari, Farah Nikmatus Sania  
University of Malaya, State University of Surabaya 29-39

### **Assessment Of Knowledge And Utilization Of Contraceptives Among Teachers In Public Secondary Schools In Ilesa Metropolis, Nigeria: A Panacea For Family Wellness**

Fatanmi Similoluwa Judith, Olajide Simeon Olayinka  
College of Nursing Science, Institute of Education 40-51

### **Navigating English As Second Language (L2) Usage For Counselling Communication In Nigeria**

Awopetu Emmanuel Olajide, Nur Amanah Billa, Muhamad Affifuddin Ghozali  
Obafemi Awololo University, State University of Surabaya 52-57

### **Affective Orientation As A Determinant Of Social Well-Being Of Nigerian University Students**

Akinjide Gabriel Akintomide, Tiara Dyah Kinanti, Bambang Dibyo Wiyono, Michael Adeniyi Omoyemiju, Gloria Aghogho Okunola  
Obafemi Awolowo University, State University of Surabaya 58-66

### **Logotherapy Counseling For Broken Home Students**

Neli Setiawati  
State Univeristy of Semarang 67-71

### **Cybercounseling Reality Approach In The Reduction Of Student Academic Stress: A Literature Review**

Anggita Giyar Kamtoni, Chandra Mahanani Yunanto 72-84

State University of Semarang

**Social Comparison of Students on Social Media: The Role of Guidance Counseling Teachers to Achieve Students Mental Health**

Isnia Ramadhani, Amirah Diniaty

Sultan Syarif Kasim Riau State Islamic University

85-95

**Counseling Treatment For Victims Of Cyberbullying With Art Therapy: A Literature Study On The Perceptions Of Counseling Teachers**

Wulan Agusti Permatasari, Amirah Diniaty

Sultan Syarif Kasim Riau State Islamic University

96-102

**The Effectiveness of Group Guidance Live Modeling Technique as An Effort to Increase Entrepreneurial Interest of Vocational Students**

Hana Rizqiani Khoirunnisa, Muslikah

State University of Semarang

103-111

**Comparative Study Of Counseling Perception: Among Students And Guidance And Counseling College Students**

Sefhia Alika Putri, Fahma Lucky NWS, Irfan Fauzi, Daffa Khairunnisa, Ana

Laksana Wati

PPG Prajabatan wave 1 year 2024

112-134

**The Role Of Counseling Guidance Teachers In Increasing Achievement Motivation In The Selection Of Elective Subjects**

Adibah Faixa Amiriyyah, Bambang Dibyo Wiyono

State University of Surabaya

135-144

**Identification Of Students' Psychological Wellbeing**

Ari Khusumadewi, Najlatun Naqiyah, Sherin Nurlita, Muwakhidah, Vivin

Ariyanti, Mayang Pramesti

State University of Surabaya, PGRI University Surabaya

145-151

**The Importance Of Psychoeducation As An Effort To Prevent Sexual Violence In Adolescents**

Ardini Farzana Yurianto, Dyah Amelia Susanti, Mochamad Nursalim

State University of Surabaya

152-160

**Psychoeducation To Improve Adolescents Mental Health Awareness**

Angela Amanda Berlian Hati, Mirza Ghulam Abdullah, Evi Winingsih, Sherrin,

Nurlita Widya

State University of Surabaya

161-169

**Psychoeducation To Improve Mental Health: Systematic Literature Review**

Zulfa Huwaiddah Wadlhah, Adelia Kusuma Sriandi, Elisabeth Christina

State University of Surabaya

170-181

**Systematic Literature Review: Psychoeducation For The Prevention Of Bullying In Students**

Rania Putri Mustikaningtyas, Fyrza Mariska Adelia, Evi Winingsih

182-189

State University of Surabaya

**Preventing Tiktok Social Media Addiction Through Psychoeducation Services For Students**

Natasya Artamefila Rahmiawan, Azzahro Firdaus, Denok Setiawati  
State University of Surabaya

190-197

**The Influence Of Psychoeducation To Increase Mental Health Literacy In Adolescents**

Zelma Setya Kasih, Fawwas Firdaus Khaelani, Muhamad Afifuddin Ghozali  
State University of Surabaya

198-207

**Psychoeducation On Personal Boundaries To Foster Self-Protective Behavior In Preschool Children**

Durrotun Nafisah, Sheilawty Arum Fathira, Evi Winingsih  
State University of Surabaya

208-220

**The Influence Of Implementing Color Art Therapy Psychoeducation On Emotional Management**

Erliyana Freida Nur Azizah, Sofiana  
State University of Surabaya

221-227

**Psychoeducation As Service Parent Helper In Handle Fear Of Missing Out Phenomenon In Circles Teenager**

Erik Farhan Syah, Sri Liana Ali, Evi Winingsih, Sherrin Nurlita Widya, Retno Tri Hariastuti  
State University of Surabaya

228-233

**The Role Of Psychoeducation Services In Preventing Bullying Behavior Among Adolescents**

Rera Razmamita, Amelia Bertha Zakira, Evi Winingsih  
State University of Surabaya

234-242

**The Role Of Psychoeducation For Academic Stress Students**

Anisa Safithri Romadhani, Desita Anggi Prameisty, Evi Winingsih  
State University of Surabaya

243-249

**The Effectiveness Of Multicultural Counseling To Reduce Bullying In Schools**

Putri Agung Amanda Maharani, Hardiansyah Tri Laksono, Evi Winingsih  
State University of Surabaya

250-255

**Psychoeducation On The Impact Of Bullying On Students Mental Health**

Avifa Alya Zulya, Renanta Endry Pratiwi, Evi Winingsih  
State University of Surabaya

256-265

**The Effect Of Peer Counseling On Mental Health**

Anesthesya Putri Susilowati, Nur Hidayati, Evi Winingsih  
State University of Surabaya

266-274

<b>Application Of Psychoeducational Services In Psychological Well-Being In Adolescents</b> Tamara Avrelia Damayanti, Ismi Nadia Berlusconi, Evi Winingsih State University of Surabaya	275-282
<b>Implementation Of Psychoeducation And Mindfullness For Youth Mental Health</b> Sabina Ezra Arzettisyah, Aufa Zakia Noza, Sherrin Nurlita Widya State University of Surabaya	283-291
<b>Increasing Student Learning Motivation Through Community Counseling In The 6.0 Era</b> Wildan Nasruddin Murtadlo, Fara Fairuz Sukma, Evi Winingsih State University of Surabaya	292-298
<b>Guidance And Counseling Service Innovation In The Digital Era</b> Aisyah Talitha Oasis Firmani, Chari Satun Niswah, Sherrin Nurlita Widya State University of Surabaya	299-308
<b>The Role Of Psychoeducation In Maintaining Adults Mental Health</b> R. Azzahra Visabilillah, Lu'lu'atuz Zahiroh, Sherrin Nurlita Widya State University of Surabaya	309-317
<b>An Exploration Of The Influence Of Social Media On Adolescent Mental Health</b> Qurrota A'yuni Nur Rohmah, Nita Fitriani, Sherrin Nurlita Widya State University of Surabaya	318-327
<b>Psychoeducation As An Effort To Prevent Sexual Harassment In Schools</b> Ahmad Syarofudin, Bagas Ryandia Ardi Saputra, Evi Winingsih State University of Surabaya	328-336
<b>Psycho-Education As An Effort To Improve Psychological Well-Being In Adolescents</b> Alfian Hari Firmansyah, Citra Ardiani Dwi Ayu Ningtias, Sherrin Nurlita Widya State University of Surabaya	337-343
<b>Application Of Multicultural Counseling In Aceh Culture</b> Dinda Aulia Rinjani D.S, Alicia Ariani, Fina Idarotus Sa'dah, Putri Sania, Nita Fitriani State University of Surabaya	344-359
<b>Classical Guidance Using The Problem-Based Learning Method On 3s Velues (Sipakatau, Sipakalebbi, Sipakainge) To Preventif Student Bullying Behaviour In The School Environment :Literature Review</b> Restu Daud Prayogo, Ridho Abdurrahman Rabbani, Nayla Sasti Ifadza, Nurasih Basri, Tria Putri Ayu Arisona State University of Surabaya	360-373

**Embracing Difference: Multicultural Counseling Strategy For Ethnic And Cultural Diversity**

Safiratul Jannah, Nazwatul Mufidha, Oktavia Santoso, Ali Murtadho, Sulthon Hanif Ghoozi Fathoni  
State University of Surabaya 374-382

**Feminist Counseling In Overcoming Violence Women In East Java's Patriarchal Culture**

Cahyaning Shelomita, Sintya Fatima, Evit Desinta, Siti Zahrotul Munawaroh, Mustika Dewi Rahmawati Anggraeni  
State University of Surabaya 383-391

**Mastering Multicultural Counseling: Skills And Ethics In Action**

Maryam Rizqa Annaafi'u, Nadia Ananda Putri, Indah Rahayu, Moch. Ilham Muckorobin  
State University of Surabaya 392-401

**Multicultural Counseling Approaches To Gender Equality**

Sanya Carina Qobsoh, Nik Matul Rodiyah, Virda Nur Fa'iza, Nafila Hasma Saputri, Nicken Larasati  
State University of Surabaya 402-408

**Cultural Adjustments for Out-Of-Town Students to Overcoming Cultural Diversity**

Isna Nur Aini, Charishma Devi Risty Mustaniroh, Bintang Ananta Elyana Putri, Berlian Mayang Indraswari, Alamanda Wahyu Isnawati  
State University of Surabaya 409-416

**Multicultural Competence of Counselors for Ethnically Diverse Clients**

Dinda Eka Nathania, Fardha Yusticia Putri Fajar, Tiara Dyah Kinanti, Niken Larasati Damarkinanthi, Adam Wahyu Wirayudha  
State University of Surabaya 417-426

**Literature Study: Application of Multicultural Counselling in Overcoming Ethnic Stereotypes**

Rofiqoh Rov'atul Baroinnisrina, Ellyza Elma Sadiyah, Maliha Nafia Putri, Lelli Ayu Puji Astuti, Jumaiyatus Sholihah  
State University of Surabaya 427-432

**Optimizing Counselor Ability to Utilize Technology for Cross-Cultural Counseling**

Muhammad Ridho Nuruddin, Rizky Selsyah Bilah, Intan Maulidiyah Hakim, Davina Rizky Ramadani, Pramudita Kurniasani  
State University of Surabaya 433-441

**Counselor Competencies According to Counseling Multicultural Perspective**

Sigit Ridho Mukti, Dzurriah Aninda Syafa, Denisa Aurora Prameswary, Yunita Dwi Febrianti  
State University of Surabaya 442-450

**Multicultural Counseling Knowledge and Influence Psychosocial Identity in Multicultural Counseling**

Dahayu Nadia Salsabilla, Nur Idzni Syahrani, Aurellia Syakirah Salsabila, Gadis Bunga Ayu Rahmadhani  
State University of Surabaya 451-459

**Cultural Influences on People's Social Behavior and Communication Patterns**

Muhammad Muzacky, Nova Fitri Ananda, Aminatus Tsalitsah, Devi Indah Febrianti, Raafi Ramdhan Mahrezaldi  
State University of Surabaya 460-467

**Multicultural Counseling: Exploring Local Wisdom in Counseling Approaches**

Widya Annisa Rukmana, Nur Fitriya Romadhoni, Dwi Amanda Irianawati, Mutia Rismawati, Firna Nakhwa Firdausi  
State University of Surabaya 468-476

**Understanding Patriarchal Culture In Generation Z And In Multicultural Counseling**

Abellita Putri Dika Ramadhani, Chotrun Nisa Muhibaturrohmah, Elisa Linda Lestari, Charisma Daniyah  
State University of Surabaya 477-484

**Student Perspectives On Cultural Identity In Multicultural Counseling**

Adellia Ezadany, Marchelia Nugra Pradana Putri, Adibil Muchtar Alfariz  
State University of Surabaya 485-491

**Understanding The Essence Of Multicultural Counseling And Cultural Dynamics In Counseling Practice**

Aliyah Nur Fadhia, Dewi Sekar Wangi Ningrum, Dwi Emilia Rosanti, Malikhatun Ni'mah  
State University of Surabaya 492-500

**The Concept Of Multicultural Counseling As Bullying Prevention In Schools**

Bimantara Isfanu Islam, Mukhammad Ryan Putra Ardhani, Farrel Alvydi Mukti, Muhammad Munif Mubarok  
State University of Surabaya 501-510

**Implementation Of Multicultural Approach In Counseling: Harmonizing The Needs Of Counselors With Cultural Diversity**

Bunga Febrian Oetafia, Defina Palupi Kurniasari, Nafila Adinda Rini, Nur Amanah Billa  
State University of Surabaya 511-520

**Knowing About Children Emotions And Their Development In Cultural Concepts**

Dyah Ayu Ratna Angely, Aisyah Maulani Niken Cahyanti, Anggun Widya Lailatul Arifiah, Genya Mardha Putri  
State University of Surabaya 521-528

<b>Revealing Leadership Stereotypes: Challenging Gender Equality In Achieving Key Positions</b> Ferrarisa Intan Hanifah, Queendra Cheryl Wibowo, Hilda Hanuf Hamida Zain, Nadia Ama Natuz Zahro State University of Surabaya	529-541
<b>The Role Of Javanese Culture In The Formation Of Gender Labels</b> Lingga Mayang Puspa, Sauda Salama, Hanim Masruroh, Salsabila Firanandy Sanhaji State University of Surabaya	542-549
<b>Integrating Javanese Cultural Values In Counseling: The Prisma Method</b> Shafa Aulia Rayyani, Arbangati Khafidha Al Amin, Indah Komaria Suseno, Anisa Dias Rofianti State University of Surabaya	550-555
<b>Acculturative Stress With Coping Strategies From Cultural Perspective In College Students</b> Syifa Ilmi Beandira Putri, Nadia Kurniawati, Aqsani Enov Aisyafarah, Maulia Tri Ardini State University of Surabaya	556-565
<b>Applying Multicultural Perspectives In Guidance And Counseling Programs In Schools</b> Alfitri Nur Hidayah, Salsabila Nuro Syafitri, Angellien Steve Funny, Nova Istifani, Trisno Adin Ramadhan State University of Surabaya	566-573
<b>Ethics And Competency Multicultural Counselors Based On Student's Cultural Adaptability</b> Anggita Ayu Septiana, Risilva Aulia Febriani, Habib Muhammad Abdur, Salsabila Salma, Murni Lestari State University of Surabaya	574-579
<b>Role Of Multicultural Counseling To Overcome Bullying Low Economy Students</b> Firdaus Christina Nathasya, Bernessa Aqidah Ilmi Kamelia, Cindy Eka Istifarin, Angelica Shevanie, Ananda Dwi Shepty State University of Surabaya	580-586
<b>Unique Culture Of East Java</b> Nasha Rizqita, Nahlah Aminah, Regita Pramestry, Ilham Maghfiroh, Muhammad Rifki State University of Surabaya	587-590
<b>Mental Health Emergencies And Awareness: Multicultural Counseling To Strengthen Cultural Relations</b> Tias July Risqita, Salsabila Tafa Illiyin, Kilmatuna Hadani, Aisyah Ummaroh, Nur Maulidatul Maghfiroh State University of Surabaya	591-599

**The Importance Of Cultural Sensitivity In Group Counseling**

Zaymahtur Maulita Rahmah, Nabila Kusuma Dewi, Lintang Ridha Rahmananda,

Berlian Praditya Eka Diana Munandar

State University of Surabaya

600-605



**THE 2<sup>nd</sup> INTERNATIONAL CONFERENCE ON GUIDANCE AND COUNSELING**  
**“COUNSELING RESONANCES ON**  
**MENTAL HEALTH EMERGENCIES AND AWARENESS”**

---

**PERSONALITY TRAITS AND CYBERBULLYING OF UNDERGRADUATE STUDENTS IN OSUN STATE, NIGERIA**

**Michael Adeniyi Omoyemiju<sup>1</sup>, Nafila Adinda Rini<sup>2</sup>, Muhammad Afifuddin Ghozali<sup>3</sup>,  
Gabriel AkinjideAkintomide<sup>4</sup>, Oluwayemisi Adefunbi Adeyemi<sup>5</sup>**

<sup>1</sup>Obafemi Awolowo University, Ile-Ife, Nigeria, [adeyemiju@oauife.edu.ng](mailto:adeyemiju@oauife.edu.ng)

<sup>2</sup>State University of Surabaya, Lidah Wetan, Sub-District Lakarsantri, Surabaya, Indonesia,  
[nafila.22003@mhs.unesa.ac.id](mailto:nafila.22003@mhs.unesa.ac.id)

<sup>3</sup>State University of Surabaya, Lidah Wetan, Sub-District Lakarsantri, Surabaya, Indonesia,  
[muhamadghozali@unesa.ac.id](mailto:muhamadghozali@unesa.ac.id)

<sup>4</sup>Obafemi Awolowo University, Ile-Ife, Nigeria, [jideomoakin@oauife.edu.ng](mailto:jideomoakin@oauife.edu.ng)

<sup>5</sup>Obafemi Awolowo University, Ile-Ife, Nigeria, [oluwayemisiadeyemi17@gmail.com](mailto:oluwayemisiadeyemi17@gmail.com)

**ABSTRACT**

*The study determined the prevalence of cyberbullying of undergraduate students in Osun State. It also examined the relationship between personality traits and cyberbullying of students. The study adopted a descriptive survey design. The study population comprised all undergraduate students in Osun State. A total of 334 participants completed the questionnaire. A 4-section instrument titled: “Questionnaire on personality traits, social media and cyberbullying of students” was used to collect data from the participants. The data obtained were analyzed using descriptive statistics and multiple regression statistics. The result revealed that the most predominant trait among the respondents was neuroticism with a mean score of 8.4 while the least predominant trait of the respondents was agreeableness with a mean score of 7.0. The result revealed a negative weak and significant relationship between the perpetration scores and the extraversion and neuroticism scores of the respondents ( $R= 0.18$ ,  $p<0.05$ ; and  $R=0.24$ ,  $p<0.05$ ) respectively, a significantly weak and positive relationship between the perpetration scores and the agreeableness of the respondents ( $R= 0.383$ ,  $p<0.05$ ). The study concluded that Instagram is mostly used for bullying as perceived by publicly owned undergraduates and the level of perpetration of cyberbullying by study participants was found to be low. Also, the most predominant trait among the respondents was neuroticism followed by extraversion and the least rated trait was agreeableness. It was recommended that effective counselling intervention be applied to help the victims of cyberbullying in schools and legal framework that would mitigate the degree of cyberbullying in schools be strengthened for implemetation.*

*Keywords:* Students, cyberbullying, online, undergraduate, Nigeria

## **INTRODUCTION**

Globally, bullying-related issues in academic settings are escalating especially among school adolescents and young adults in higher institutions of learning. The concept of Bullying has been defined by the American Psychological Association (APA, 2024) as any form of aggressive behaviour in which someone intentionally and repeatedly causes another person injury or discomfort. Bullying has been described as a public health issue by the World Health Organisation (WHO, 2020). It was defined as any threat or physical use of force, aimed at the individual, another person, or a specific community or group which can result in injury, death, physical damage, some developmental disorders or deficiency (WHO, 2020). Various forms of bullying commonly exhibited by students in school have been established in psychological literature. These among others include physical, verbal, social or emotional and cyber bullying (Gale, 2019).

Out of these forms of bullying, cyberbullying is relatively the most recent form of bullying probably aided by Information Communication Technology (ICT) through the invention of modern communication devices such as smartphones, increased availability of internet facilities development and use of various social network platforms such as Facebook, Instagram, Telegram, 2go, Twitter etc. Despite the legal framework, that's Cybercrimes Prohibition and Prevention, Act 2015 of Nigeria, the magnitude of cyberbullying is growing rapidly. Perpetrators of this form of bullying often target victims with the use of text-based equivalents, pictures or videos to cause social or emotional and social damage. This may also be in the form of online sexual exploitation and abuse, gender-based which results in suicidal ideation or even untimely death of victims.

In Nigeria, students are heavy users of social media and internet facilities. As reported in a National Demographic Health Survey (NDHS, 2008), about 99% of Nigerian youths (including undergraduates) are exposed to at least one media source or the other and these media sources are part of the stimuli that trigger the perpetration of cyberbullying. With the increased use of ICT and technologically facilitated bullying across the world, cyberbullying is increasingly prevalent and its associated risks are heightened. The National Youth Index (NYI) which provides an objective measure of youth development in Nigeria published by Sparkle in 2023 indicated that the health and well-being of Nigerian youth was 43.6% with Osun State (44.1%) ranked 26<sup>th</sup> position out of 36 states and Federal Capital Territory (FCT). The implication of these statistics could mean that there is a need to improve the overall well-being of youths in Nigeria and Osun State in particular.

Previous studies on cyberbullying among adolescents have reported prevalence rates of 17.9% and 20.97% in England (Public Health England, 2017) and Saudi Arabia (Jaffer et al., 2021) respectively. In Nigeria, 23.9% were reported to have harassed another person electronically and a common mode of perpetrating such harassment was through the use of a phone (Olumide, Adams & Amodu, 2015). In addition, the United Nations Population Fund (UNFPA, 2022) reported that 85% of young women have witnessed violence or cyber harassment, hate speech, doxing or the non-consensual use of people's images and 40% have experienced it personally. In terms of demographic characteristics, cyberbullying is more perpetrated by males (Howard et al., 2019) than females.

Unfortunately, when the incidence of cyberbullying occurs, many of the victims suffer in silence, especially when it is more cyber sexual harassment. This may have negative and devastating effects such as academic underachievement, school drop-out and social anxiety (Rodríguez-Enríquez et al., 2-19), self-isolation, depression and death (Hinduja & Patchin, 2010; Låftman, Modin & Östberg 2013; (Peebles, 2014).

Although generally, human behaviour is associated with many factors such as social and environmental, biological and more specifically, psychological factors (Hossain, 2022). Studies have established the association between general bullying with aggression (Escottell, 2020), antisocial behaviour and physical health as well as psychological problems (Balakrishnan et al., 2019). In terms of personality traits, Bullies, have been characterized by lower levels of agreeableness and conscientiousness (e.g., order, precision and fulfilment of commitments), and higher levels of neuroticism (Celik, Atak & Erguzen 2012; Kokkinos, 2016). The victims of bullying are characterized by personality traits of openness to new experiences, and agreeableness (Rodríguez-Enríquez, 2019; Celik, Atak & Erguzen 2012; Kokkinos, 2016). In Nigeria, the rate at which many young adults are currently bullying each other on social media is increasing. This has become worrisome to the extent that governments at various levels are trying to find a way to curtail and reduce it significantly. However, empirical information that could impact policy directions and help professional helpers in higher institutions of learning to provide therapeutic help for the victims of bullying and development of intervention programmes for improved social and mental well-being is required but insufficient in Nigeria. Therefore, this present study was designed to investigate cyberbullying and determine the personality traits connected to cyberbullying in Nigeria.

### **Objectives of the study**

This study seeks to investigate the influence of personality traits and social media on cyberbullying behaviour among university students in a public institution. The specifically the study:

- i. determined the prevalence of bullying among undergraduate students
- ii. examined the relationship between personality traits and cyberbullying among undergraduate students.

### **Research Questions**

The following research questions will guide the research study to address the problem statement and achieve the objectives of the study.

- i. What is the prevalence of cyberbullying among undergraduate students in a public university?
- ii. What personality traits are associated with cyberbullying among undergraduate students in a public university?

### **Research Hypotheses**

Hypothesis One: There is no significant relationship between personality traits and cyberbullying among undergraduate students in a public university.

Hypothesis Two: There is no significant relationship between the use of social media platform and cyberbullying.

## **METHOD**

The research design adopted was a descriptive survey. The population consisted of all undergraduate students in Osun State, Nigeria. A total number of 334 students was selected across public and private universities as the study sampled using a disproportionate stratified sampling technique. One hundred and ninety-four representing 58.1% of the total sampled participants were selected from public a university that has a larger population size while 194 participants were selected from a private university in the state. A structured but adapted instrument titled “Personality and Cyberbullying of Students’ Questionnaire” was used to data for the study. The instrument is made up of four sections A, B, C, and D. Section A contains socio-demographic information such as gender, age, and institution ownership type. Section B contained 6 items on social platforms used by students for social networking. These are Twitter, Instagram, Facebook, TikTok, Snapchat, and YouTube. Section C contained a 15-item scale that measured cyberbullying perpetration. Responses range from 1=Never to 4 = More than three times. High scores indicate higher cyberbullying perpetration while low scores will indicate a lower level of cyberbullying perpetration. Section C contained 16-item on Big Five Personality. The 16-item Personality Inventory (TIPI) was developed by Barrick and Mount (1991) to measure the Big Five Personality factors of the respondents: Extraversion (E), Neuroticism (N), Openness To Experience (O), Conscientiousness (C) and Agreeableness (A). Responses were scored on a 5- 5-point Likert scale (1) strongly agree, (2) agree, (3) neutral, (4) disagree, (5) strongly disagree. A high score indicates a higher level of E, N, O, C and A while a low score indicates a lower level of E, N, O, C and A. The Big-Five dimensions along which personality is scored and the associated traits. O: Openness, C: Conscientiousness, E: Extraversion, A: Agreeableness, N: Neuroticism is shown below in Table 1:

Table 1: The Big-Five dimensions and associated personality traits

Dimension of Personality	Associated personality traits
Openness.	Appreciation for arts, Imagination, Curiosity, Valuing intellectual matters
Conscientiousness.	Order, Dutifulness, Achievement striving, Self-discipline, Deliberation
Extraversion.	Talkative, social, Warmth, Activity, Excitement seeking, Positive emotions
Agreeableness.	Trust, Altruism, Compliance, Modesty, Tender-mindedness
Neuroticism	Anxiety, Self-pity, Being self-conscious, Impulsiveness, Fluctuating moods

Data obtained were analysed using the Statistical Package for the Social Sciences (SPSS) 22 version. Descriptive statistics was used to answer the research questions while Pearson Correlation and multiple regression analyses were carried out to test the hypotheses.

## RESULTS

Table 2: Socio-demographic characteristics of respondents

Variables	Frequency (N=334)	Percentage (%)
Age (years) Mean $\pm$ SD =22.3 $\pm$ 3.4		
18 and Below	49	14.7
19 – 21	105	31.4
22 – 24	118	35.3
25 and above	62	18.6
Gender		
Male	167	50.0
Female	167	50.0
Institution Type		
Private	140	41.9
Public	194	58.1

The socio-demographic profile of respondents is as presented in Table 2. The mean  $\pm$  standard deviation of the age of the respondents was found as 22.3 $\pm$ 3.4 years and the modal age range of the respondents was 22 – 24 years (35.3%). There was 31.4 % of respondents who were between the ages of 21 and 23 years. An equal distribution of males and females were present in this study (50.0% vs 50.0% respectively). The result showed 58.1% the respondents in the present study attends a publicly owned institution and 41.9% attended a privately owned institution.

Table 3: Cyberbullying perpetration among undergraduates

Items	Never	Once	Twice Or Three Time	More than Three times
I steal Personal Information from computer (like files, email addresses, pictures, IM messages, or Facebook info)	215(64.4)	61(18.3)	34(10.2)	24(7.2)
I steal computer nicknames or screen names	234(70.1)	53(15.9)	35(10.5)	12(3.6)
I threaten people in an online forums (like chat rooms, Facebook, or twitter)	269(80.5)	31(9.3)	18(5.4)	16(4.8)
I insults in an online forums (like chat rooms, Facebook, or twitter)	228(68.3)	52(15.6)	27(8.1)	27(8.1)
I exclude in an online forums by blocking others' comments or removing them.	221(66.2)	36(10.8)	47(14.1)	30(9.0)

I commit slander by posting fake photos on the internet.	236(70.7)	31(9.3)	47(14.1)	20(6.0)
I share private internet conversations without the other's knowledge (such as chatting with a friend on Skype with other (s) in room)	246(73.7)	30(9)	37(11.1)	21(6.3)
I make fun of comments in online forums (such as Facebook)	156(46.7)	30(9)	76(22.8)	72(21.6)
I send threatening or hurtful comments through e-mail.	282(84.4)	17(5.1)	26(7.8)	9(2.7)
I steal email access (usernames and passwords) and blocking true owner's access.	283(84.7)	15(4.5)	23(6.9)	13(3.9)
I steal email access and reading personal messages.	298(89.2)	18(5.4)	12(3.6)	6(1.8)
I publish online an embarrassing photo without a permission.	299(89.5)	7(2.1)	23(6.9)	5(1.5)
I mislead people by pretending to be other gender (male/female)	251(75.1)	37(11.1)	34(10.2)	12(3.6)
I post mean or rude things about other people on the internet	282(84.4)	32(9.6)	13(3.9)	7(2.1)
I harass or bother online for no apparent reason	285(85.3)	26(7.8)	7(2.1)	16(4.8)

---

The responses of respondents on the use of social media for bullying is presented in Table 3. The result showed that 7.2% of respondents have used social media for stealing personal information from computers (like files, email addresses, pictures, IM messages, or Facebook info about twice and 10.2% have used it thrice or more while 64.4% have never done it. Also, 3.6% have used social media to steal computer nicknames or screen names about thrice or more and 15.9% have done it once while 70.1% have never carried out such actions. Furthermore, 9.0% indicated that they have excluded in an online forum by blocking others' comments or removing them more than twice and 14.1% have done this about twice. The result revealed also that about 29.3% have been engaged in committing slander by posting fake photos on the internet about once or more while 70.7% have not been engaged in such activity. It was also found that 15.6% have threatened people in an online forum (like chat rooms, Facebook, or Twitter) more than once. The result showed that 15.6% have at least once posted mean or rude things about other people on the internet and 14.7% have at least once harassed or bothered online for no apparent reason. Further to this, the Relative Significant Index was carried to show the nature of bullying commonly exhibited by students. The results is presented in Table 4.

Table 4 Relative significance index of bullying actions

Items	Score	Frequency	RSI	Ranks
	Obtained	(N)		
I steal Personal Information from computer (like files, email addresses, pictures, IM messages, or Facebook info)	201	334	0.20	3
I steal computer nicknames or screen names	159	334	0.16	7
I threaten people in an online forums (like chat rooms, Facebook, or twitter)	115	334	0.11	9
I insults in an online forums (like chat rooms, Facebook, or twitter)	187	334	0.19	4
I exclude in an online forums by blocking others' comments or removing them.	220	334	0.22	2
I commit slander by posting fake photos on the internet.	185	334	0.18	5
I share private internet conversations without the other's knowledge (such as chatting with a friend on Skype with other (s) in room)	167	334	0.17	6
I make fun of comments in online forums (such as Facebook)	398	334	0.40	1
I send threatening or hurtful comments through e-mail.	96	334	0.10	10
I steal email access (usernames and passwords) and blocking true owner's access.	100	334	0.10	10
I steal email access and reading personal messages.	60	334	0.06	15
I publish online an embarrassing photo without a permission.	68	334	0.07	14
I mislead people by pretending to be other gender (male/female)	141	334	0.14	8
I post mean or rude things about other people on the internet	79	334	0.08	13
I harass or bother online for no apparent reason	88	334	0.09	12

---

The relative importance index (RII) result (Table 6) showed that the most common bullying activity carried out by undergraduates was making fun of comments in online forums (such as Facebook). The second most rated action was “I excluded in an online forum by blocking others' comments or

removing them," and also rated high was "I steal Personal Information from the computer (like files, email addresses, pictures, IM messages, or Facebook info)."

Table 5: Level of cyber bullying perpetration by study participants

Level	Frequency (N=334)	Percentage (%)
Not at all	89	26.6
Low	212	63.5
Moderate	24	7.2
High	9	2.7

From Table 5, the level of perpetration of cyberbullying was determined by adding all scores obtained by respondents. The maximum obtainable score was 45. The minimum and maximum scores obtained by respondents were 0.0 and 36.0 respectively, while the mean  $\pm$  standard deviation score obtained was found as  $6.8 \pm 7.8$ . This revealed that most respondents' scores were lower than the mean and the data is rightly skewed. The scores were categorized, and it was found that 26.6% had not been engaged in any form of cyberbullying while about 63.5% had engaged in the act at a low level (1-40% of the total obtainable score). About 9.0% of the respondents had a high level of perpetration.

Table 6: Descriptive statistics showing personality traits exhibited by participants

I see myself as someone who	SA	A	N	SD	D
...					
<b>Extraversion</b>					
...is talkative	26(7.8)	74(22.2)	74(22.2)	79(23.7)	81(24.3)
...is assertive	39(11.7)	114(34.1)	66(19.8)	61(18.3)	54(16.2)
...is social	74(22.2)	85(25.4)	56(16.8)	58(17.4)	61(18.3)
<b>Neuroticism</b>					
...is emotionally instable	41(12.3)	70(21.0)	66(19.8)	78(23.4)	79(23.7)
...is anxious	51(15.3)	101(30.2)	59(17.7)	65(19.5)	58(17.4)
... is worrisome	34(10.2)	89(26.6)	63(18.9)	79(23.7)	69(20.7)
... is insecure	45(13.5)	82(24.6)	46(13.8)	94(28.1)	67(20.1)
<b>Agreeableness</b>					
...is good-natured	113(33.8)	154(46.1)	25(7.5)	21(6.3)	21(6.3)
...is forgiving	95(28.4)	147(44.0)	38(11.4)	33(9.9)	21(6.3)
...is tolerant	98(29.3)	151(45.2)	41(12.3)	25(7.5)	18(5.4)
<b>Conscientiousness</b>					
... is organized	97(29.0)	156(46.7)	43(12.9)	18(5.4)	20(6)
...is careful	91(27.2)	175(52.4)	34(10.2)	16(4.8)	18(5.4)
...is thorough	64(19.2)	161(48.2)	65(19.5)	6(1.8)	38(11.4)

<b>Openness</b>					
...is imaginative	110(32.9)	144(43.1)	32(9.6)	21(6.3)	27(8.1)
...is curious	91(27.2)	156(46.7)	39(11.7)	14(4.2)	34(10.2)
... is artistic	75(22.5)	151(45.2)	47(14.1)	30(9)	31(9.3)

The perception of respondents on the big five personality traits is presented in Table 6. The result showed that about 30.0% of respondents agreed that they are talkative and more than 45.8% asserted that they were assertive. Less than 34.0% of respondents reported that they were emotionally unstable and 45.5% agreed that they were anxious. In addition, about 38.1% reported that they always feel insecure. More than 79.9% agreed that they have a good nature 72.4% affirmed that they are forgiving and 74.5% reported that they are tolerant beings. In terms of conscientiousness, 85.0% of respondents indicated that they were organized 79.6% affirmed that they are careful while less than 58.0% responded that they were thorough. The mean and standard deviation scores of respondents on each of the big five personality traits were presented in Table 9.

Table 7: Descriptive statistics showing the summary of personality traits of participants

	N	Minimum	Maximum	Mean	Std. Deviation
Extraversion	334	0.0	15.0	7.0	4.5
Neuroticism	334	0.0	20.0	8.4	6.1
Agreeableness	334	0.0	15.0	5.9	2.8
Conscientious	334	0.0	15.0	6.1	2.8
Openness	334	0.0	15.0	6.4	2.9

From Table 7, the result revealed that the most predominant trait among the respondents was neuroticism with a mean score of 8.4 and extraversion was the second most rated with a mean score of 7.0. The least rated among the respondents was agreeableness.

Table 8: Relationship between the perpetration of cyber bullying and personality traits

		Perpetration	Extraversion	Neuroticism	Agreeableness	Conscientious	Openness
Perpetration	Pearson Correlation	1					
	Sig. (2-Tailed)						
	N	334					
Extraversion	Pearson Correlation	.038	1				
	Sig. (2-Tailed)	.485					
	N	334	334				

## Personality Traits And Cyberbullying Of Undergraduate Students In Osun State, Nigeria

---

Neuroticism	Pearson Correlation	.022	.824**	1		
	Sig. (2-Tailed)	.690	.000			
	N	334	334	334		
Agreeableness	Pearson Correlation	.291**	.417**	.412**	1	
	Sig. (2-Tailed)	.000	.000	.000		
	N	334	334	334	334	
Conscientious	Pearson Correlation	.466**	.346**	.344**	.629**	1
	Sig. (2-Tailed)	.000	.000	.000	.000	
	N	334	334	334	334	334
Openness	Pearson Correlation	.393**	.363**	.376**	.578**	.640**
	Sig. (2-Tailed)	.000	.000	.000	.000	.000
	N	334	334	334	334	334

\*\*. Correlation is Significant at The 0.01 Level (2-Tailed).

The Person correlation coefficient between the perpetration of cyberbullying scores of respondents and their personality traits was presented in Table 8. The result showed that there was a significant relationship between the perpetration scores, agreeableness, conscientious and openness of the respondents ( $p<0.050$ ).

Table 9: Prediction of cyberbullying perpetration from personality traits of study participants

### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.515 <sup>a</sup>	.265	.25	6.8

a. Predictors: (Constant), openness, extraversion, agreeableness, conscientious, neuroticism

The model independent variables (the five personality traits) were able to explain about 51.5% of the variance in the perpetration scores.

### ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5503.445	5	1100.689	23.639	.000 <sup>b</sup>
	Residual	15272.714	328	46.563		
	Total	20776.159	333			
a. Dependent Variable: perpetration						
b. Predictors: (Constant), openness, extraversion, agreeableness, conscientious, neuroticism						

A multiple regression was run to predict the capability of the level of respondents to carry out cyberbullying on any social media from the personality traits. These personality traits were found to be statistically significant predictors of cyberbullying perpetration of the respondents ( $F(5, 328) = 23.64, p < 0.050, R^2=0.515$ ).

### Coefficient Table

Table 10:

Model	Standardized					
	Unstandardized Coefficients		Coefficients			
	B	Std. Error	Beta	t	Sig.	
1	(Constant)	-1.408	1.025		-1.374	.170
	extraversion	-0.086	0.147	-.050	-.587	.558
	neuroticism	-0.200	0.109	-0.155	-1.834	0.068
	agreeableness	-6.422E-5	0.186	0.000	.000	1.000
	conscientious	1.109	0.188	0.399	5.889	0.000
	openness	0.577	0.175	0.214	3.288	0.001
a. Dependent Variable: perpetration						

Table 10 revealed that out of the five dimensions of personality traits, only conscientiousness ( $B=1.109; t = 5.889; p < 0.05$ ) and openness ( $B = 0.577; t = 3.288; p < 0.005$ ) were found to be statistically significant, and were potent enough to predict and explain perpetration of cyberbullying among students among undergraduates in Nigeria.

### DISCUSSION

The results of this study showed that the modal age range of the respondents was between ages 19 – 21 years. The study also revealed a nearly equal distribution of males and females in the study who were all attending a privately owned institution. This is similar to the findings of Umar et al., (2020) who assessed cyberbullying among in-school adolescents and youth which revealed the modal age of the respondents to be between the age of 18-21 years and more than half of the respondents are female. This is also in line with the study of Chantal et al., (2014) who assessed cyberbullying among university students: gendered experiences, impacts, and perspectives. The study revealed that 74% of the respondents to the survey are female.

The study revealed that the majority of the participants have not engaged in committing slander by posting fake photos on the internet. The study also revealed that only of the respondents have used social media for stealing personal information from computers (like files, email addresses, pictures, IM messages, or Facebook info about twice and have used it thrice or more while have never done it. The study further summarized the highest mean activity to be, “I make fun of comments in online forums (such as Facebook)” while the second most prevalent form of cyberbullying was found as ‘I exclude in an online forum by blocking others’ comments or removing them’. This finding corroborates the finding of Sobowale et al., (2017) who assessed the big five personality traits and attitudes towards cyberbullying as predictors of cyberbullying perpetration where the majority of the respondents have not engaged in committing slander by posting fake photos on the internet nor stealing personal information from computer but they do make fun of comments on social medial platforms.

The study showed more than half of the participants were assertive. The study also revealed that the majority of the respondents were organized and the most predominant trait exhibited by the respondents was openness followed by agreeableness and conscientiousness while the least rated trait was neuroticism. This does not corroborate with the findings of Deniz et al., (2017) who assessed the relationships between big five personality traits and subjective vitality and reported the most predominant trait among the respondents to be agreeableness followed by extraversion. However, the least rated was found to be the same as the present study which is neuroticism.

The study showed that there was a significant relationship between cyberbullying scores and the agreeableness of the respondents. This relationship was found to be negatively weak. Another relationship was found to be positive except with conscientiousness and not significant. Also, the study revealed that personality traits were found not to be a significant predictor of cyberbullying perpetration by the respondents. Although the model is not a significant predictor, agreeableness was found to significantly add to the predictability of the model. This is not in line with the work of Sobowale et al., (2017) who reported that extraversion and agreeableness independently predict cyberbullying perpetration while conscientiousness, neuroticism and openness to experience did not independently predict cyberbullying perpetration.

## **CONCLUSION**

The study concluded that Instagram is mostly used for bullying perpetration undergraduates in Nigeria and the level of perpetrations of cyberbullying by students was low. Also, the most predominant trait among the respondents was neuroticism while the least was agreeableness.

## **RECOMMENDATIONS**

Based on the findings of this study, the following recommendations were made:

1. Counsellors should ensure that they go the extra mile to find out the social climate of their schools about the interpersonal relationships of the students. With the help of lecturers and administrators, they should utilise the bullying questionnaire generated in this study or any other good bullying questionnaire to assess their students’ involvement in bullying.

2. Committees should be constituted in the various schools which should be in charge of the implementation of policies against bullying among the students, while the state government should institute a monitoring team which should supervise the activities of the committees at the school level.
3. Students who are highly involved in bullying and are rated as potential criminals should be helped with special programmes that will enable them to appreciate that bullying is an evil wind that blows no man any good. They should be taken to visit teenage inmates in the prisons to see for themselves some of the consequences of their present behaviour, the counsellor can apply psychodrama or play therapy with aim of sensitising the students on dangers associated with cyberbullying among students.
4. The study also recommended that effective counselling intervention be applied to help the victims of cyberbullying in schools and legal framework that would mitigate the degree of cyberbullying in schools be strengthened for implementation.
5. Effort must be made to regulate the use of online social platform through appropriate policy by government to reduce the prevalence of cyberbullying in Nigerian schools.

## **REFERENCES**

Celik, S., Atak, H., & Erguzen, A. (2012). The Effect of Personality on Cyberbullying among university students in Turkey. *Eurasian Journal of Educational Research*, 49, 129–150.

American Psychological Association (APA, 2024). Bullying. APA Dictionary of Psychology. Retrieved April 5, 2024 from: <https://www.apa.org/topics/bullying>

Chantel et al (2014). Cyber bullying among university students: Gendered Experiences, Impacts, and Perspective. *Education research international*, 2014, 1-10.

Delgado, B., Escortell, R., Martínez-Monteagudo, M. C., & Aparisi, D. (2019). La ansiedad escolar en víctimas, acosadores y observadores de ciberbullying en Educación Primaria [School anxiety in victims, bullies and observers of cyberbullying in Primary Education] *Behavioural Psychology*, 27,239–255.

Deniz et al (2017). The relationship between big five personality traits and subjective vitality. *Anales De Psicología/Annals of Psychology*, 33(2), 218-224.

Escortell, R., Aparisi, D., Martínez-Monteagudo, M. C., & Delgado, B. (2020). Personality Traits and Aggression as Explanatory Variables of Cyberbullying in Spanish Preadolescents. *International Journal of Environmental Research and Public Health*, 17(16).

Hinduja, S., & Patchin, J. W. (2010). Bullying, cyberbullying, and suicide. *Archives of Suicide Research*. 14, 206–21. <https://doi.org/10.1080/13811118.2010.494133>

Hossain, M. A., Quaddus, M., Warren, M., Akter, S., & Pappas, I. (2022). Are you a cyberbully on social media? Exploring the personality traits using a fuzzy-set configurational approach. *International Journal of Information Management*, 66, 102537. <https://doi.org/10.1016/j.ijinfomgt.2022.102537>

Howard, K., Zolnierek, K. H., Critz, K., Dailey, S., & Ceballos, N. (2019). An examination of psychosocial factors associated with malicious online trolling behaviors. *Personality and Individual Differences*, 149, 309-314. <https://doi.org/10.1016/j.paid.2019.06.020>

Jaffer, M., Alshehri, K., Almutairi, M., Aljumaiah, A., Alfraiji, A., Hakami, M., Al-Dossary, M., & Irfan, T. (2012). Cyberbullying among young Saudi online gamers and its relation to depression. *Journal of Nature and Science of Medicine* 4(2), 142–7. [https://doi.org/10.4103/JNSM.JNSM\\_78\\_20](https://doi.org/10.4103/JNSM.JNSM_78_20).

Kokkinos, C. M., & Voulgaridou, I. (2016). Links between relational aggression, parenting and personality among adolescents. *European Journal of Developmental Psychology*, 1, 1–16. doi: 10.1080/17405629.2016.1194265.

Låftman, S. B., Modin, B., & Östberg, V. (2013). Cyberbullying and subjective health. *Children and Youth Services Review*. 35, 112–9.

National Population Commission [Nigeria] and ICF Macro, (2009). *Nigeria Demographic and Health Survey 2008*. Abuja, Nigeria: National Population Communication and ICF Macro.

Olumide, A. O., Adams, P., & Amodu, O. K. (2015). Prevalence and correlates of the perpetration of cyberbullying among in-school adolescents in Oyo State, Nigeria. *International journal of adolescent medicine and health* Retrieved April 5, 2024 from: <http://www.degruyter.com/view/j/ijamh.ahead-of-print/ijamh-2015-0009/ijamh-2015-0009.xml>

Peebles, E. (2014). Cyberbullying: Hiding behind the screen. *Paediatrics & Child Health*, 19(10), 527-528. <https://doi.org/10.1093/pch/19.10.527>

Public Health England (2014). Cyberbullying: An Analysis of Data from the Health Behaviour in School-aged Children (HBSC) Survey for England. Retrieved April 5, 2024 from: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/621070/Health%20behaviour%20in%20school%20age%20children%20cyberbullying.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/621070/Health%20behaviour%20in%20school%20age%20children%20cyberbullying.pdf)

Rodríguez-Enríquez, M., Bennasar-Veny, M., Leiva, A., Garaigordobil, M., & Yáñez, A.M. (2019). Cyber victimization among secondary students: Social networking time, personality traits and parental education. *BMC Public Health*, 19, 1499. doi: 10.1186/s12889-019-7876-9.

Sobowale et al (2017). The Big Five personality traits and Attitude towards cyber bullying as predictors of cyber bullying perpetration. *Education Research*, 2017, 1-13

United Nation Population Fund (UNFPA) [Nigeria] 2022. *Landscape analysis of sexual and gender-based violence, harmful practices and obstetric fistula in Nigeria 2021*. Abuja, Nigeria. UNFPA.

World Health Organization (2020). Social determinants of health and well-being among young people. health behaviour in school-aged children (HBSC) study: international report from the 2009/2010 survey health policy for children and adolescents, no. 6, 2012. Available: [https://www.euro.who.int/\\_data/assets/pdf\\_file/0003/163857/Social-determinants-of-health-and-well-being-among-young-people.pdf](https://www.euro.who.int/_data/assets/pdf_file/0003/163857/Social-determinants-of-health-and-well-being-among-young-people.pdf) [Accessed 28 Nov 2020].



**THE 2<sup>nd</sup> INTERNATIONAL CONFERENCE ON GUIDANCE AND COUNSELING**  
**“COUNSELING RESONANCES ON**  
**MENTAL HEALTH EMERGENCIES AND AWARENESS”**

---

**THE IMPORTANCE OF MULTICULTURAL COUNSELING FOR CHILDREN  
WITH SPECIAL NEEDS**

**Mohd Aziz Zulazmi bin Samsudin<sup>1</sup>, Frisyah Putri Aulia<sup>2</sup>, Muhammad Ivan Dwi Saputra<sup>3</sup>**

<sup>1</sup>Mental Health Company, Singapore, [azizzulazmi@gmail.com](mailto:azizzulazmi@gmail.com)

<sup>2</sup>State University of Surabaya, Lidah Wetan, Sub District Lakarsantri, Surabaya, Indonesia,  
[frisyah.22076@mhs.unesa.ac.id](mailto:frisyah.22076@mhs.unesa.ac.id)

<sup>3</sup>State University of Surabaya, Lidah Wetan, Sub District Lakarsantri, Surabaya, Indonesia,  
[muhammad.22005@mhs.unesa.ac.id](mailto:muhammad.22005@mhs.unesa.ac.id)

**ABSTRACT**

*Multicultural counseling plays an important role in providing effective support to children with special needs in overcoming social and cultural challenges. In a time of increasingly complex globalization, counselors need to have the ability to interact with children from different cultural backgrounds to provide quality mental health services. Cooperation between parents and counselors is key in creating an inclusive environment for children with special needs. This study aims to determine the effectiveness of multicultural counseling in providing mental health services for children with special needs in Indonesia using the literature review research method. Data were obtained from secondary sources such as journals and papers indexed by SINTA or Scopus. The analysis shows that multicultural counseling plays an important role in overcoming cultural and social barriers and improving the well-being of children with special needs. The emphasis on approaches that suit the needs of children in their own cultural context is key in the counseling process. Therefore, multicultural counseling can be effectively used to help children with special needs face cultural and social challenges in an increasingly diverse society.*

Keywords: multicultural counseling, children with special needs

### INTRODUCTION

Counseling according to the 1956 division of counseling psychology of the American Psychological Association is an interaction between the counselor and the counselor to provide assistance by solving problems that can hinder the process of optimal growth and development of their personal resources (Thompson, Rudolph, & Henderson, 2004). In the counseling process, culture plays an important role in building trust and positive relationships. Counselors who have an understanding of the counselor's culture can create an atmosphere or environment that supports the counselor in the context of being valued and understood. The diversity of religions, cultures, and ethnicities in Indonesia is an important factor that intercultural understanding becomes a counselor's effort to determine effective interventions (Miskanik, 2018). Because culture has a significant role in the recovery and development process of counselors. This is a new challenge in the field of counseling, where counselors must be able to interact with counselors from various cultural backgrounds efficiently. From this explanation, it can be interpreted that multicultural counseling is an effective way to overcome the complexity of intercultural interactions, so it can be recognized that multicultural counseling has an important role in counseling. So that counselors can more effectively understand, respect, and respond to the verbal and non-verbal needs of counselees who come from diverse cultural backgrounds.

The increase in migration, urbanization, and globalization has a major impact on the composition of society, therefore, the need for multicultural counseling is increasingly important and unavoidable. Mismatches in counseling sessions and negative impacts on the well-being of counselees become a serious problem due to counselors who are unable to understand the cultural background of counselees (Nguyen et al, 2020). From previous research, counselors can have adverse counseling effects due to a lack of cultural understanding by counselors. According to Smith and Trimble's (2019) article, counselors need to have a deep understanding of various cultures because not understanding cultural aspects such as communication norms, values, and life experiences of the counselee can interfere with the counseling process, resulting in ineffective service delivery and less positive impact.

Cultural aspects of mental health evaluation and diagnosis have been the focus of emphasis and consideration in several studies. Multicultural counseling has significance not only at the therapeutic stage, but also at the initial evaluation and diagnosis stage. As evaluation without considering the cultural context may result in inappropriate diagnosis and inappropriate treatment (Kim et al, 2018). Inequality of access to mental health services is also an important part of multicultural counseling. As stated by Wang et al. (2021), improvements in access and quality of mental health services for underserved communities due to effective communication relationships between counselors and counselees from different cultural backgrounds can increase counselees' trust and engagement in counseling sessions.

One of the principles of counseling is that every individual should be served regardless of factors such as age, status, ethnicity/race, religion, and so on, including the group of children with special needs. As a group with problems and uniqueness, children with special needs also need specific treatment. Therefore, counselors need to understand these uniquenesses as part of the culture or subculture in providing their services (Miskanik, 2018). Children with special needs require special attention when undergoing counseling. In a recent study by Alasutari et al. (2019), it was mentioned that counselors need

to understand and adapt their methods according to the needs and uniqueness of each child, including cultural factors that could affect their reactions to therapy. According to Lee and Chiu (2021), the attention given to children with special needs not only focuses on diverse mental health, but also considers various cultural backgrounds in counseling.

So that the main obstacles in providing counseling to children with special needs can be overcome by using an approach that is sensitive to cultural diversity. According to research by Robinson et al. (2019), the way children perceive and respond to counseling sessions is influenced by cultures such as language, religious beliefs, and social norms. Thus, in the process of providing services to children with special needs to be relevant and meaningful, a deep understanding of various cultures is needed by the counselor. In addition, children with special needs are still stigmatized with mental health problems and are a major barrier to seeking counseling assistance. Based on a study conducted by Garcia and Lopez (2020), children from certain cultural groups have a fear of being excluded or considered unnatural by society which makes them hide or refuse to face and solve health problems. This shows that multicultural counseling is needed for the community so that they are not bound by cultural stigmas that tend to be negative towards children with special needs who need mental health services.

Children with special needs who live in an environment that is culturally different from their parents, in certain situations can face conflicting cultural identities if. Therefore, the role of parents is very influential and has a big role in the process of forming children's identity. According to research conducted by Ahmad et al. (2020), counselors must work closely with parents to provide effective and continuous counseling services for children from various cultural backgrounds. Because the role of parents is very significant in shaping their children's cultural identity. As mentioned by Nguyen et al. (2020), differences between family culture and neighborhood culture can create internal tensions that can affect children's mental health. Therefore, to better understand the complexity of their cultural identity, multicultural counseling is the solution.

Ethical and professional obligations in providing good mental health services for culturally diverse people are an important part of multicultural counseling as a mental health service delivery strategy in the era of globalization. Multicultural counseling is increasingly gaining importance in providing effective and inclusive mental health services for children with special needs (Miskanik, 2018). Recognizing cultural plurality is essential so that children can be provided with appropriate support as needed, so that they can grow and develop to their full potential.

The purpose of this study is to investigate how effective multicultural counseling is in providing mental health services for children with special needs in Indonesia with a literature review. How the multicultural counseling approach helps children with special needs face cultural and social challenges and understand the role of parents and families in the multicultural counseling process. The focus of this research is on children with special needs in Indonesia in the context of multicultural counseling. While many studies have been conducted on multicultural counseling and children with special needs separately, our research aims to integrate the two fields to provide a more comprehensive understanding of the application of multicultural counseling in supporting children with special needs. Therefore, it is hoped that

this research can provide valuable insights and more targeted solutions to improve the quality of counseling services for children with special needs in Indonesia.

### **METHOD**

This research utilizes a literature review method based on previous findings, employing a qualitative descriptive approach. It focuses on examining recent literature (published within the last five years) concerning the significance of multicultural counseling for children with special needs. According to Creswell (2012), There are 5 steps to conduct literature review, 1. Identify key terms. 2. Locate literature about a topic by consulting several types of materials and databases, including those available at an academic library and on the Internet. 3. Critically evaluate and select the literature for your review. 4. Organize the literature you have selected by abstracting or taking notes on the literature and developing a visual diagram of it. 5. Write a literature review that reports summaries of the literature for inclusion in your research report. Data were sourced primarily from secondary materials such as books, journals, and papers indexed by SINTA or Scopus. To identify key findings and emerging patterns, as well as to understand the influence of multicultural counseling on the well-being of children with special needs, a literature review was conducted, the results of which were later analyzed qualitatively. An explanation of the importance of multicultural counseling for children with special needs will be presented in the form of a descriptive narrative. This research is expected to provide a deeper understanding of the importance of multicultural counseling to the situation of children with special needs.

### **RESULT AND DISCUSSION**

It is undeniable that effective support for children with special needs can be through multicultural counseling as a curative measure. In an increasingly connected and diverse era of globalization, the provision of quality mental health services must pay attention to the ability to communicate with individuals from diverse backgrounds, especially with children with special needs. To do their job well, multicultural counselors must have an in-depth understanding of the various cultural aspects, especially in Indonesia, that affect children with special needs. This involves understanding communication standards, beliefs, as well as religious and cultural values that can affect the way children interact with their environment. According to D'Andrea et al. (2019), counselors who understand culture well can be more sensitive to the needs of these children, thus increasing the success of counseling interventions. According to Creswell (2012) First, we identify the key terms used in every source, then find topics that used for this article aim at inclusive and multicultural counseling. Then evaluate and select the literature and finally write the review report summaries

Research conducted by (Rahmawati, 2021) entitled "Self-development of children with special needs through a multicultural counseling approach" was conducted at the Special Needs Children's Therapy House in Kudus City. Researchers made direct observations regarding the type and how the process of applying multicultural counseling is applied to children with special needs. The result is that most of the children with special needs who are in the therapy house are not accepted in inclusive schools or special schools because they are included in the category of multiples who usually require intensive assistance and

additional time every day. For this reason, volunteers cared about establishing Darul Fathonah Special Needs Children's Therapy Center since 2016.

With the support of sincere psychologists offering assistance at no cost, and guided by a senior psychologist from the Kudus Regional General Hospital who acts as a consultant and aids in diagnosing children with special needs, the Darul Fathonah Special Needs Children's Therapy House provides tailored assistance to a diverse range of children with special needs. The approach to assistance is customized based on each child's needs identified during the initial diagnosis. Additionally, the utilization of direct psychological tests in diagnosis is endorsed by an official certificate from the Kudus Regional General Hospital.

This is in line with other research conducted (Firdaus et al, 2023) with the research title "Multicultural Counseling as an Approach to Self-Development of Children With Special Needs" at the Special Needs Children's Therapy House in Baitul Aziz located in Blitar City which was founded in 2010. The therapy house is provided for children with special needs with multiple disabilities who are not accepted in inclusive schools or special schools because they need intensive assistance and additional time every day. Rumah Terapi Anak Berkebutuhan Khusus was also established by volunteers who care about it. Baitul Aziz Special Needs Children Therapy Center has therapists with academic backgrounds in psychology, counseling, health and other fields to provide assistance. After knowing the results of the diagnosis, the therapist will decide on the approach to be taken. Darul Fathonah Special Needs Children's Therapy Home and Baitul Aziz Special Needs Children's Therapy Home have almost the same types of special needs children, so counseling assistance for children with special needs is generally carried out with the appropriate approach.

The types of special needs children include autism (addressed through applied behavior analysis - ABA), Down syndrome (involving occupational therapy), hearing impairment, speech delay, cerebral palsy, mental retardation, and dyslexia. It is imperative to adopt a proper and suitable approach through multicultural counseling, as each child possesses unique potential levels. At the Darul Fathonah and Baitul Aziz Special Needs Children's Therapy Centers, children with special needs undergo detailed identification and classification based on their specific types. Therefore, even if two children share the same condition, such as deafness or autism, the applied approach may vary, as it takes into account the level of specificity and individual potential.

Multicultural counseling can also be implemented within schools, even though specific guidelines and examples of guidance and counseling services for children with special needs are currently unavailable in the guidance and counseling manual (Khoirunnisa, 2018). Moreover, parental involvement in supporting multicultural counseling for children with special needs holds significant importance to ensure the success and effectiveness of counseling interventions (Davis, 2019). As pivotal figures in their children's lives, parents wield substantial influence over their growth and well-being, particularly concerning mental health and counseling services.

### CONCLUSION

From the discussion that has been described, it can be concluded that multicultural counseling is very important in providing effective support to children with special needs in facing social and cultural challenges. In an increasingly complex era of globalization, counselors need to have the ability to understand and interact with children from diverse cultural backgrounds in order to provide quality mental health services. Cooperation between parents and counselors is necessary to create an inclusive environment for children with special needs with parents providing an understanding of the family culture and helping counselors understand family values and norms. Thus, multicultural counseling not only pays attention to the needs of individuals as a whole or holistically, but also considers cultural aspects that affect children's experiences and responses in counseling.

In addition, the need for improvement in multicultural counseling assistance for children with special needs can be done through the development of institutions such as Rumah Terapi Anak Berkebutuhan Khusus and also through collaboration between parents, counselors, and other related parties. More in-depth attention should be paid to approaches that suit the needs of children with special needs in their own cultural context in the counseling process. Therefore, multicultural counseling can be effectively used to help children with special needs overcome cultural and social barriers and improve their well-being in an increasingly diverse society.

### REFERENCES

Ahmad, M. S., Hanzala, M., Kamarudin, K. S., & Mustaffa, C. S. (2020). Parenting Styles and Children's Cultural Identity Development: A Comparative Study between Indian and Malay Children in Malaysia. *Journal of Applied Environmental and Biological Sciences*, 10(10), 95-100.

Alasuutari, H., Huurre, T., Aro, H., & Haravuori, H. (2019). Cultural considerations in psychotherapy with children and adolescents: A narrative review. *Frontiers in Psychiatry*, 10, 156.

D'Andrea, M., Daniels, J., & Heck, N. (2019). *Counseling Multicultural and Diverse Populations*. SAGE Publications.

Davis, R. (2019). The role of collaboration between parents, educators, and health professionals in supporting children with special needs. *Journal of Educational Psychology*, 35(2), 189-204.

Garcia, M., & Lopez, A. (2020). Addressing cultural stigma in mental health counseling for children with special needs. *Journal of Child and Adolescent Counseling*, 36(2), 89-104.

Khoirunnisa, L. U. (2018). Bimbingan dan konseling dengan teknik multikultural terhadap anak berkebutuhan khusus di sekolah inklusi. *Jurnal Mitra Pendidikan (JMP Online)*, 2(5), 456-468.

Kim, B. S. K., Yang, P. H., Atkinson, D. R., Wolfe, M. M., Hong, S., Umemoto, D., & Brown, J. M. (2018). Cultural competence in the age of global migration: Implications for counseling psychology. *Counseling Psychologist*, 46(2), 204-226.

Lee, H., & Chiu, C. (2021). Cultural considerations in counseling children with special needs: A review of recent literature. *Journal of Multicultural Counseling and Development*, 49(1), 67-82.

Lessi, Z., & Firdaus, A. F. N. (2023). Multicultural counseling as an approach to self-development of children with special needs. *At-Ta'dib (Jurnal Pendidikan Islam)*, 3(02), 1-8.

Miskanik, M. (2018). Penggunaan Konseling Multikultural dalam Mendorong Perkembangan Kepribadian Anak Berkebutuhan Khusus (ABK). *Sosio e-kons*, 10(3), 280.

Nguyen, H. T., & Anderson, L. (2020). Multicultural counseling competencies in the context of globalization. *Journal of Counseling & Development*, 98(1), 93-101.

Nguyen, T., Garcia, M., & Robinson, E. (2020). Cultural identity conflicts in children with special needs: Implications for counseling. *Journal of Child Psychology*, 25(4), 567-582.

Rahmawati, H. K. (2021). Pengembangan Diri Anak Berkebutuhan Khusus Melalui Pendekatan Konseling Multikultural. *Innovative: Journal Of Social Science Research*, 1(1), 16-21.

Robinson, E., Smith, K., & Brown, A. (2019). Cultural sensitivity in counseling children with special needs: A practical guide. *Journal of Counseling and Development*, 37(3), 201-215.

Smith, T. B., & Trimble, J. E. (2019). Cultural adaptation and competence in multicultural counseling. *Annual Review of Psychology*, 70, 345-370.

Thompson, C.L., & Rudolph, L.B., & Henderson, D. 2004. *Counseling Children*. 6th. Ed. Australia: Thompson-Brook/Cole.

Wang, C., Hwang, W. C., Tan, H. J., & Hsiao, F. H. (2021). Cultural factors in client-therapist communication: Implications for psychotherapy process and outcome. *Journal of Clinical Psychology*, 77(1), 186-197.



**THE 2<sup>nd</sup> INTERNATIONAL CONFERENCE ON GUIDANCE AND COUNSELING**  
**“COUNSELING RESONANCES ON**  
**MENTAL HEALTH EMERGENCIES AND AWARENESS”**

---

**COUNSELLORS APPROACHES IN HANDLING COUNSELLING DURING  
UNPRECEDENTED TIME BETWEEN TWO COUNTRIES**

**Akmal Nazihah Shazli<sup>1</sup>, Wasilatur Rahmah Siftia Rusydi<sup>2</sup>, Niken Ayu Vitri Hartanti<sup>3</sup>,  
Yunica Putri Arfianti<sup>4</sup>**

<sup>1</sup>Universiti Brunei Darussalam, Bandar Seri Begawan, Brunei Darussalam, [akmalhjshazli@gmail.com](mailto:akmalhjshazli@gmail.com)

<sup>2</sup>State University of Surabaya, Lidah Wetan, Sub-District Lakarsantri, Surabaya, Indonesia,  
[wasilatur.22092@mhs.unesa.ac.id](mailto:wasilatur.22092@mhs.unesa.ac.id)

<sup>3</sup>State University of Surabaya, Lidah Wetan, Sub-District Lakarsantri, Surabaya, Indonesia,  
[niken.22108@mhs.unesa.ac.id](mailto:niken.22108@mhs.unesa.ac.id)

<sup>4</sup>State University of Surabaya, Lidah Wetan, Sub-District Lakarsantri, Surabaya, Indonesia,  
[yunica.23136@mhs.unesa.ac.id](mailto:yunica.23136@mhs.unesa.ac.id)

**ABSTRACT**

*This article introduces a study that explores counselors' approaches to counseling during times of unprecedented crisis, with a comparative focus between Brunei Darussalam and Indonesia. It's important to use as a reference or lesson learned if a similar incident occurs again.. This research method uses qualitative research methods with literature studies. Faced with an unprecedented situation such as the COVID-19 pandemic, counselors in both countries were tested in providing effective mental support for their counselees. Through this research, various approaches and strategies used by counselors were identified and compared with the aim of understanding the factors that influence the success of counseling services during this time of crisis. Sophisticated technology is used in Indonesia and Brunei to conduct e-counseling. Regarding e-counseling ethics, online counseling phases, and privacy protection for counselees, counselors in both nations also need to adjust. The ability of counselors and counselees who are not familiar with digital technology, the challenge of deciphering nonverbal cues from counselees, and the ambiguity of counseling ethics guidelines are some of the challenges associated with establishing online counseling.*

Keywords: Counseling, approach, crisis period, Brunei Darussalam, Indonesia

## **INTRODUCTION**

The spread of the covid pandemic is unprecedented time. So that all people around the world must adapt quickly to different conditions in the midst of the spread of covid 19. During the Covid 19 pandemic that hit the world in 2020, many changes that must be passed by the community in various aspects of life, including economy, education, health, and social must experience congestion due to the spread of the Corona virus infection which is increasingly wide spread (Aeni, 2021). The previously free life of the community began to be restricted for health reasons. Associations, meetings, teaching and learning processes, and all activities that involve many people are increasingly avoided.

Covid 19 was declared to enter Indonesia in March 2020 (Tim Detik.com, 2022). Schools that were initially only closed for 2 weeks were completely closed and replaced with a distance learning policy for almost 2 years. The implementation of Large-Scale Social Restrictions or *Pembatasan Sosial Berskala Besar* (PSBB) began to be implemented by the government and further limited interactions between communities. Online shopping, delivery services, online seminars, and even social activities carried out remotely are also alternatives to carry out lines of life that have to be limited since covid began to spread widely. Teaching and learning activities have also shifted from face-to-face to distance learning methods via the internet. Many digital media developments make it easier for people to interact and do activities without having to meet face to face and minimize the risk of exposure to the corona virus.

Businesses engaged in services are starting to reach out to the public with services that can be reached online at home (Zaitun & Juliyan, 2022). Such as drug consultations, food delivery, housekeeping services, consultation services with doctors, and even counseling services can all be accessed only by utilizing the internet network and smartphones. In fact, this development has successfully become the answer to conquering critical conditions during the pandemic around the world.

Almost similar to Indonesia. Covid was confirmed to have entered Brunei for the first time in Tutong on March 9, 2020. The Brunei government prohibits all citizens and foreigners who are in Brunei from traveling. Even the Ministry of Health also prohibits all activities that involve large gatherings of people including weddings and sports leagues are also stopped.

In simple terms counseling according to (Mulyadi, 2016) is a one-on-one meeting process between someone who receives help and an expert, namely a counselor through professional interview in an effort to help counselees alleviate their problems. Meanwhile, online counseling or what is commonly called (counselor and counselee are in different and separate places by utilizing electronic media to communicate. (Nur, 2022). Of course, counseling, which was previously defined as a face-to-face assistance process, has shifted in meaning since the existence of the E-counseling system. Many systems have been created to support the process of organizing E-counseling during this pandemic. There are many modalities that can be utilized by counselors in implementing E-counseling including videoconferencing, instant messaging, synchronous chat, text messaging, and asynchronous email (Barak A., 2009).

Although without face-to-face, it does not mean that E-counseling cannot run well. The shortcomings obtained during the implementation of E-counseling have been improved and innovated over time. There are many benefits and advantages of E-counseling over conventional face-to-face-counseling, including a wider reach. Counselors from Indonesia can handle counselees who are in other countries and

## The Counsellors Approaches in Handling Counselling During Unprecedented Time Between Two Countries

---

even on other continents. Even during the pandemic, which has been declared completely gone, E-counseling is still loved by the public. Many unique methods are used by each counselor in optimizing the implementation of E-counseling with their counselees. Counselors from each region have their own way of implementing E-counseling. This research examines the differences in counseling approaches during times of crisis or unprecedented times such as covid 19 which refers to the media used, the stages of implementation, and the obstacles experienced by counselors in both countries, namely Indonesia and Brunei.

### METHOD

This article uses qualitative research methods with literature studies. According to Zed (2014) Literature Study is a series of research activities related to collecting library data which is then read, recorded and processed. The data used comes from research journals, thesis, and scientific articles relevant to the topic about counselors approaches during unprecedented times, last five years reference. This research procedure goes through the process of collecting data, analyzing data, outlining important points, and compiling a framework. The flow of this research is as follows:



The analysis technique used is critical reading skills. Critical reading is a type of reading that uses critical thinking skills to understand what is read, both implied and written. Critical reading techniques include the processes of interpretation, inference, evaluation, explanation, and regulation.

### RESULT AND DISCUSSION

Table 1. Comparison of the Implementation of E-Counseling in Indonesia and Brunei

Aspects	Equation	Differences		Data Source Description
		Indonesia	Brunei	
Media	Using media according to the needs and consent of the counselor and counselee during counseling.	Utilize the sophistication of technology with counseling via chat, email, phone, or video call. However, there are also platforms that provide e-counseling features such as: Halodoc, Riliv, Psikologimu, etc.	Using healthcare platforms and counseling platforms that offer virtual counseling services. Majority use WhatsApp and Telegram apps to communicate with counselees.	Harahap, N.M. (2021). Konseling Oneline sebagai Solusi di Masa Pandemi Covid 19 Shazli, A.N. (2021). Counsellors' Approaches in Handling Online Counselling in The Midst Of Covid-19
				Situmorang, DDB. (2020).

## The Counsellors Approaches in Handling Counselling During Unprecedented Time Between Two Countries

---

Online/Cyber  
Counseling Services  
in the COVID-19  
Outbreak: Are They  
Really New?

<b>Stages</b>	The core stages during counseling are similar to the stages of face-to-face-counseling or conventional counseling and emphasize building a good relationship between the counselor and the counselee.	There are two additional stages, namely: a. Stage 1 or preparation stage, preparing hardware and software that will be used in counselling. b. Stage 3 or post-counseling stage, is the stage of monitoring and evaluating the results of counseling. Successful counseling is characterized by the condition of the counselee KES (Effective Daily Living - EDL).	a. Pay attention to the structure and ethics of counseling, by providing consent forms and agreements to counselees and seeking approval from stakeholders. b. Prepare yourself to be knowledgeable, so that you can make the most of technology and find suitable strategies during online-counseling.	Harahap, N.M. (2021). Konseling Oneline sebagai Solusi di Masa Pandemi Covid 19 Shazil, A.N. & Mahalle, S. (2022). Counsellors' Approaches in Handling Online-counseling in The Midst of COVID-19
<b>Barriers</b>	Related to the issue of privacy of the counselee, comfort during counseling, as well as limitations in seeing and translating the non-verbal language of the counselee. In addition, the lack of competence of counselors and counselees in utilizing technology for counseling.	Counselor's concern about how to give a good response or response.	The ethics and structure of e-counseling are unclear due to lack of stakeholder guidelines.	Handika, M. & marjo, H.K. (2022). Etika Pelaksanaan Konseling Berbasis Online dengan Pemanfaatan Media dan Teknologi pada Masa Pandemi Covid-19 Shazil, A.N. & Mahalle, S. (2022). Counsellors' Approaches in Handling Online-counseling in The Midst of COVID-19

The comparison between Indonesian and Bruneian counselors turns out to have differences in implementing E-counseling. Although the culture of the Indonesian and Bruneian communities is not much different, the way counselors carry out counseling procedures during critical times such as a pandemic is not necessarily the same. In the reference used, it is stated that many things distinguish the implementation

## **The Counsellors Approaches in Handling Counselling During Unprecedented Time Between Two Countries**

---

of E-counseling in Indonesia and Brunei from several aspects such as the use of media, the application of stages in counseling, and the obstacles faced.

E-counseling allows counselors and counselees to carry out the-counseling process with a very flexible time and place. Media is very important for the implementation of E-counseling. In Indonesia, media preparation includes two aspects (Harahap, 2021) Hardware is a laptop or computer that has been connected to a stable internet, webcam, mic, and earphones. And software in the form of programs and applications needed. In Indonesia, counselors utilize communication programs and applications that are already available, such as through messaging platforms such as Whatsapp, Telegram, and other similar applications, or using Videoconference platforms such as Zoom and G Meet which allow counselors and counselees to meet virtually face to face.

Unlike in Indonesia, counselors in Brunei have their own platform that is used specifically for E-counseling services. Counselors can also use Health service platforms that can be accessed online. One of the health service platforms that also provides virtual health counseling and mental health telecommunication services is Book Doc. (Shazli, 2022). As well as using counseling platforms that provide virtual counseling services. As in Indonesia, Whatsapp and Telegram applications are also messaging applications used by the majority of counselors to communicate with their counselees.

Utilization of existing communication platforms is an alternative route used by counselors to carry out the-counseling process in the midst of the Covid-19 outbreak. Both in Indonesia and Brunei, the use of electronics and adequate communication media is used by considering the needs of counselees. Security is the main concern for counselees in conducting counseling sessions with counselors. (Situmorang, 2020) for this reason, counselors also need to use appropriate media and be able to guarantee their safety.

In carrying out counseling, counselors certainly have-counseling procedures and stages. The core stage, namely the application of counseling techniques in E-counseling, is similar to the core stage carried out in face-to-face and conventional counseling in general. While in the early stages of building a relationship between the counselor and the counselee is also very necessary to build counselee comfort and trust in the counselor.

Counselors in Indonesia implement the stages of E-counseling the same as the implementation of conventional counseling in general. However, there are two additional stages, namely (1) The preparation stage, which is preparing the media used for counseling. Which includes hardware such as computers, mics, webcams, and earphones. As well as software, namely applications or platforms used for counseling. (2) Post-counseling stage, which is the activity of monitoring counselees and evaluating the results of counseling that has been done. Successful counseling can be characterized by *Kehidupan Efektif Sehari hari* (KES) / (Effective Daily Living- EDL) (Harahap, 2021)

Counselors in Brunei also apply E-counseling stages that are more or less the same as Indonesian counselors. But there are two additional stages, namely asking for readiness and approval by providing consent forms and agreements in carrying out counseling, as well as asking for approval from stakeholders. this is given to maintain the Ethics of counseling.

E-counseling is the most reasonable alternative that can be implemented by counselors in providing counseling services in the midst of the Covid-19 outbreak that continues to spread. At the

beginning of its implementation, of course, counselors need a lot of adaptation from counseling that was previously carried out face-to-face to virtual counseling. The transition due to unexpected events such as the Covid-19 pandemic, requires counselors to be able to quickly fix all the shortcomings and obstacles that occur in the implementation of E-counseling.

Security and privacy are the biggest doubts of the counselee that can hinder the-counseling process due to trust and security that cannot be built. (Situmorang, 2020). In the-counseling process, not only verbal language is important, the non-verbal language of the counselee such as body position, gestures are also very important for the counselor in understanding the emotional condition, as well as the state of the counselee. This is also an obstacle and limitation for counselors in carrying out E-counseling. That is, there is no access for the counselor to be able to pay attention and learn about the counselee from his non-verbal language unlike during face-to-face-counseling.

The use of technology is key in the implementation of E-counseling, while many counselees and counselors still have limited skills in running and using technology. If the necessary media is not available then E-counseling is impossible. In addition, the availability of devices and internet networks is also still a major problem for counselees and counselors who live in areas with difficult internet access. (Shazli, 2022).

In Indonesia itself, the implementation of E-counseling with communication media certainly helps in reaching a wide target of counselees with flexible time. However, adaptation to the E-counseling system must be done massively. The abilities and skills that counselors must have must be honed again in order to continue to be able to provide-counseling services virtually. (Handika, 2022).

In Brunei, in the early 19th century, the structure and ethics of E-counseling were still unclear due to the lack of guidelines from the authorities. For this reason, it is expected that future counselors will also be able to learn from experience in addition to counselors need to prepare themselves with the necessary knowledge, information, and abilities and skills in counseling. (Shazli, 2022). This is the main problem, namely the lack of clarity regarding the structure and ethics of E-counseling that must be carried out by counselors, which causes confusion. So that the problem of ethical clarity and systematic implementation of E-counseling requires the attention of stakeholders (Shazli, 2022).

## **CONCLUSION**

Humans as creatures equipped with reason will always try to innovate, including when facing unexpected events or times such as during the Covid-19 pandemic. All activities that involve many people such as schools, office activities, trade, and government are carried out online. Not only that, the pandemic has also affected the-counseling system. In two countries, namely Indonesia and Brunei, utilizing the sophistication of technology to conduct online-counseling or better known as e-counseling, by using applications for chat, telephone, or video calls and using counseling platforms. In addition, counselors in both countries also need adaptation related to the ethics of e-counseling, the stages of online-counseling, and how to protect the privacy of the counselee. Change requires a long adaptation, so there are several obstacles when implementing online-counseling. Starting from the competence of counselors and counselees who do not understand digital technology, the difficulty of interpreting the non-verbal language of the counselee, and unclear regulations on counseling ethics.

**REFERENCES**

Barak A., H. L.-N. (2009). A comprehensive review and a meta-analysis of the effectiveness of internet-based psychotherapeutic interventions. *Journal of Technology in Human Services*, 26, 109–160.

Handika, M. &. (2022). Etika Pelaksanaan Konseling Berbasis Online dengan Pemanfaatan Media dan Teknologi pada Masa Pandemi Covid 19. *Jurnal Paedagogy: Jurnal Penelitian dan Pengembangan Pendidikan*, 17-23.

Aeni, N. (2021). Pandemi COVID-19: Dampak Kesehatan, Ekonomi, & Sosial. *Jurnal Litbang: Media Informasi Penelitian, Pengembangan Dan IPTEK*, 17(1), 17–34. <https://doi.org/10.33658/jl.v17i1.249>

Harahap, N. M. (2021). Konseling Online Sebagai Solusi di Masa Pandemi Covid 19. *AL-IRSYAD: Jurnal Bimbingan Konseling Islam*, 51-64.

Mulyadi (2016). Bimbingan dan Konseling di Sekolah dan Madrasah, Padang: Kencana

Nur, A. A. (2022). Strategi Layanan Bimbingan dan Konseling. *Jurnal J-BKPI*, 72-81.

Shazli, A. N. (2022). Counsellors Approaches in Handling Online Counseling in The Midst of Covid 19. *International Summit on Science Technology and Humanity (ISETH)*, 126-132.

Situmorang, D. D. (2020). Online/Cyber Counseling Services in the COVID-19 Outbreak : Are They Really New? *Journal of Pastoral Care & Counseling*, 166-174.

Tim Detik.com. (2022). *Kapan Sebenarnya Corona Pertama Kali Masuk RI?* Detik.Com. <https://news.detik.com/berita/d-4991485/kapan-sebenarnya-corona-pertama-kali-masuk-ri>

Zaitun, Z., & Juliyan, F. (2022). Covid 19 Pandemic: The Inspiration to Start Online Business. *BASKARA : Journal of Business and Entrepreneurship*, 4(2), 18. <https://doi.org/10.54268/baskara.v4i2.10672>



**THE 2<sup>nd</sup> INTERNATIONAL CONFERENCE ON GUIDANCE AND COUNSELING**  
**“COUNSELING RESONANCES ON**  
**MENTAL HEALTH EMERGENCIES AND AWARENESS”**

---

**APPLICATION OF LOGOTHERAPY IN REDUCING HEDONISTIC  
BEHAVIOR DUE TO FoMO**

**Bintang Mutia Rahmah<sup>1</sup>, Dyas Noviarale Fitriani<sup>2</sup>, Dyah Nopitasari<sup>3</sup>,  
Farah Nikmatus Sania<sup>4</sup>**

<sup>1</sup>University of Malaya, Kuala Lumpur, Malaysia, [bintangmutia28@gmail.com](mailto:bintangmutia28@gmail.com)

<sup>2</sup>State University of Surabaya, Lidah Wetan, Sub-District Lakarsantri, Surabaya, Indonesia,  
[dyas.22074@mhs.unesa.ac.id](mailto:dyas.22074@mhs.unesa.ac.id)

<sup>3</sup>State University of Surabaya, Lidah Wetan, Sub-District Lakarsantri, Surabaya, Indonesia,  
[dyah.22080@mhs.unesa.ac.id](mailto:dyah.22080@mhs.unesa.ac.id)

<sup>4</sup>State University of Surabaya, Lidah Wetan, Sub-District Lakarsantri, Surabaya, Indonesia,  
[farah.22087@mhs.unesa.ac.id](mailto:farah.22087@mhs.unesa.ac.id)

**ABSTRACT**

*Technological advancements have made instant gratification easier to achieve, accelerating the hedonistic tendencies of the younger generation driven by FoMO. Social media increases the urge to participate in activities deemed popular at the expense of more substantive values. This phenomenon influences impulsive behavior patterns and a lack of foresight, which has a long-term impact on psychological health. This study aims to analyze the causative factors of hedonistic behavior, its impact due to FoMO and appropriate interventions to overcome its negative impact. The method used in this research is a literature study using a critical analysis approach to various books, scientific articles, and relevant research in the last 10 years. The results of this study show that the logotherapy approach provides a solution to overcome hedonistic behavior due to FoMO by helping adolescents find a deeper meaning of life and reflecting on the value and meaning of life allows individuals to shift their focus from immediate achievement and social trends to living a more valuable life. Through Logotherapy, adolescents who fall into a hedonistic lifestyle due to FoMO are guided to find meaning, purpose, and value in their lives without being affected by the opinions and expectations of others. The implications of applying logotherapy can help counselees control hedonistic behavior, focus on a meaningful life, and direct them to live life according to personal values and will, without being affected by social pressure or FoMO.*

Keywords: *Youth, Hedonistic Behavior, FoMO, Logotherapy, Meaning of Life*

## INTRODUCTION

In this current era of globalization, the internet is progressing very quickly and cannot be separated from modernization. According to the opinion of Welianto, 2019 in Indrabayu and Destiwiati, 2022, the impact of the rapid development in the era of globalization is the positive impact and negative impact. The positive impact is shown in the increasing economic development. Meanwhile, the negative impact is a change in lifestyle in society. The change in lifestyle began with the emergence of a lifestyle of hedonism. Hedonism is the attitude of individuals who spend their time having fun with their closest people and even tend to want to be superior in their environment (Indrabayu & Destiwiati, 2022). Another opinion states that hedonism is a lifestyle that considers that pleasure and material enjoyment are the main goals of life (Bakhtiar et al., 2021). It is also supported by the opinion of Murdani, Widhiantara, and Armedio, 2024 that hedonic motivation arises from oneself which encourages individuals to use technological developments and the internet to give the impression of luxury and happiness so as to fulfill individual satisfaction (Murdani et al., 2024). In addition, hedonic motivation arises because of psychological needs such as satisfaction, honor, emotions, and feelings in order to fulfill the demands of a social lifestyle (Ningtyas & Fauzi, 2023). Characterized by characteristics such as highly consumptive, glamorous. In the opinion of Patricia and Handayani 2014, they are pleasure-oriented, indifferent to others, lacking in contentment, and others (Bakhtiar et al., 2021).

Developments in the era of globalization and modernization are seen in the rapid development of social media, *online* shopping markets that are mostly used by the current generation. They tend to do activities in cyberspace, such as playing social media applications, shopping *online*, and other activities that use *smartphones* whose purpose is to be hedonic. According to Kotler, 1996 in Indrabayu and Destiwiati, 2022 there are factors that influence hedonism, namely attitude, experience, self-concept, and personality. These factors occur in today's teenagers or young people (Indrabayu & Destiwiati, 2022). Teenagers or young people today are better known as Generation Z because they grow and develop in the era of globalization and modernization marked by the rapid development of technology and information. (Murdani et al., 2024). Adolescence is a stage of development from childhood to adulthood that can affect physical, cognitive, and psychosocial development, from the age range of 17 to 25 years and this range is characterized by the developmental stage of self-discovery or in the developmental stage of *identity vs identity confusion*. They tend to conform to their peers in order to gain acceptance of themselves in the environment, especially in rapid development. That is one of the things that makes teenagers tend to be hedonistic as a social demand just to fulfill self-satisfaction, by utilizing social media to do shopping and show luxury in cyberspace (Myrilla & Iriani Roesmala Dewi, 2022).

Based on research by Radianto and Kilay 2024, data from the Association of Internet Service Providers (APJII) shows that internet users in Indonesia reached 215.63 million people in 2023, an increase of 2.67% from 2022. This can be seen in *online* shopping through social media based on the populix survey in 2022 around 86% and it has a positive impact on economic growth. However, it has a negative impact on people's lives if it is not used wisely, namely the emergence of consumptive behavior (Radianto Amelia Josefien Viotty & Kilay Trisy Natalia, 2023). Consumptive behavior is excessive behavior and prioritizes wants over needs, characterized by buying because of discounts, cute, prestige,

social status symbols, and others (Wirasukessa & Sanica, 2023). Just for the fulfillment of satisfaction and fun in cyberspace, teenagers today tend to be consumptive by spending something that is not as needed and thus showing excessive luxury (Murdani et al., 2024).

The lifestyle phenomenon seen in today's teenagers such as hedonism is caused by wanting to gain acceptance in their peer social environment and wanting to be recognized for their presence so they tend to try to follow existing developments or known as trends. Because of these trends, teenagers become hedonistic, consumptive and fanatical in cyberspace in order to get attention from their peers (Bakhtiar et al., 2021). The trend is called FoMO or *fear of missing out*, FoMO itself is known as not wanting to be left behind, because not missing out is what makes teenagers prefer to follow existing developments without paying attention to their function (Qomari Shekarsari & Padmantyo, 2023). Another opinion explains that FoMO as a feeling of anxiety and fear that someone is left behind in his social life, when his peers are feeling something better than what he currently has. FoMO is a social anxiety syndrome, characterized by a desire to stay connected to what others are doing. FoMO is one of the impacts of the development of technology and the internet that leads individuals, especially teenagers, to act hedonistically (Akbar et al., 2019).

Research conducted by Akbar, Ulya, Apsari, and Sofia related to FoMO in adolescent explains that there are the result of study conducted in February-May 2017 by RSPH (Royal Society of Public Health) or an independent institution for public health in the United Kingdom, UK, which states that there are 40% of social media users suffering from FoMO disease, also supported by the result of a survey by the Australian psychology professional organization (Australian Psychological Society) which shows that on average 2.7 hours adolescents FoMO and the prevalence is around 50% so that significantly adolescents are more likely to experience the FoMO phenomenon in determining self-identity. FoMO is also one of the reasons for today's teenagers to act hedonistically by not wanting to miss out on existing developments without thinking about their needs and functions. The negative consequences of FoMO for adolescents are characterized by self-identity problems, loneliness, negative self-image, feelings of fear and anxiety, envy, isolation, and so on. In Indonesia, there are several tragic FoMO phenomena and it is very unfortunate. In Indonesia itself, there are several tragic FoMO phenomena and it is very unfortunate, not only in Indonesia, but also in several countries, one of which is Malaysia (Akbar et al., 2019).

Therefore, handling efforts are needed to reduce hedonism behavior due to FoMO through counseling services. Such as research conducted by Nurhidayatullah D and Bakhtiar, through a clinical case study using observation and interview techniques with 1 subject (AM) of Kartika Makassar High School student who tend to be hedonist. The data shows symptoms such as often hanging out in cafe, malls, and other shopping places during free time, following existing trends, all things want to be instant, like branded goods, and so on. From these symptoms, the researches conducted logotherapy counseling as an effort to change the view of the meaning of life not to be extravagant, but more on future orientation. (Bakhtiar et al., 2021). Counseling services used can use counseling approaches, one of which is Logotherapy. Bastman, 2007 in D and Bakhtiar explained that logotherapy is a therapeutic process to find the meaning of life and individual spiritual development. The meaning of life becomes the forerunner of individuals, especially adolescents, to live more meaningfully (Bakhtiar et al., 2021).

## **METHOD**

This research uses qualitative research. Akbar, Aulya, Apsari, and Sofia explain that qualitative research is a method for exploring and understanding the meaning that comes from social problems (Akbar et al., 2019). The nature of this qualitative research is descriptive analytic whose data is obtained from observations, interviews, photographing, document analysis, field notes, and not poured in the form of numbers (KEPENDIDIKAN & NASIONAL, 2008). The object of this research is the phenomenon of hedonistic behavior caused by FoMO so that the scope of the study revolves around the problem of hedonistic behavior due to FoMO for young people today.

The data collection technique for this research is a literature study that collects and examines research published in the last 10 years. The data sources used come from books and articles from nationally and internationally accredited journals which are still appropriate to the topic discussed. Next, after the data has been collected, it is analyzed by reading, understanding and synthesizing, and drawing conclusions according to the topics discussed in this research.

## **RESULT AND DISCUSSION**

Table 1 Data of Article Text

No	Text Data	Description
1	Logotherapy Background	Text data Man's Search for Meaning (Indonesian Edition) by Viktor E. Frankl year 2017
2	Definition of Logotherapy	Text data Man's Search for Meaning (Indonesian Edition) by Viktor E. Frankl year 2017
3	Classification of Individuals Who Fail to Make Meaning of Their Lives	Text data Man's Search for Meaning (Indonesian Edition) by Viktor E. Frankl year 2017
4	Logotherapy Techniques	Text data Penerapan Logoterapi dalam Menangani Perilaku Hedonis by Muhammad Ilham Bakhtiar, Erwan dan Nurhidayatullah year 2021
5	Definition of Globalization	Text data Dampak Globalisasi Terhadap Perilaku Belajar Siswa Di Smk Negeri 1 Cianjur by Siti Wulan Agustinah dan Dina Indriyani year 2019
		Text data Causes and Effects of Hedonism Culture among Malaysians by Muhammad Syafi Fauzan bin Saifudin, Emilson Rudalf Anak Yari, Syafiqah Humaira binti Saiful Haizam, Uma Angelina Peter, Izzah Nur Aida binti Zur Raffar year 2022
6	Facilities Supporting the Culture of Hedonism	Text data Pengaruh Konseling Kelompok dengan Strategi Simbo Terhadap Gaya Hidup Hedonisme Siswa Kelas X SMA Swasta Karya Bakti Tahun Ajaran 2015/2016 by Adelina Sari Daulay year 2016
7	Definition of FoMO	Text data Social Self-Esteem dan Fear of Missing Out Pada Generasi Z Pengguna Media Sosial by Astrid Lingkan Mandas dan Khoirotus Silfiyah year 2022

### 1. Logotherapy

The term logotherapy was introduced by a scientist who went through a dark period in his life, Victor Emily Frankl. In his book entitled *Man's Searching for Meaning*, he tells the story of his life in Auschwitz and other Nazi prisons. Living in the crudest prison for three years made Frankl learn about life (Frankl, 2017). In prison he witnessed the cruelty, greed, selfishness, and irresponsibility of the people in prison. However, he also witnessed some emotional moments between fellow prisoners, where there was sacrifice, patience, and resilience. Many of the inmates asked about the fate of their lives. There were all kinds of people in this situation, which Frankl reflected on.

In a phenomenon experienced by Frankl while in prison, he made two classifications of humans with the names swine and saint. Where swine is a group of people with an attitude like a pig, greedy, selfish, violent, where such residents are actually appointed as capos which actually make their behavior wilder. Meanwhile, saints are a group of people who have fortitude in undergoing suffering, endure their hopes, and maintain self-esteem.

The difference between swine and saint lies in the way it is given meaning. In addition, people have a thing on which they determine their lives, namely freedom, which cannot be lost and damaged even if barbed wire fences it from all sides (Khoirudin, 2021). With freedom, man is driven to determine where he is going with meaning and purpose. Frankl thought that human spirituality was a change from animal instincts. Thus, on this basis Frankl explained that it is not only the psychic dimension that produces patterns of human behavior, and the meaning of human life is not included in the overall psychological process. So with this in mind, Frankl made a breakthrough psychotherapeutic method called Logotherapy.

Logotherapy comes from "logos" which in Greek means "meaning". Logotherapy, commonly called the "Third School of Psychotherapy from Vienna" by some authors, focuses on the meaning of life and on human efforts to search for that meaning. In logotherapy, an individual will be confronted with and oriented towards the meaning of his life. Logotherapy believes that the struggle to find meaning in one's life is the person's primary motivator. Therefore, Frankl calls this the will to meaning (desire to seek meaning) which is different from the pleasure principle. Victor E. Frankl, states that if an individual fails to interpret his life, then individuals are classified into three kinds of characters including (Frankl, 2017):

#### 1. Neurosis Noogenik

An individual condition that causes self-restraint in achievement, as well as self-adaptation. Such conditions are indicated through the emergence of emptiness, boredom, dashing of hope, loss of desire and closure of initiative.

#### 2. Authority

Authoritarian is a portrayal of individuals who tend to want to achieve their goals, wills, and desires by force, and when given input, they will not accept it.

#### 3. Konformis

Personalities with this character have indications with a tendency to flow with the state of following the environment in self-adjustment without maintaining self-ideals and needs. Individuals who have such a character will lose their self-characteristic as an understanding of self-meaning.

In its application, logotherapy has several intervention techniques according to Bastaman in (Bakhtiar et al., 2021) :

### 1. Paradoxical intention

The paradoxical intention technique basically utilizes the ability of individuals to take distance and the ability to take a stand towards one's own condition and the environment. Frankl explains this technique through a phenomenon known as anticipatory anxiety, where this anxiety arises by an individual's anticipation of the condition or symptom he is worried about. In paradoxical intention, it is based on two facts, namely the first fact that fear can cause the feared thing to happen, and the second fact, excessive desire can make the desire unworkable

### 2. Derelection

Derelection utilizes the individual's ability to break free and pay no attention to uncomfortable conditions and then focus more attention on other things that are more positive and beneficial.

### 3. Medical Ministry

This technique utilizes the ability to take a stand on a condition of self and environment that is impossible to change again.

### 4. Appealling Technique

Appealling Technique is a technique that combines paradoxical intention and reflection, which is based on the power of the counselor's suggestion to guide or guide the individual to find meaning in life

### 5. Dialog Socrates

Socratic dialogue is a form of conversation between counselor and counselor in which the counselor uses questions to the counselor in an effort to help the counselor find answers to their own problems.

### 6. Existential Analysis

This technique helps counselors with nogenic neurosis and those who experience the emptiness of life to find their own meaning in life. The meaning of life must be found on their own and cannot be determined by a counselor or therapist. Counselors or therapists only help think about and open the counsellor's horizons to various values of the source of meaning in life.

## 2. Hedonism

Globalization is a term that has a relationship with the increasing interconnectedness and dependence between nations and between people throughout the world through trade, investment, travel, popular culture, and other forms of interaction so that the boundaries of a country become narrower (Agustinah & Indriyani, 2019). Globalization is closely related to modernization. The existence of globalization and modernization changes the pattern of life and social life order of the

community, due to the absorption and mixing of cultures from each country concerned. Such changes result in different views of life. Hedonism is defined as an ethical theory and a philosophical perspective that emphasizes the pursuit of pleasure and the avoidance of pain as the ultimate goals of life. The concept of hedonism argues that pleasure is the highest good and individuals must try to maximize pleasure and minimize pain in their lives (Fauzan, Anak Yari, & Humaira, 2022). According to Fauzan et al (Fauzan, Anak Yari, & Humaira, 2022), the culture of hedonism in Malaysia is manifested through various behaviors and practices that prioritize pleasure and pleasure. Some examples of hedonistic culture in Malaysia include:

### 1. Wild Concerts

The increasing prevalence of wild concerts in Malaysia reflects a culture of hedonism, where excessive entertainment and partying are normalized. These events may involve elements such as unlimited relationship boundaries, free sex or promiscuity, excessive drug usage and alcoholic consumption.

### 2. Nightclubs

The establishment of nightclubs in Malaysia contributes to the normalized of hedonistic behaviors, where individuals engage in activities focused on pleasure seeking and entertainment.

### 3. Excessive Entertainment

Modern Malaysian society is exposed to a diverse range of extravagant entertainment and cultural events, which attract individuals to indulge in hedonistic activities without considering the consequences.

### 4. Drug Overdose

Events such as the Future Music Festival Award (FMFA) Concert in Malaysia have been associated with drug overdose cases, highlighting the dangerous consequences of hedonistic behaviors such as drug abuse and unrestrained promiscuity.

These examples illustrate how hedonism culture has permeated various aspects of Malaysian society, leading to concerns about its negative effects on individuals, communities and the country as a whole. In addition, the culture of hedonism in Malaysia as stated according to the *International Journal of Academic Research In Business & Social Sciences*, it can have significant impacts on both the social and economic aspects of society (Fauzan, Anak Yari, & Humaira, 2022).

Globalization and modernization not only bring convenience and positive impacts to life, but also have a negative impact on the lives of Indonesian people. Modernization has led to the development of existing shopping centers in Indonesia, which can be seen from the emergence of various supporting facilities. Nurfatoni (Daulay, 2016) explained that shopping centers such as malls, hypermarkets, etc. and similar things are actually an invitation for young people, especially teenagers to enter a culture called hedonism. This can be seen from the number of teenagers or young people who buy something because they feel a dissatisfaction with something they already have and because of the development of fashion around them. With the development of shopping centers and entertainment centers, the lifestyle of teenagers or young people will more or less definitely be affected.

In the *Kamus Besar Bahasa Indonesia* (KBBI), hedonism is a view that considers pleasure and material enjoyment as the main goal in life. Hedonism is a lifestyle for fun or a lifestyle that makes one's own enjoyment and happiness the main goal in life. In Maslow's hierarchy of needs, humans want acceptance as a form of social need, just as a teenager or young person does. Where, it is shown by appearance, lifestyle, behavior, way of behaving, and so on, which are intended to attract the attention of others, especially peer groups. Adolescents tend to spend time with peers, so the influence of their peers on interests, behaviors, and behaviors is greater than the influence of their family.

In social society itself, hedonistic lifestyles are often associated with consumptive behavior, which has a negative impact on individuals who adhere to it such as long-term dissatisfaction, dependence, to mental problems. The number of adolescents who embrace hedonism behavior is caused by several factors, such as venting stress, being dissatisfied with what they have, having to follow the lifestyle of a peer group, or even feeling afraid if left behind with their peer group so that they think they will be excluded from the group, which in this case has something to do with Fear Of Missing Out or FoMO.

### 3. Fear of missing out (FoMO)

The existence of globalization and modernization causes many changes and advances in all aspects. Social media is one form of progress in globalization. With social media, it seems as if the world is interconnected regardless of time and place. In social media, everything moves so fast, information comes from different countries and appears on social media quickly, trends and fads are popping up all the time every time on social media. This speed forms a condition in individuals, commonly known as Fear of Missing Out for individuals who have difficulty having self-control.

Fear of missing out or often known as FoMO, is a worry or fear experienced by individuals that a pleasant event is or will happen somewhere (Mandas & Silfiyah, 2022). This feeling gives rise to a desire to be present in the place or involved in the activity. The FoMO phenomenon itself has likely existed since antiquity. However, FoMO was first introduced by a marketing strategist named Dan Herman in 1996. And Herman made an observation of a group talking about a product. Based on this observation, he concluded that the behavior of a group is similar to the fear of missing an opportunity and the pleasure that can be obtained. The existence of such feelings is further exacerbated by the presence of social media as a result of the progress of globalization.

### 4. Intervention

The logotherapy approach is an approach that focuses on discovering the meaning of life. Bastaman (Fitriana & Rochman Hadjam, 2016) stated that logotherapy is a therapeutic or healing process to find the meaning of life and a person's spiritual development. In dealing with the hedonism experienced by an individual or counselor, the logotherapy approach focuses on helping individuals find deeper meaning in their lives rather than simply pursuing sensory pleasures or experiences that others consider important. Counselors can help individuals identify the most

important values in their lives on a personal basis, without considering the expectations of others. Through the exploration of the value or meaning of life, individuals can gain a better understanding of what they are really looking for in life. This helps individuals see that true satisfaction comes not only from achieving what others want, but from achieving personal values, meaning, and desires.

As research conducted by Nurhidayatullah D. Dan Bakhtiar through clinical case studies using observation and interview techniques with one subject (AM) from SMA Kartika Makassar who has a tendency to hedonic behavior. From the data shown, the subject has a tendency to hedonic behavior which is shown through the behavior of often hanging out in cafes or malls, following existing trends, wanting everything to be instant, and often using branded goods. Where the subject carries out this behavior because she wants to gain recognition, attract public attention, follow the habits of friends, and for self-actualization. After providing logotherapy counseling using dereflection techniques and Socratic dialogue techniques, for approximately six weeks, the subject showed changes in behavior, where she became a more relaxed and cheerful person. So the logotherapy approach can be used to treat hedonic cases in individuals (Bakhtiar et al., 2021)

With a logotherapy approach, individuals are invited to strengthen their sense of experience, achievement, and what they already have, rather than comparing with what others do. This can be done by recognizing and rewarding small achievements and finding meaning in everyday experiences. Counselors also teach individuals to increase their self-awareness of their thoughts and experiences, so that by doing so, individuals are able to recognize when FoMO arises and can deal with it in more productive ways, such as turning attention to more meaningful goals and values.

With a logotherapy approach that focuses on finding the meaning of life, individuals who have a hedonistic lifestyle because of fomo, are expected to be able to find their own values, goals, and meaning in life, without interfering with values or expectations from others. So that the application of logotherapy can have implications for the positive results of counseling to be able to control hedonistic behavior and focus more on a valuable life by not wasting money or being influenced by the value of others just for FoMO or just trends. In addition, with the application of logotherapy, individuals are also expected to live life as an ideal life or according to their own will without the need to feel left behind or influenced by others.

## CONCLUSION

Through a logotherapy approach that focuses on finding the meaning of life, individuals can more effectively overcome hedonistic behavior due to FoMO. Understanding one's values, goals, and the meaning of life helps people avoid impulsive behavior and focus on living a meaningful life.

The implication of this logotherapy application is that the counselee has the possibility to control his/her hedonistic behavior and no longer allows himself/herself to be influenced only by social pressures and trends. In addition, logotherapy encourages individuals to live according to their own values and desires and avoid being left behind or influenced by others.

Therefore, it is recommended that practitioners and counselors consider the integration of logotherapy in their clinical practice, especially in dealing with psychological problems related to hedonism and FoMO.

## REFERENCES

Agustinah, S. W., & Indriyani, D. (2019). Dampak Globalisasi Terhadap Perilaku Belajar Siswa Di Smk Negeri 1 Cianjur. *Integralistik*, 30(1). <https://doi.org/10.15294/integralistik.v30i1.20767>

Akbar, R. S., Aulya, A., Psari, A. A., & Sofia, L. (2019). Ketakutan Akan Kehilangan Momen (FoMo) Pada Remaja Kota Samarinda. *Psikostudia : Jurnal Psikologi*, 7(2), 38. <https://doi.org/10.30872/psikostudia.v7i2.2404>

Bakhtiar, M. I., Erwan, & Nurhidayatullah. (2021). Penerapan Logoterapi dalam Menangani Perilaku Hedonis. *KONSELING: Jurnal Ilmiah Penelitian Dan Penerapannya*, 3(1), 28–37. <https://doi.org/10.31960/konseling.v3i1.1391>

Daulay, A. (2016). Pengaruh Konseling Kelompok dengan Strategi Simbo Terhadap Gaya Hidup Hedonisme Siswa Kelas X SMA Swasta Karya Bakti Tahun Ajaran 2015/2016. Doctoral Dissertation, UNIMED.

Fauzan, M. S., Anak Yari, E. R., & Humaira, S. (2022). Causes and Effects of Hedonism Culture among Malaysians. *International Journal Of Academic Research In Business & Social Sciences*, 12, 1145-1155. doi:10.6007/IJARBSS/v12-i11/15223

Fitriana, Q. A., & Rochman Hadjam, M. N. (2016). Meraih Hidup Bermakna: Logoterapi untuk Menurunkan Depresi pada Perempuan Korban KDRT. *Gadjah Mada Journal of Professional Psychology (GamaJPP)*, 2(1), 26. <https://doi.org/10.22146/gamajpp.32315>

Frankl, V. E. (2017). *Man's Search for Meaning (Indonesian Edition)*. Noura Books.

Indrabayu, A., & Destiwati, R. (2022). The Influence Of Intrapersonal Communication And Fear Of Missing Out On Hedonism In Generation Z In Denpasar Pengaruh Komunikasi Intrapersonal Dan Fear Of Missing Out Terhadap Hedonisme Pada Generasi Z Di Denpasar. *Management Studies and Entrepreneurship Journal*, 3(4), 2169–2175.

KEPENDIDIKAN, D. T., & NASIONAL, D. J. P. M. P. D. T. K. D. P. (2008). Pendekatan, jenis, dan metode penelitian pendidikan. *Jakarta: Departemen Pendidikan Nasional*.

Khoirudin, A. (2021). Menemukan Makna Hidup: Model Aplikasi Logoterapi pada Penderita Kejiwaan di Pondok Pesantren Asy-Syifa. Jawa Barat: CV. Jejak.

Mandas, A. L., & Silfiyah, K. (2022). Social Self-Esteem dan Fear of Missing Out Pada Generasi Z Pengguna Media Sosial. *Jurnal Sinestesia*, 12(1), 19–27. <https://sinestesia.pustaka.my.id/journal/article/view/78>

Murdani, K. M., Widhiantara, I. K., & Armedio, I. P. D. P. (2024). Studi Kelayakan Program Cicilan E-Wallet Shopee Paylater Dan Dampaknya Terhadap Gaya Hidup Hedonisme Pada Generasi Z. *Jurnal Ilmiah Satyagraha*, 7(1), 142–155. <https://doi.org/10.47532/jis.v7i1.988>

Myrilla, S., & Iriani Roesmala Dewi, F. (2022). Hedonis Sebagai Moderator Pada Fomo Dan Conformity Consumption Behavior Remaja Pengguna Smartphone X. *Versi Cetak*, 6(2), 507–516.

Ningtyas, Y. P., & Fauzi, R. U. A. (2023). Pengaruh Promosi, Motivasi Hedonis, Fomo, dan Desain Produk Terhadap Keputusan Pembelian Pada Pengguna Shopee di Kota Madiun. *Simba*, 5(September), 1–12.

Qomari Shekarsari, A., & Padmantyo, S. (2023). finance Amanda, Sri Padmantyo.....Gaya Hidup Hedonisme dan Financial Distress GAYA HIDUP HEDONISME DAN FINANCIAL DISTRESS: PERAN RELIGIUSITAS HEDONISTIC LIFESTYLE AND FINANCIAL DISTRESS: THE ROLE OF RELIGIOSITY. *FINANCE: A Research Journal on Islamic Finance*, 09(02), 183–198.

Radianto Amelia Josefien Viotty, & Kilay Trisyeh Natalia. (2023). Pengaruh Fomo (Fear of Missing Out) Dan Influencer Terhadap Niatan Untuk Membeli Pada E-Commerce. *Jurnal Revenue : Jurnal Ilmiah Akuntansi* , 4(2), 490–495.

Wirasukessa, K., & Sanica, I. G. (2023). Fear of Missing Out Dan Hedonisme Pada Perilaku Konsumtif Millennials: Peran Mediasi Subjective Norm Dan Attitude. *Jurnal Ilmiah Manajemen, Ekonomi, & Akuntansi (MEA)*, 7(1), 156–175. <https://doi.org/10.31955/mea.v7i1.2887>



**THE 2<sup>nd</sup> INTERNATIONAL CONFERENCE ON GUIDANCE AND COUNSELING**  
**“COUNSELING RESONANCES ON**  
**MENTAL HEALTH EMERGENCIES AND AWARENESS”**

---

**ASSESSMENT OF KNOWLEDGE AND UTILIZATION OF  
CONTRACEPTIVES AMONG TEACHERS IN PUBLIC SECONDARY  
SCHOOLS IN ILESA METROPOLIS, NIGERIA: A PANACEA FOR FAMILY  
WELLNESS**

**Fatanmi Similoluwa Judith<sup>1</sup>, Olajide Simeon Olayinka<sup>2</sup>**

<sup>1</sup>College of Nursing Science, Wesley Guild Hospital, Ilesa, Osun State, Nigeria,  
[aromolaran\\_similoluwa@yahoo.com](mailto:aromolaran_similoluwa@yahoo.com)

<sup>2</sup>Institute of Education, Obafemi Awolowo University, Ile-Ife, Nigeria,  
[olajidesolayinka@gmail.com](mailto:olajidesolayinka@gmail.com)

**ABSTRACT**

*The study focused on knowledge and utilization of contraceptives among public secondary school teachers in Ilesa metropolis. It assessed the level of knowledge of contraceptives among public secondary school teachers; it also ascertained the utilization of contraceptives among public secondary school teacher and finally identified the factors influencing the use of contraceptives among public secondary school teachers within the study area. These were with a view of improving the knowledge and use of contraceptives among secondary school teachers. The study employed a descriptive survey research design. The population of the study comprised all public secondary school teachers in Ilesa. Two hundred and six public secondary school teachers were randomly selected from the two local governments in Ilesa using simple random sampling technique. One instrument was used for data collection for the study. The instrument was titled “Contraceptives Knowledge and Utilization Assessment Questionnaire among Public Secondary School Teachers” (CKUAQPSST). Data collected were analyzed using frequency counts, simple percentages, mean and standard deviation. The results of the study revealed that the level of knowledge of contraceptives among public secondary school teachers within the study area is moderately high (67%). Result revealed further that the utilization level of contraceptives is low (40.3%). The result finally indicated that the most notable factors considered by the respondents to influence their utilization of contraceptives include spouse’s consent (71.4%), fear of side effect (70.9%) and marital status (67.0%). The study concluded that the knowledge of teachers about contraceptives is moderately high and utilization level of contraceptives is relatively low.*

Keywords: Assessment, Contraceptives, Knowledge, Utilization

### INTRODUCTION

Contraceptives offer mental health benefits by getting relief from painful symptoms and improving overall mood. It also prevents unintended pregnancies thereby giving peace of mind and the ability to actually enjoy sex (Morgan, & Datta, 2018). According to a study result published in American Journal of Psychiatry, unintended pregnancies pose significant health risks for women with poorly controlled mental illness because pregnancy, birth and infant care force adjustments in interpersonal, occupational and financial functioning that challenge coping skills and resources (Gramigna, 2020). There is a great likelihood that the last-born child is unwanted in large families since there exist a correlation between a very high population density and the prevalence of mental disorders, even though according to WHO, there is no definite causal relationship that has been established but indirectly through poverty, jobs, housing, disease, crime, and so on, this may result in considerable stress being placed on families resulting in higher rates of mental illness (Gramigna, 2020).

Adolescence (10-19) years are a transitional period between childhood and adulthood and this being so poses a lot of challenges. Sexual and reproductive health and rights have been a continuous global health challenge for adolescents because they are important for the development of the society. This challenge is due to the complexity of meeting their sexual and reproductive health needs (Lambonmung, Acheampong & Langkulsen, 2022). Adolescent pregnancy is a global problem with a known cause, which has impact on health, social and economic status of individuals, families and communities. It is often higher among those with little education or those with low socio-economic status. Child marriage and sexual abuse predisposes girls to unwanted pregnancies, also lack of access to contraceptives plays an important role in teenage pregnancies (WHO, 2023). The development of adolescents is of prime importance for health behaviour, socialization and productivity to sustain a good future. In spite of the contributions of adolescents to the increasing population of the developing and underdeveloped countries, they are often a neglected group (George, Jacobs, Ved, Rasanathan, & Zaidi, 2021).

Annually, approximately 21 million girls between the ages of 15 and 19 years in developing countries become pregnant and an estimated 12 million of them give birth (WHO, 2023). An estimated 14% of adolescent girls give birth before age 18 globally in 2021, which have a negative effect on their education, livelihoods and health. Globally, maternal conditions are among the leading causes of disability-adjusted life years (DALYs) and death among girls between the ages of 15 and 19 (UNICEF, 2022). According to statistics, African countries lead the world in adolescent pregnancy. In 2021, Nigeria's adolescent pregnancy was 106 per 1000, which showed an increasing rate. This surge in adolescent pregnancy has been traced to some factors, which include early onset of menarche, early onset of sexual activity, early marriage, low socio-economic status, economic insecurity, ineffective use of contraceptives, low educational and career aspirations. Nigeria's population is estimated to be 205 million with a 3% annual growth rate and has the likelihood of becoming the third most populous country in the world by 2050 which should be an indication for prevention of adolescent pregnancy (Alukagberie, Ibrahim, & Poix, 2023)

The Sustainable Development Goals (SDGs) in relation to the sexual and reproductive health and rights (SRHR) of girls and women have goals and targets related to health, education and gender equality

which includes access to sexual and reproductive health (SRH) services, comprehensive sexuality education and the ability to make decisions about their own health. It has been proven that girls have a great potential to contribute to world development and its sustainability and their involvement is a stepping stone to achieving development and sustainability, thus the sustainable development goals take this as a fact to emphasize the role of girls in achieving the sustainable development goal for 2030 (Ogu & Ojule, 2018). Contraception is the intentional prevention of conception through the use of various devices, sexual practices, chemicals, drugs or surgical procedures. An effective contraception allows a physical relationship without fear of an unwanted pregnancy and ensures freedom to have children when desired (Jain & Muralidhar, 2011).

According to the United Nations statistics, 12% of married women around the globe do not use contraceptives, this is as a result of factors like lack of access to information and services, fear of side effects and lack of approval from loved ones. This has implication for maternal health as findings revealed that in 2008; approximately 44% of maternal death was averted due to contraceptives (Hodin, 2017). Contraceptives are not within reach of adolescents in many places and even when they have access to it, they may lack the agency or resources to pay for them or the knowledge on where to get them and appropriately use them. In addition, there are chances that they may discontinue it due to some events of life and reproductive choices. Laws and policies that restricts adolescents from having access to contraceptives based on age and marital status is also a constraint to the use of contraceptives coupled with bias from health workers and refusal to acknowledge adolescents' sexual health needs (WHO, 2023).

Students know teachers for knowledge transfer and impartation. In this light, the knowledge and experience of teachers about contraceptives will influence the informed decisions of students when the need arises. This makes it imperative to assess the knowledge of teachers about contraceptives and its utilization. Therefore, this study sought to assess the knowledge and utilization of contraceptives among public secondary school teachers in Ilesa metropolis.

### **Statement Of The Problem**

Annually, approximately 21 million girls between the ages of 15 and 19 years in developing countries become pregnant and an estimated 12 million of them give birth. An estimated 14% of adolescent girls give birth before age 18 globally in 2021, which has a negative effect on their education, livelihoods and health. Globally, maternal conditions are among the leading causes of disability-adjusted life years (DALYs) and death among girls between the ages of 15 and 19. Statistics revealed that Nigeria's population is estimated to be 205 million with a 3% annual growth rate and has the likelihood of becoming the third most populous country in the world by 2050, which should be an indication for prevention of adolescent pregnancy. Adequate family planning could save approximately \$5.7 billion by preventing unplanned pregnancies and unsafe abortions. This also will help in contributing towards achieving the sustainable development goals (SDGs) and the target of the health for all policy. Teachers have potentials to impart knowledge into students and assist them in making informed decisions at crucial stages in life. Therefore, this study aims at knowing the level of knowledge of teachers about contraceptives and its utilization which

will be of primary help to them and at the same time be an impart channel to transfer this knowledge to the younger generation and to the community as a whole.

### Purpose Of The Study

The general objective of the study is to assess the knowledge and utilization of contraceptives among teachers in public secondary schools. Therefore, the specific objectives are to:

- i. assess the level of knowledge of contraceptives among public secondary school teachers in Ilesa metropolis.
- ii. ascertain the utilization of contraceptives among public secondary school teachers in Ilesa metropolis.
- iii. identify the factors influencing the utilization of contraceptives among public secondary school teachers in Ilesa metropolis.

### Research Questions

The study is guided with the following research questions:

1. What is the level of knowledge of contraceptives among public secondary school teachers in Ilesa metropolis?
2. What is the rate of utilization of contraceptives among public secondary school teachers in Ilesa metropolis?
3. What are the factors influencing the utilization of contraceptives among public secondary school teachers in Ilesa metropolis?

### METHOD

The study adopted the descriptive survey research design. The population of the study comprised all public secondary school teachers in Ilesa metropolis. The total population of public secondary school teachers in Ilesa was 450 as at the time of conducting the research. The sample for the study comprised two hundred and six respondents. The sample was selected from the two local government areas in Ilesa. Fourteen secondary schools were randomly selected out of the twenty public secondary school in Ilesa using simple random sampling technique. Twelve of the sixteen secondary schools in Ilesa East were selected and two of the four secondary schools in Ilesa West. From the selected schools, two hundred and six teachers were randomly selected from those who were willing to participate in the study. One instrument was used for data collection and the instrument was titled “Contraceptives Knowledge and Utilization Assessment Questionnaire among Public Secondary School Teachers” (CKUAQPSST). Data obtained were analyzed using Statistical Package for Social Sciences (SPSS) version 27.0 statistical software. Variables and research questions were analyzed using descriptive statistics such as frequency, percentage, mean and standard deviation.

### RESULT

**Research Questions One:** What is the level of knowledge of contraceptives among public secondary school teachers in Ilesa metropolis?

In order to answer this research question, data collected on 7 items of the knowledge of contraceptives among public secondary school teachers were subjected to descriptive analysis of mean. Results are presented in Table 1.

**Table 1. : Descriptive analysis of the knowledge of contraceptives among public secondary school teachers in Ilesa Metropolis**

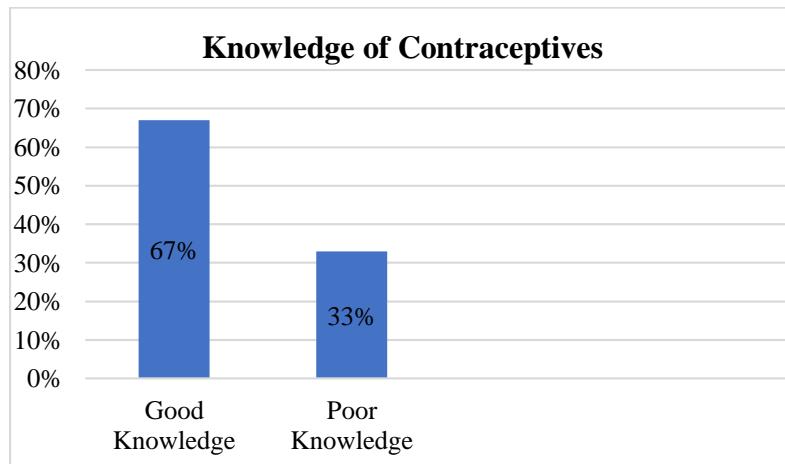
<b>VARIABLES</b>		<b>FREQUENCY (N=206)</b>	<b>PERCENTAGE (%)</b>	<b>Mean</b>
Have you heard about contraceptives before?	Yes	190	92.2	0.9
	No	16	7.8	
What was your source of information about contraceptives?	Parents	32	15.5	3.2
	Media	75	36.4	
	Friends/Relatives	13	6.3	
	Sexual Partners	10	4.9	
	Health workers	71	34.5	
	Religious Leaders	1	0.5	
	Other sources	4	1.9	
A contraceptive is a means of limiting and spacing childbirth.	Yes	194	94.2	0.94
	No	12	5.8	
It is not safe for adolescents	Yes	95	46.1	0.41
	No	121	58.7	
Menopausal women do not need contraceptives	Yes	94	45.6	0.46
	No	112	54.4	
Contraceptives could be a cause of infertility	Yes	127	61.7	0.62
	No	79	38.3	

**Valid N= 206**

From the table above, correct response was scored 1 while incorrect response was scored 0. The highest score any respondent can have is 7 and the lowest was 0. Respondents who score above the Mean score (4.8) was scored high level of knowledge while score of below the mean score (4.8) was scored low level of knowledge.

A very large percentage of the respondents (92.2%) claimed to have heard about contraceptives before and about than one third claimed that their source of information about contraceptives was through the media (36.4%) and Health workers (34.5%) respectively. Majority (94.2%) claimed that contraceptive is a means of limiting and spacing childbirth but nearly half of the respondents (46.1%) claimed it is not safe for adolescents. More than half (53.9%) claimed that all contraceptives can help prevent STIs. More than half (54.4%) claimed that menopausal women do not need contraceptives. However, about two third (61.7%) attested that contraceptives could be a cause of infertility.

Figure 1: Knowledge of Contraceptives



Findings revealed that majority (67%) of the respondents had good knowledge of contraceptives while about one third (33%) had poor knowledge of contraceptives.

**Research Question Two:** What is the rate of utilization of contraceptives among public secondary school teachers in Ilesa metropolis?

In order to answer this research question, data collected on 12 items of rate of utilization of contraceptives among public secondary school teachers were subjected to descriptive analysis of mean and standard deviation. The results are presented in table 2.

Table 2.: Descriptive analysis of the utilization of contraceptives by public secondary school teachers in Ilesa Metropolis

S/N	AVAILABLE CONTRACEPTIVE	N	Utilization Rate n (%)	Max.	Min.	Mean	S.D.
1.	Abstinence	206	105 (51.0)	1.0	0.0	0.14	0.50
2.	Condom	206	114 (55.3)	1.0	0.0	0.45	0.50
3.	Pills	206	78 (37.9)	1.0	0.0	0.38	0.49
4.	IUCD	206	57 (27.7)	1.0	0.0	0.17	0.45
5.	Cervical vaults or caps	206	42 (20.4)	1.0	0.0	0.14	0.42
6.	Implants	206	58 (28.2)	1.0	0.0	0.21	0.45
7.	Emergency contraception	206	29 (14.1)	1.0	0.0	0.14	0.35
8.	Withdrawal method	206	92 (44.7)	1.0	0.0	0.45	0.50
9.	Calendar method	206	79 (38.3)	1.0	0.0	0.38	0.49
10.	Traditional method	206	34 (16.5)	1.0	0.0	0.17	0.37
11.	Cervical secretion	206	29 (14.1)	1.0	0.0	0.14	0.35
12.	Vasectomy or Tubal ligation	206	44 (21.4)	1.0	0.0	0.21	0.41

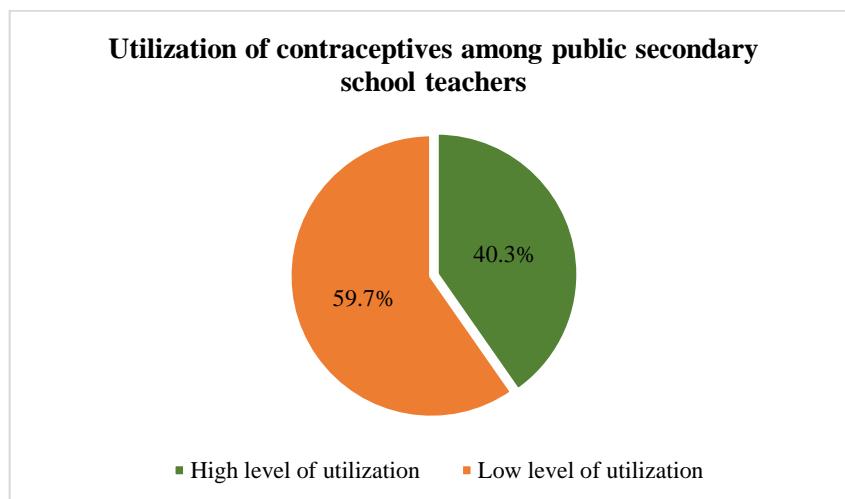
Valid N= 206

N=206

Table 2 revealed the respondent's utilization of contraceptives. Result showed that about half of the respondents 55.3% claimed to use condom followed by abstinence method. 44.7% claimed they use

withdrawal method, 38.3% use calendar method, 37.9% use pills, 28.2% use implants, 27.7% use IUCD and 21.4% had either done vasectomy or tubal ligation. 20.4% uses cervical vaults or caps, 16.5% uses traditional method. Emergency contraception and cervical secretion method are used by 14.1% of respondents.

Figure 2: Utilization of Contraceptives



The figure 2 above revealed the utilization of contraceptives. Majority (59.7%) had poor utilization of contraceptives while only two fifth of the respondents had high level of utilization of contraceptives (40.3%).

**Research Question Three:** What are the factors influencing the utilization of contraceptives among public secondary school teachers in Ilesa metropolis?

In order to answer this research question, data collected on 9 items of factors influencing utilization of contraceptives among public secondary school teachers were subjected to descriptive analysis of mean and standard deviation. The results are presented in table 3.

Table 3.: Descriptive analysis of the factors influencing utilization of contraceptives

S/N	Influencing Factors	N	Influencing Rate n (%)	Max.	Min.	Mean	S.D.	rank
1.	Marital status	206	138 (67.0)	1.0	0.0	0.67	0.47	3 <sup>rd</sup>
2.	Parity/Number of Children	206	75 (36.4)	1.0	0.0	0.36	0.48	8 <sup>th</sup>
3.	Religion	206	87 ((42.2)	1.0	0.0	0.42	0.50	7 <sup>th</sup>
4.	Education	206	120 (58.3)	1.0	0.0	0.58	0.49	4 <sup>th</sup>
5.	Culture	206	67 (32.5)	1.0	0.0	0.33	0.47	9 <sup>th</sup>
6.	Fear of side effect	206	146 (70.9)	1.0	0.0	0.71	0.46	1 <sup>st</sup>
7.	Accessibility & Affordability	206	109 (52.9)	1.0	0.0	0.53	0.50	6 <sup>th</sup>
8.	Existing health condition	206	114 (55.3)	1.0	0.0	0.55	0.50	5 <sup>th</sup>
9.	Spouse' s consent	206	147 (71.4)	1.0	0.0	0.71	0.45	1 <sup>st</sup>
<b>Valid N=206</b>								

Table 3 revealed the factors influencing respondents utilization of contraceptives. The most notable factors considered by the respondents to influence their utilization of contraceptives include spouses consent (71.4%), fear of side effect (70.9%), marital status (67.0%). Although, 58.3%, 55.3% & 52.9% respectively considered education, existing health condition and accessibility & affordability as factors influencing their utilization of contraceptives. About 42.2% considered religion as a factor influencing their utilization of contraceptives. Parity & culture received the least consideration in that about one third (36.4% & 3.5% respectively) of the respondent considered them to influence their utilization of contraceptive.

## **DISCUSSION OF FINDINGS**

The study had found out that majority of the respondents had good knowledge of contraceptives. This outcome is in tune with a study conducted in Sikkim, India by Renjhen et al, (2010) in which majority of the respondents had good knowledge of contraceptives. Majority of the respondents got information about contraceptives from the media; this was in line with the study conducted among nursing staff in India by Gothwal et al, (2020) in which majority of respondents got information through media. In this current study, nearly half incorrectly believed that contraceptive is not safe for adolescents. In addition, more than half of them incorrectly claimed that all contraceptives can help prevent STIs and that menopausal women still need contraceptives. However, this is in contrast with the findings of same study conducted by Renjhen et al, (2010) in Sikkim, India in which 23% thought that contraceptives could be used to prevent infections.

The outcome of this study is also in line with another study conducted by Okafor et al, (2022) in Enugu, Nigeria which revealed that majority of respondents had a good knowledge of contraceptives. In the current study, majority believed that contraceptives could be a cause of infertility which was however in contrast with a study conducted by Gallo et al, (2019) among women in Hanoi, Vietnam, in which almost majority of women recognized that the contraceptive pill shot and implant do not cause infertility. In addition, the outcome of this study is also in tune with another study conducted in Uganda by Nsubuga et al, (2015) which revealed that knowledge of any contraceptives was almost universal but only few people knew about female condoms.

Moreover, the study also found out that the prevailing methods of contraceptive utilized by the respondents were condoms, abstinence followed by withdrawal method respectively. This outcome is in tune with the outcome of the study conducted by Renjhen et al, (2010) in Sikkim, India, in which the most commonly used contraceptives were condom but was otherwise followed by pills instead of the prevailing abstinence method that was observed from this study and also, only few utilized the withdrawal method as opposed to what was observed in the outcome of this study. About one third claimed they use contraceptive pills and calendar method respectively, this is in contrast with the outcome of same study conducted by Renjhen et al, (2010) in Sikkim, India, which reveals that contraceptive, was more on the prevailing side. In addition, about one fifth use IUCD and Implants respectively while Emergency contraception & cervical secretion has the least utilization among the respondents. This is in contrast with the outcome of similar study conducted in Enugu, Nigeria by Okafor et al, (2022), in which almost all the male respondents were using condom, followed by withdrawal methods and the least method are vasectomy. In contrast, majority

of the female respondents were using contraceptive implant/implanon followed by calendar or rhythm methods and the least used method among the female respondents was intrauterine device (IUD).

The outcome of this study also revealed that the most notable factors considered by the respondents to influence their choice of contraceptives were spouse' s consent, fear of side effect and marital status. This is in contrast with the outcome the study conducted by Nanssieu, et al, (2015) among women living in Mbouda, which revealed that lack of knowledge, uselessness and unbearable side effects accounted for the factors influencing their use of contraceptives method, although slightly similar to the outcome of another study conducted by Issah, Salifu, and Awal, (2022) among undergraduate nursing students in the University for development studies in Tamale, Ghana which revealed that 26% did not use contraceptives because it was against their faith and 25% didn' t use because of the fear of side effects. The consent of partner affected the choice of the larger percentage of participants in using contraceptives this is in line with the findings of Okafor et al, (2022) in a study carried out in Enugu that encouragement from respondent' s partner showed a higher chance of adopting a current family planning practice. In addition, it was observed that a little above half considered education, existing health condition and accessibility & affordability as factors influencing their choice of contraceptives. Parity/number of children& culture were least considered by the respondents to influence their utilization of contraceptive.

### CONCLUSION

Adolescent pregnancy is a global problem with a known cause, which has impact on health, social and economic status of individuals, families and communities. It is often higher among those with little education or those with low socio-economic status. Child marriage and sexual abuse predisposes girls to unwanted pregnancies, also lack of information and access to contraceptives plays an important role in teenage pregnancies. Although, different types of contraceptives abound but not all are suitable for all situations. The most appropriate method of birth control depends on an individual' s overall health, age, frequency of sexual activity, number of sexual partners, desire to have children in the future and family history of certain diseases. Education on the different types of contraceptives coupled with accessibility and affordability will help prevent unintended pregnancies among the teenagers and married people, which will in turn reduce the morbidity and mortality rate that accrues it.

### REFERENCES

Ahmed, Z., Sule, I., Abolaji, M., Mohammed, Y. & Nguku, P. (2017). Knowledge and utilization of contraceptive devices among unmarried undergraduate students of a tertiary institution in Kano State, Nigeria. *Pan African Medical Journal*.

Alukagberie,M., Ibrahim, N. & Poix, S. (2023). Factors associated with adolescent pregnancy and public health interventions to address in Nigeria: A scoping review. *Reproductive Health Journal* 20 (95). Doi:10.1186/s12978-023-01629-5.

Belleza, M. (2023). Maternity and newborn care. Family planning. <https://nurseslabs.com/family-planning-methods/>

## The Importance of Multicultural Counseling for Children With Special Needs

---

Casey, F. (2023). Overview of contraception. <https://www.msdmanuals.com/home/women-s-health-issues/family-planning/overview>

Conrad, M. & MD, S. (2021). Birth control: Surgical sterilization. Introduction to birth control. <https://www.medicinenet.com/surgical-sterilization/article.htm>

DiLonardo, M. (2023). The natural family planning methods. Birth Control Guide.

D' Souza, P., Bailey, J., Stephenson, J. & Oliver, S. (2022). Factors influencing contraception choice and use globally: A Synthesis of Systematic Reviews. *The European Journal of Contraception & Reproductive Health Care*, 27:5, 364-372.

Fleck, A. (2023). World population day: Where contraception rates are highest and lowest. <https://www.statista.com/chart/3063/prevalence-of-contraceptives>

George, A., Jacobs, T., Ved R., Jacobs, T., Rasanathan, K. & Zaidi, S. (2021). Adolescent Health in the Sustainable Development Goal era: are we aligned for multisectorial action? *BMJ Global Health*, 6.

Gothwal, M., Tak A., Aggarwal, L., Rathore, A., Yadav, G., Sharma, C. & Singh, P. (2020). A study of knowledge, attitude and practice of contraception among nursing staff in all India Institute of Medical Sciences, Jodhpur, Rajasthan. *Journal of Family Medicine and Primary Care* 9 (2), 706-710.

Gramigna, R. (2020). Augustine' s theory of signs, signification, and lying, Berlin, De Gruyter.

Hodin, S. (2017). World contraception day: How does family planning impact maternal health? <https://www.mhtf.org/2017/09/26/>

Issah, H., Salifu, A. & Awal, I. (2022). Knowledge of contraceptives, knowledge of types and identified challenges to contraceptives use among undergraduate nursing students in the university for development studies. *Open Access Library Journal* 9 (3).

Jain, R. & Muralidhar (2011). Contraceptives methods: needs, options and utilization. *The Journal of Obstetrics and Gynaecology of India*. 61 (6), 626-634.

Kara, W.S., Benedicto, M. & Mao, J. ( ). Knowledge, attitude and practice of contraception methods among female undergraduates in Dodoma, Tanzania. *Cureus* (2019).11 (4). Doi:10.7759/cureus.4362

Lambonmung, A., Acheampong, C. & Langkulsen, U. (2022). The effects of pregnancy: a systematic review of adolescent pregnancy in Ghana, Liberia & Nigeria. *International Journal of Environmental & Public Health* 20 (1) 605

Morgan, S. & Datta, S. (2018). Contraception and its ethical considerations. DOI: <https://doi.org/10.1016/j.ogrm.2018.09.004>

Moroole, M. A, Materechera, S. A, Otong-Mbeng, W. & Aremu A. O. (2020). African Indigenous Contraception: A Review. *African Journal of Reproductive Health*. 24(4), 173-184

Nsubuga, H., Sekandi, J. N., Sempeera, H. et al. (2016). Contraceptive use, knowledge, attitude, perceptions and sexual behaviour among female University students in Uganda: A cross-sectional survey. *BMC Women' s Health* 16, 6.

Ogu, R. & Ojule, J. (2018). The Sustainable Development Goals (SDGs) and its promises for the sexual and reproductive health of girls and women in Africa. *Journal of Biosciences and Medicines* 6 (3),

## The Importance of Multicultural Counseling for Children With Special Needs

---

Renjen, P., Kumar, A., Pattanshetty, S., Sagir, A. & Samarasinghe, CM. (2010). A study on knowledge, attitude and practice of contraception among college students in Sikkim, India. *Journal of the Turkish-German Gynaecological Association* 11 (2), 78-81.

Thilo (2012). Barriers and biases: ethical considerations for providing emergency contraception to adolescents in the emergency department. *AMA Journal of Ethics*.

United Nations (2022). World family planning 2022. Meeting the changing needs for family planning: Contraceptive use by age and method.

World Health Organization (2023). Family planning/contraception methods. <https://www.who.int/news-room/fact-sheets/detail/family-planning-contraception>

Yen (2023). Pandia Health Editorial Team. Birth control throughout history. <https://www.pandia.health.com/resources/birth-control-throughout-history/>



**THE 2<sup>nd</sup> INTERNATIONAL CONFERENCE ON GUIDANCE AND COUNSELING**  
**“COUNSELING RESONANCES ON**  
**MENTAL HEALTH EMERGENCIES AND AWARENESS”**

---

**NAVIGATING ENGLISH AS SECOND LANGUAGE (L2) USAGE FOR  
COUNSELLING COMMUNICATION IN NIGERIA**

**AWOPETU Emmanuel Olajide<sup>1</sup>, Nur Amanah Billa<sup>2</sup>, Muhamad Afifuddin Ghozali<sup>3</sup>**

<sup>1</sup>Obafemi Awolowo University, Ile Ife, Nigeria, [eawopetu@oauife.edu.ng](mailto:eawopetu@oauife.edu.ng)

<sup>2</sup>Universitas Negeri Surabaya, Jl. Lidah Wetan Kec. Lakarsantri Kota Surabaya, Indonesia,  
[nur.22025@mhs.unesa.ac.id](mailto:nur.22025@mhs.unesa.ac.id)

<sup>3</sup>Universitas Negeri Surabaya, Jl. Lidah Wetan Kec. Lakarsantri Kota Surabaya, Indonesia,  
[muhamadghozali@unesa.ac.id](mailto:muhamadghozali@unesa.ac.id)

**ABSTRACT**

*Communication via Language is the wheel that drives effective counselling session all over the world. In Nigeria, the language of national, social cohesion, education and counselling is English which is not indigenous to all users but has rather been co-existing with over 450 indigenous languages. Users therefore have to struggle with proper usage of English in communication in general and counselling in particular. Meanwhile for counselling to be effective, the communication between the counsellor and the client should be such that the client must understand what the counsellor is trying to pass across the way the counsellor intends and be able to provide feedback. This paper presents approaches that the counsellor can adopt to navigate the English language nuances to achieve the goal of the counselling relationship. It specifically presented a conceptual clarification of counsellig communication and its importance to counselling effectiveness, and the role of langage in communication with special reference to English language usage by non-indigenous speakers. It also provided a step-by-step guide on how users can navigate the correct usage of the langauge for effective counselling relationship. It concluded with a brief synopsis of possible limitations that may beconfronted in the course of navigating the usage of the langauge for counselling communication*

Keywords: Communication, Counselling, English language, Navigate, second lanaguage

## **INTRODUCTION**

Communication is one of the main activities that takes place between the counsellor and the client during counselling sessions. That is, during counselling sessions, the clients communicate their emotional difficulties, fears, anxiety, prospects, and anxieties to the counsellor, intentionally and sometimes deductively. In return, the clients receive information from counsellors about their competences, counselling abilities, guidance and resources intended to help them shore up their emotional repertoire, improve on their coping strategies and decision-making skills (Eli, Adebawale & Omotehinse, 2021).

Usually, such communication takes place in either of two forms - verbal and/or nonverbal communication are/is used for this. In the course of the clients sharing their experiences, dreams, frustrations, fears, and even their mental condition, counsellors pay attention to what they say. Although the non-verbal communication is equally important, the first and overt information is provided commonly by verbal communication (Scheming & Mason, 2013).

The importance of effective communication as the foundation of the therapeutic relationship between a counselor and a client cannot be overemphasized. For instance, it helps in building trust, understanding, and rapport between them, and enable them to agree on the goals of therapy, also ensuring that both parties are working towards the same objectives. Research suggests that through active listening and empathetic responses, counsellors can better understand their clients' concerns and demonstrate that they are valued and understood (Sutton, 2022). It should be noted that the goal of counseling is to facilitate positive change. Effective communication is the only tool through which insights are shared, strategies are developed, and progress is made.

For counselling communication to be effective, the client must receive the information being passed from the counsellor the way the counsellor intends, promptly and demonstrates an understanding which will be communicated back to the counsellor either in terms of feedback, certain actions or even mere non-verbal cues. If this fails to come up, the counsellor will have to find other means of passing the information to elicit the required responses, refer the client to a more competent colleague or in the extreme terminate the counselling relationship (Eli, Adebawale & Omotehinse, 2021). Counselors make efforts to ensure counselling communication is effective by taking into cognizance the elements of communication, that is, the crucial components that work together to ensure that a message is effectively transmitted from a sender to a receiver.

Some of these components include the sender, the initiator of the communication and message to be conveyed, which may be the counsellor or the client at one time or the other, encoding, that is, translating the thoughts or ideas into a communicable form; the message – the actual contents of the communication; the channel, that is, the medium through which the message is transmitted; the receiver, the individual or group that the message is intended; decoding, that is receiver interpreting and understanding the message and the feedback, that is the response given by the receiver that indicates that the message has been received and understood (Kapur, 2020; Usun, 2003).

Language plays a fundamental role in communication as it is the primary tool commonly used to convey and exchange information, ideas, and emotions (Rabiah, 2018). Each language, with its unique vocabulary and grammar, offers a different perspective and way of thinking, influencing how its speakers

perceive and interact with the world. Language allows individuals to express their thoughts and ideas clearly and effectively; It facilitates social interaction by enabling people to build relationships and collaborate with others (Buarqoub, 2019). It is also used to share information, giving instructions, and asking questions to gain understanding. It should however be noted that language carries cultural values and collective knowledge, passing it from one generation to the next.

Although, clients will often communicate far more non-verbally than verbally (Dash, 2022), this paper focusses on verbal communication in counselling interaction. In the real sense of it, it is difficult, if not impossible, for counselling to thrive without effective communication. Effective communication between the counsellor and the client is needed through the use of language which is appropriate to the educational situation so that the implementation of guidance and counseling services can run well.

Therefore, the use of language according to Kustyarini (2021) cannot be trivialized. It is a tool to achieving counselling goals, Sieger (2019). As a tool for expressing oneself, the counselee uses it to talk to the counsellor while the counsellor also listens and responds using the same language. It is of note that both the counsellor and the client speak the same language well enough to avoid misconception and misrepresentation of ideas. Language is also a tool to achieve social integration (Kustyarini, 2021).

## **METHOD**

This paper of a position paper adopting expert discourse approach in identifying language challenges in the counselling interactions and providing workable suggestions on what can be done and how it could be done to achieve effective counselling and therapeutic alliance.

## **RESULT AND DISCUSSION**

### **The English Language in Nigeria**

The adoption of English language as a national language/Lingua Franca is a child of circumstances which was borne out of our experience of colonization by the British. Since, the English language has been enjoying the privilege of being the nation's official/national language occasioned by the issue of multi-ethnicity and multi-lingualism which made it difficult but not impossible to have a common language among the over 400 indigenous languages in the country, Journal of the International Association of Language Educators (JIALE), 2020.

In the same vein, the English language is used for many purposes apart from the above. It is the language of administration, business, politics, social interaction and cohesion, religion and education. It is the medium of instruction in schools ranging from Primary 4 to the tertiary institutions, National Policy on Education (NPE), 2014. Therefore, the English language has been performing instructional and interactional functions both within and outside the classrooms in the country, Fakye & Bateye, (2020).

This therefore puts English language at a very enviable status it is enjoying till today; as it is a medium through which communication is being carried out, either verbally or in written form. In this paper, the presenter is interested in the verbal/spoken form of the English language.

However, navigating the English language requires that the counsellor and the counselee must be versatile in the use of the English language. What favours the use of English language, as given earlier, is

because Nigeria is a multilingual nation; and because of that, since English has been adopted as the lingua franca, the onus lies on both the counsellor and the client to be well proficient in the use of the language for effective counselling session. According to Sieger (2018), though he expressed the importance of language in general, the presenter would want to adapt his seven points to English language; and as such, his seven points will be discussed as follows:

- a. Language is a tool. This presupposes that, the English language must be effectively used by both the counsellor and the client for effective communication in counselling session.
- b. Language is also for the purpose of self-identification. The 'English language is a marker of distance', according to Lee, 1992, p. 13 in Fakeye et al (2020). Though the English language is a signal for upward mobility in Nigeria, it cannot make Nigerians belonging to the original owners of the language. This is because the fact still remains that it is not one of the indigenous languages. Cultural identity is sacrosanct and the client tends to discuss freely with the counsellor who really understands his language. This shows that both the counsellor and the counselee must mutually rely on the language they are proficient in. Therefore, the need to understand English language becomes imperative in Nigeria.
- c. Language to disconnect.
- d. Language in counselling or therapy to compartmentalize
- e. Language and depth of emotional awareness
- f. Language in counselling or therapy to heal.

Going by the above, if the counsellor and the client both employ the use of English language during counselling session, negativities brought about by language barriers, in multi-ethnic nations like Nigeria, will be checked while the purpose for counselling is achieved without any form of mutual suspicion.

Different approaches can be adopted by second language users to navigate English language usage for counseling communication. This may include:

- a. Use simple language. This depicts the fact that both the counsellor and the client should employ straightforward and concise language to ensure clarity while in counselling session.
- b. Speak slowly and clearly. Both the counsellor and the client are to enunciate words carefully and maintain a moderate pace to aid understanding; thus facilitating effective session.
- c. Active listening. The counsellor should practice attentive listening and ask clarifying questions to ensure comprehension of what the client is saying.
- d. The counsellor should seek clarification from the client. He must not hesitate to request for clarification or a repeat of what is said if unsure about something heard.
- e. In very crucial linguistic condition, the counsellor can employ professional interpreters or translation tools like Google Translate for accuracy in communication.
- f. The counsellor should try as much as possible to pull down language barriers, if there are any. This will enable mutual trust between the counsellor and the counselee.
- g. Maintain eye contact during conversation to convey attentiveness and sincerity. This is germane in communication and must be encouraged in counselling session.

Navigating English language usage as a second language user in counselling communication can be challenging, but here are seven strategies that can help:

- a. **Start with Basic Phrases and Vocabulary:** Begin by learning and using basic English phrases and vocabulary relevant to counseling in order to build confidence and ease communication.
- b. **Utilize Non-Verbal Communication:** Pay attention to body language, facial expressions, and gestures, which can convey meaning and support verbal communication.
- c. **Active Listening and Observing:** Focus on actively listening to the client and observing non-verbal cues to fully understand the context and emotions behind their words.
- d. **Seek Assistance from Bilingual Individuals:** If possible, involve bilingual individuals or interpreters in sessions to facilitate clearer communication.
- e. **Use Visual Aids:** Incorporate visual aids like pictures, diagrams, or written words to support understanding and retention of information.
- f. **Simplify Language:** Use clear, concise language and avoid complex vocabulary or idioms that may be difficult for non-native speakers to understand.
- g. **Practice Regularly:** Engage in regular practice, both in and out of counseling sessions, to improve proficiency and comfort with the English language

### CONCLUSION

In conclusion, the cultural setting in Nigeria favours the use of English language for many activities including education and counselling. Multi-ethnicity gave rise to multilingualism which made it very difficult to have a unifying indigenous language. Mutual suspicion and poor political will have been the cog in the wheel of developing an indigenous language. Therefore, since English language is “foreign” in the country, it is more convenient to accept it as the national language. Hence, it becomes imperative that everybody becomes literate in the language. At the same time, the Federal Government’s NPE (2014) states that English language should be taught to students for the purpose of social cohesion.

### REFERENCES

Buarqoub, I. A. S. (2019). Language barriers to effective communication. *Utopía y Praxis Latinoamericana*, 24(6), 64-77

Dash, B. B. (2022). Significance of Nonverbal Communication and Paralinguistic Features in Communication: A Critical Analysis. *International Journal for Innovative Research in Multidisciplinary Field*, 8(4), 172 – 179.

Eli, S. G., Adebawale, O. F. and Omotehinse, S. O. (2021). Emotional Intelligence, Social Networking Skills and Online Counselling Communication Effectiveness Among Students of OAU, Ile-Ife, Nigeria. *African Journal of Teacher Education (AJOTE)*, 10 (2), 37 – 52.

Fakeye, D. O. & Bateye, R. O. (2020). The English language, ideology, culture and the Nigerian classroom: Strategies for sustainable development. *Journal of International Association of Language Educators* (Special Edition)

<https://www.skillsyouneed.com/learn/counselling.html> retrieved 11/4/24

<https://sg.indeed.com/career-advice/finding-a-job/what-is-counselling> Retrieved 11/4/24

Kanchan, Pal (2019). ASTHA HOSPITAL R-11 SEC 12, VAKEEL COLONY PRATAP VIHAR G.Z.B  
Indira Gandhi National Open University (IGNOU)  
[https://www.researchgate.net/publication/334049460\\_counselling](https://www.researchgate.net/publication/334049460_counselling)

Kapur, R. (2020). The Elements of Communication. Retrieved April 6, 2024 from  
[https://www.researchgate.net/publication/344215245\\_The\\_Elements\\_of\\_Communication](https://www.researchgate.net/publication/344215245_The_Elements_of_Communication)

Merriam-Webster (2024). Dictionary Merriam-Webster.com <https://www.merriam-webster.com/dictionary/counseling>. Accessed 10 Apr. 2024

Rabiah, S. (2018). Language as a Tool for Communication and Cultural Reality Discloser. Retrieved April 6, 2024 from [https://www.researchgate.net/publication/329043287\\_Language\\_as\\_a\\_Tool\\_for\\_Communication\\_and\\_Cultural\\_Reality\\_Discloser](https://www.researchgate.net/publication/329043287_Language_as_a_Tool_for_Communication_and_Cultural_Reality_Discloser)

Scheming, O. & Mason, R. B., (2013). Communication channels and interpersonal communication between South African and German Business Partners. *Corporate Ownership and Control*, 10(4), 409-419.

Sutton, J. (2022). Communication Skills in Counseling & Therapy: 17 Techniques, Retrieved April 13 , 2024 from [Communication Skills in Counseling & Therapy: 17 Techniques \(positivepsychology.com\)](https://positivepsychology.com/communication-skills-in-counseling-therapy-17-techniques)

Usun, S. (2003). A Review of Communication Elements and Learner Support Services in Turkish Distance Education System. The Turkish Online Journal of Educational Technology, 2(3), 3 – 12.

Whitton E. <https://www.counselling-directory.org.uk/what-is-counselling.html> Retrieved 11/4/24



**THE 2<sup>nd</sup> INTERNATIONAL CONFERENCE ON GUIDANCE AND COUNSELING**  
**“COUNSELING RESONANCES ON**  
**MENTAL HEALTH EMERGENCIES AND AWARENESS”**

---

**AFFECTIVE ORIENTATION AS A DETERMINANT OF SOCIAL WELL-BEING OF NIGERIAN UNIVERSITY STUDENTS**

**Akinjide Gabriel Akintomide<sup>1</sup>, Tiara Dyah Kinanti<sup>2</sup>, Bambang Dibyo Wiyono<sup>3</sup>, Michael Adeniyi Omoyemiju<sup>4</sup>, Gloria Aghogho Okunola<sup>5</sup>**

<sup>1</sup>Obafemi Awolowo University, Ile-Ife, Nigeria, [jideomoakin@oauife.edu.ng](mailto:jideomoakin@oauife.edu.ng)

<sup>2</sup>State University of Surabaya, Lidah Wetan, Sub District Lakarsantri, Surabaya, Indonesia, [tiara.22053@mhs.unesa.ac.id](mailto:tiara.22053@mhs.unesa.ac.id)

<sup>3</sup>State University of Surabaya, Lidah Wetan, Sub District Lakarsantri, Surabaya, Indonesia, [bambangwiyono@unesa.ac.id](mailto:bambangwiyono@unesa.ac.id)

<sup>4</sup>Obafemi Awolowo University, Ile-Ife, Nigeria, [adeyemiju@oauife.edu.ng](mailto:adeyemiju@oauife.edu.ng)

<sup>5</sup>Obafemi Awolowo University, Ile-Ife, Nigeria, [gaokunola@oauife.edu.ng](mailto:gaokunola@oauife.edu.ng)

**ABSTRACT**

*The study assessed the levels of social well-being and affective orientation of Nigerian university students; and determined the influence of affective orientation on the social well-being of the undergraduate students. Five hundred students were selected from a Nigerian university using multi-stage sampling procedures. Data was collected using a scale on social well-being and affective orientation. Data collected were analysed using frequency, percentage, and regression analysis. The results revealed that the levels of both social well-being and affective orientation of respondents were moderate. The results further revealed that there was a significant influence of affective orientation on the social well-being of undergraduate students at  $p < 0.05$  level of significance ( $F = 75.214$ ,  $p = 0.000$ ). This showed an increase in social well-being with an increase in affective orientation. It therefore brought to the fore the need to channel the students' emotions toward improving their social well-being as well as the need for the university to put up programme of activities that can improve social interaction and communication among students.*

Keywords: Affective orientation, Mental health, Social support, Social well-being,

## **INTRODUCTION**

Some events in the life of today's youth and young adults have raised a lot of concerns on the level of their well-being, particularly mental and social well-being. A lot of vices as well as life-threatening activities such as suicidal ideation and attempts, drug use, internet addiction, depression, and so on, are on the increase among the young ones and this raises a lot of concerns among researchers and stakeholders. For instance, a report has it that suicide rates have increased by 60% worldwide in the last 45 years and it is currently among the three leading causes of death among people aged 15-44, both male and female (Befriend Worldwide, 2021). Incidentally, Nigeria with a population of over 200 million is one of the epicentres of suicide in the world with a suicide estimate of 17.3 per 100000, which is higher than the global (10.5 per 100 000) and Africa (12.0 per 100000) estimates (WHO, 2020). Meanwhile, poor social interaction, low social support, and low emotional resilience have been associated with an increase in suicidal ideation and attempt (Akintomide, 2021) also found to have played a significant role in suicidal ideation among Nigerian undergraduate students.

On another note, the United Nations Office of Drugs and Crime - UNDOC (2020, 2018) reported a global increase in substance addiction among people aged 15 to 64 years. In Nigeria, Aduloju (2021) said that recent NDLEA statistics revealed that over 40% of Nigerian adolescents aged 18-35 years are heavily involved in substance addiction. Other researchers, such as Adamson, Ogunlesi, Morakinyo, Akinhanmi, Onifade, and Olaitan (2015), discovered that substance misuse was frequent among university undergraduates across the country's geopolitical zones. Akintomide and Ogedengbe, 2023 also found some level of substance abuse among Nigerian university students and some of the drugs the students mostly abuse include caffeine, cocaine, alcohol, kolanut, and marijuana. This has led to different forms of health problems, (including psychotic disorder), social problems of rejection, and different academic problems (Akintomide & Ogedengbe, 2023; Olivia, Rand, Emilio & Richard, 2015).

Another issue of concern among adolescents and young adults is internet use and addiction. Omoyemiju and Popoola (2021) found out that 14% of undergraduate students of a Nigerian University exhibited severe levels of internet addiction with a higher rate among male than female students. All these incidents were considered by these researchers as big threats to the academic as well as the general well-being of the students particularly undergraduate students in Nigerian universities.

Meanwhile, well-being is generally considered a state of happiness and contentment, with low levels of distress, overall good physical and mental health and outlook, or good quality of life (American Psychological Association, 2023). Michaelson, Mahony, and Schifferes (2012) described well-being as how people feel how they function both on a personal and social level and how they evaluate their lives as a whole. It is the state of being comfortable, healthy, or happy. It could be said to mean being well; being in good condition; being comfortable; being happy; and being adjustable in the domains of human existence such as physical, mental, social, and so on. Some of the dimensions of well-being include social well-being, health, education and learning, employment and the quality of working life, time and leisure, command over goods and services, physical environment, social environment, and personal safety (Christchurch City Council, 2005).

Sinclair (2021) defines social well-being as the sharing, fostering, and maintaining meaningful relationships with others. This gives you a sense of connection and belonging while making you feel genuine and cherished. It refers to the overall quality of life experienced by individuals within a society. It encompasses various aspects of people's lives, including their relationships with others, their sense of belonging and community, and their overall satisfaction with their social environment. One of the key components of social well-being is the strength of social connections and relationships. Strong social bonds are essential for individuals to feel supported, cared for, and valued. These relationships can come in many forms, such as family, friends, colleagues, and neighbors. When individuals have strong social networks, they are more likely to experience higher levels of happiness, better mental health, and improved physical well-being. Another important aspect of social well-being is a sense of belonging and connectedness to a community. When someone has a high level of social well-being, some of the challenges and issues of life may not really have a debilitating effect on such a person because there is a presence of networks of support around.

In addition, according to the World Health Organization viewpoint, social well-being is an important dimension of health along with physical and mental aspects. It plays an effective role in improving the quality of life, social efficacy, and social performance (Breslow, 2017). Social well-being contains five domains which include social integration, social acceptance, social contribution, social actualization, and social coherence which includes a concern for knowing about the world (Keyes & Martin, 2017). Dunaeva (2018) also identified social support and social adjustment as two key components of social well-being. Social adjustment is the ability to fulfill social roles and experience personal fulfillment in relationships. Social support refers to the caliber of one's social network's connections and the sense of security those connections provide.

Meanwhile, one of the factors that could affect social well-being is one's affective orientation, which is a significant variable in interpersonal relationships. Affective orientation is a personality attribute that claims some people are more likely to be aware of their emotions and even utilize them as a guide when interacting with others (Otuuchi et al, 2021). Booth-Butterfield & Booth-Butterfield, 1997 in Otuuchi et al, (2021) described affective orientation as the tendency to deliberately examine, take into account, and then use one's feelings as information for making decisions. Individuals who are high in Affective Orientation tend to attend to their emotions and act on them. Emotions are a necessary part of the human system, however, people who are high on Affective Orientation could be said to relate more to their feelings and emotions than other sources of information or impulses. This might be due to experiences. Individuals who score high in Affective Orientation were found to have their feelings guide them in most cases, even to overeating (Goodboy & Booth-Butterfield, 2008). University students who might be high in Affective Orientation may ignore valid sources of information from experienced students and university counsellors, but rather depend on their emotions to guide them through choices. This can be a risky strategy for navigating the academic life maze.

Affective orientation can influence how individuals interact with others, how they handle stressful situations, and how they perceive and experience the world around them. It is an important aspect of personality and can have significant implications for mental health and well-being. It can have a

significant impact on social well-being in a variety of ways such as response to emotions in their relationships, an individual's ability to empathize and understand the emotions of others, and impacting an individual's ability to seek and provide social support.

The majority of the students who fall victim to some life-threatening events didn't show evidence of good social well-being and social connection. For instance, some students commit suicide without the knowledge of their peers (Adebowale & Omotehinse, 2023, Ajibola & Agunbiade, 2022) some go into depression when they see their results not going the way they think (Peltzer, Pengpid, Olowu & Olasupo, 2013), while some engage in drug abuse to suppress depression (Adegboyega, Oniye & Adigun, 2015). Several studies have investigated lots of factors associated with social well-being which include social support (Zeenat & Neshmia, 2018), and social integration (Salehi, Marzban, Sourosh, Sharif, Nejabat & Imanieh (2017), but scarcely are their empirical studies well establishing the association between social well-being and affective orientation. This study is therefore conceived to fill the gap.

The objectives of this study are therefore to:

- i. assess the levels of social well-being and affective orientation of Nigerian university students; and
- ii. determine the influence of affective orientation on the social well-being of the undergraduate students

## **METHOD**

The study adopts a descriptive survey research design. The population for the study comprises all undergraduates in Obafemi Awolowo University, Ile-Ife, Nigeria. Obafemi Awolowo University, Nigeria is one of the First generation Federal universities in Nigeria. It houses students from all over the country as well as foreign students from within and outside Africa. It has the attribute of a typical university whose data can be used to generalize for other university students. From the university, a sample size of five hundred (500) was selected using the multistage sampling procedure. From the 16 faculties in the university, 10 faculties were selected using a simple random sampling technique. From each of the selected faculties, two departments were selected using a simple random sampling technique and from the selected departments, 25 students were randomly selected.

An instrument titled 'Social Wellbeing and Affective Orientation Questionnaire' was used to elicit the required information from the respondents. The instrument has three sections. Section A consists of socio-demographic information of the respondents; Sections B and C consist of items on the social well-being and affective orientation of the respondents respectively based on the projective rating scale of 'Always' (A), 'Sometimes' (S) and 'Never' (N). After explaining the purpose of the study to the respondents the researchers administered the instrument to the respondents through the help of trained research assistants. Data collected were analyzed using frequency, percentage, and regression analysis through the application of Statistical Packages for Social Science (IBM SPSS V20).

## **RESULT AND DISCUSSION**

### *Social Well-being of University Students*

With a mean score of 27.56 and a standard deviation of 2.93 calculated from the responses to the section on the scale on social well-being and also minimum and maximum scores of 16 and 40, levels of social well-being were calculated. On the measure, those who had scores from 16 to 23 were regarded as having a low level of social well-being, those with scores ranging from 24 to 31 were taken as moderate while those who had scores from 32 to 40 were tagged high level of social wellbeing. These were subjected to descriptive analysis and it is presented in Table 4.2.

Table 4.2: level of social well-being of undergraduates of Obafemi Awolowo University, Ile-Ife,

Osun State

Level	Frequency	Percent
Low	32	6.4
Moderate	427	85.4
High	41	8.2
Total	500	100.0

The table shows that 6.4% of the students had a low level of social well-being, 85.4% had a moderate level of social well-being and 8.2% of them had a high level of social well-being. We can conclude from the finding that the level of social well-being of the undergraduates was moderate.

*Affective orientation of the undergraduate students*

Similarly, the level of affective orientation of the undergraduate students was determined from the students' responses to the items of the scale on affective orientation. On the scale, a mean score of 27.47 and a standard deviation of 3.68 were obtained. The minimum score obtained was 13 and the maximum score obtained was 40. Arising from these, those who had scores from 13 to 21 were regarded as having a low level of affective orientation, those with scores between 22 and 30 were taken as moderate while those who had scores from 31 to 40 were taken as high level of affective orientation. These were subjected to descriptive analysis and the results are presented in Table 4.3.

Table 4.3: level of affective orientation of the undergraduate students

Level	Frequency	Percent
Low	26	5.2
Moderate	388	77.6
High	86	17.2
Total	500	100.0

The table shows that 26 (5.2%) of the students have a low level of affective orientation, 388 (77.6%) of them displayed a moderate level of affective orientation and 86 (17.2%) of them displayed a high level of affective orientation. Hence, we can conclude from the finding that the level of affective orientation of the undergraduate students was moderate.

*Influence of Affective Orientation on the Social well-being of undergraduates*

It was hypothesized that affective orientation would not significantly influence the social well-being of undergraduate students. Linear regression was therefore used to determine the influence of affective orientation on social well-being. The result is presented in Table 4.5

Table 4.5: Influence of affective orientation on the social well-being of the undergraduates of Obafemi

Awolowo University, Ile-Ife, Osun State

Model	Sum Squares	df	Mean Square	F	Sig.
Regression	547.060	1	547.060	75.214	.000 <sup>b</sup>
Residual	3614.848	497	7.273		
Total	4161.908	498			

a. Dependent Variable: wellbeing

b. Predictors: (Constant), affective orientation

The table shows that there was a significant influence of affective orientation on the social well-being of the undergraduate students at  $p < 0.05$  level of significance ( $F = 75.214$ ,  $p = 0.000$ ), we therefore reject the null hypothesis that was earlier stated.

Affective orientation has been suggested to have a crucial role to play in shaping how individuals navigate social interactions, form relationships, and maintain their overall well-being in a social context. Developing emotional awareness, regulation, and empathy can contribute to healthier and more fulfilling social connections, ultimately enhancing social well-being. These are part of the motivation for this study, particularly now that there are lots of issues challenging the social well-being of adolescents and youths. This study investigated the level of social well-being and affective orientation of students in a Nigerian university to determine how affective orientation affects the social well-being of this category of respondents. Invariably, the results of the findings showed that the level of social well-being of the undergraduates of Obafemi Awolowo University was moderate. The students said that they mostly experience positive feelings whenever they think about themselves. They have persons who they engage with like friends and family. This finding agrees with the findings of Saleh, Marzban, Sourosh, Sharif, Nejabat, and Imanieh (2016) who found that the social well-being score of the students in the area where they carried out their study was at an average level. They found out that the students had a well-being score of 50 out of 100. They however concluded that the students had an unsatisfactory level of wellbeing and the evaluation of the social wellbeing of the students should be done from time to time to provide

adequate help to them. Although, Sabiha, Mahvish, and Salma (2022) in their research found that the level of social wellbeing of students in their study was high which is contrary to the findings of this study.

The finding of this study also showed that there was a moderate level of affective orientation of undergraduates of Obafemi Awolowo University, Ile-Ife. This was because the students agreed that they hated being disrespected, rather they wanted people to address them with respect and courtesy, most of them preferred staying alone, and so they draw back whenever they are not feeling the right vibe. They also felt that school stress has reduced their attention to people around them. This shows the assertion of Otuuchi, Adeniyi, Enyi, and Akinojo (2021) who said that the affective orientation of students is either low or high. Whereas this study shows that the students have moderate affective orientation. This however is not in agreement with the findings of Shin and Kim (2011) who found that 75% of the students in their study area had high emotional orientation scores.

The study further showed that there was a significant influence of affective orientation on the social well-being of the undergraduates of Obafemi Awolowo University, Ile-Ife, Osun State. This shows that the higher the affective orientation of the students, the higher they tend to have good social well-being. This might be because the students perceived that they needed to do things on their own to draw self-fulfillment. this agrees with the findings of Ozdogan (2021) who found that there was a significant relationship between the variables of well-being and emotional loneliness. They further discussed that emotional loneliness significantly predicted the well-being of the students in the study area. Likewise, the findings of Otuuchi, Adeniyi, Enyi, and Akinojo (2021) showed that there was a significant relationship between affective orientation and roommate relationship at Obafemi Awolowo University. They further said that the affective orientation is a factor that determines the level of relationship of the students with their roommates and colleagues which in turn has a significant influence on the social wellbeing of the students.

## **CONCLUSION**

It could be concluded from the study that affective orientation has a direct influence on social well-being of the respondents. The better the affective orientation, the better the social as well as mental well-being of the respondents.

## **RECOMMENDATIONS**

Given that the study indicates a moderate level of affective orientation among the students, it is recommended that the university invests in programmes and initiatives that focus on improving emotional and social connections among students. This could include workshops, counselling services, and activities that foster a positive and supportive campus environment. Emphasizing the importance of empathy, understanding, and emotional intelligence can contribute to higher levels of affective orientation. To enhance social well-being, it is crucial to improve interpersonal communication skills among students. The university should consider implementing communication training programmes, workshops, and courses that help students develop effective communication skills. This can include both verbal and non-verbal communication, conflict resolution, and active listening.

Since the study identifies a significant influence of affective orientation on social well-being, integrating emotional intelligence and affective orientation concepts into academic curricula could be beneficial. Incorporating these elements into various courses and educational activities can contribute to a more holistic development of students, positively impacting their overall well-being.

Creating supportive communities within the university environment is crucial. The institution should facilitate the formation of clubs, groups, or forums where students can engage in meaningful conversations, share experiences, and provide mutual support. This can contribute to a sense of belonging and strengthen the social fabric among undergraduates.

## **REFERENCES**

Adamson, T. A., Ogunlesi, A. O., Morakinyo, O., Akinhanmi, A. O., Onifade, P. O. & Olaniyan, O. (2015). Descriptive national survey of substance use in Nigeria. *Journal of Addiction Research and Therapy*, 6(8), 234-238. doi:10.4172/2155-6105.1000234

Adebawale, O. F., & Omotehinse, O. S. (2023). Patterns of suicidal ideation among undergraduate students of Obafemi Awolowo University, Ile-Ife, Nigeria. *Journal of applied research in higher education*. DOI:10.1108/JARHE-10-2022-0319

Adegboyega, L. O., Oniye, A. O., & Adigun, A. (2015). Motivations for drug abuse among students of tertiary institutions in Kwara State, Nigeria. *Ife Journal of Behavioural Research*, 7 (1&2) 29-34.

Aduloju, A. (Aug.19th, 2021) Premium Times: A medical Practitioner, Blamed Poor Parenting for the Increasing Wave of Drug Abuse in the Country.

Ajibade, B. L., Amoo, P. O., Makanjuola, J. Akinpelu, A. O. Oyewumi, Z. O., & Ayeni, A. R. (2015). Effectiveness of a nurse-led cognitive behavioural therapy intervention in the management of substance abuse amongst selected secondary school students in Ejigbo local government area, Osun state, Nigeria. *International Journal of Medical Research and Review*, 3(11), 1345-1352. <https://doi.org/10.17511/ijmrr.2015.i11.244>

Ajibola, A. O., & Agunbiade, O. M. (2022). Suicide ideation and its correlates among university undergraduates in south western Nigeria. *Community Health Equity Research & Policy*, 43(1), 45-58. <https://doi.org/10.1177/0272684X211004929>

Akintomide A. G. (2021). Emotional resilience and suicidal ideation among undergraduate students in universities in Osun State. *Journal of Positive Psychology and Counselling*; 9, 59-69.

Akintomide, A. G. and Ogedengbe, T. O. (2023). Is staying off campus a license to drugs? – Incidence of substance abuse among Obafemi Awolowo University undergraduates residing outside the campus. *Nigerian Journal of Applied Psychology*, 25, 95-105.

American Psychological Association (2023). APA Dictionary. American Psychological Association; Washington, DC, USA: (accessed on 3 February 2023)]. Well-Being. Available online: <https://dictionary.apa.org/well-being>

Befrienders worldwide (2021). Suicide Statistics. Retrieved 8/8/2021 from <https://www.befrienders.org/suicide-statistics>

Booth-Butterfield, S., Chory, R., & Beynon, W. (1997). Communication apprehension and health communication and behaviors. *Communication Quarterly*, 45(3), 235-250.

Dunaeva, V. (2018). New Approaches in Social Well-Being Studies. PEOPLE: *International Journal of Social Sciences*, 4(3), 566-573. DOI: <https://doi.org/10.20319/pijss.2018.43.566573>

Keyes, C. L. M., & Martin, C. C. (2017). The complete state model of mental health. In M. Slade, L. Oades, & A. Jarden (Eds.), *Wellbeing, recovery and mental health* (pp. 86–97). Cambridge University Press. <https://doi.org/10.1017/978131639275.009>

Michaelson J., Mahony S., Schifferes J. (2012). *Measuring Wellbeing: A Guide for Practitioners*. New Economics Foundation; London, UK.

Olivia, E. A., R & Emilio, D. C., Richard, F., (2015) Risks Associated and Protective Factors for Early Substance Use Initiation: A Longitudinal Study of Mexican Origin Youth.

Omoyemiju, M. A. & Popoola, B. I. (2021). Prevalence of internet addiction among students of Obafemi Awolowo University, Ile-Ife, Nigeria. *British Journal of Guidance and Counselling*, 49(1), 132-139. <https://doi.org/10.1080/03069885.2020.1729339>

Otuuchi D. U., Adeniyi W. O., & Enyi J. O. Akinajo, M. V (2021). Affective Orientation, Demographic Variables and Roommate Relationship Satisfaction Among Undergraduates of Obafemi Awolowo University Ile-Ife, Nigeria. Retrieved from [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=3958208](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3958208)

Peltzer, K., Pengpid, S., Olowu, S., & Olasupo, M. (2013). Depression and associated factors among university students in Western Nigeria. *Journal of psychology in Africa*, 23(3), 459-465. DOI:10.1080/14330237.2013.10820652

Sabiha, B., Mahvish, F., & Salma, K. (2022). Impact Of Social Well-Being On Academic Performance Of Students. *Journal of Positive School Psychology*, 6(8), 8786-8792. DOI: <https://doi.org/10.30880/ijscet.2023.14.03.008>

Salehi, A., Marzban, M., Sourosh, M., Sharif, F., Nejabat, M., Imanieh, M. H., et al. (2017). Social well-being and related factors in students of school of nursing and midwifery. *International Journal of Community Based Nursing and Midwifery*, 5, 82–90.

Sinclair, J. (2021). What is social well-being? Definition, types, and how to achieve it. Retrieved from <https://www.betterup.com/blog/what-is-social-well-being-definition-types-and-how-to-achieve-it>

United Nations Office on Drugs and Crime (2018, February). World Drug Report 2018 <https://www.unodc.org/wdr2017/index.html>

United Nations office on drugs and crime (2020). Project in Nigeria, <http://www.unodc.org/unodc:press/releases/2020/June/media-advisory---globallaunch>.Retrieved October 15/2021

Zeenat, I. & Neshmia, S. (2018). Factors Affecting the Mental Well-Being of Undergraduate Students in Karachi. Advances in Social Sciences Research Journal, 5(3) available at <https://journals.scholarpublishing.org/index.php/ASSRJ/article/view/3704> DOI: <https://doi.org/10.14738/assrj.53.3704>



**THE 2<sup>nd</sup> INTERNATIONAL CONFERENCE ON GUIDANCE AND COUNSELING**  
**“COUNSELING RESONANCES ON**  
**MENTAL HEALTH EMERGENCIES AND AWARENESS”**

---

**LOGOTHERAPY COUNSELING FOR BROKEN HOME STUDENTS**

**Neli Setiawati**

<sup>1</sup>State University of Semarang, Sekaran, Gn. Pati Sub-District, Semarang, Indonesia,  
[nely27@setiawati@students.unnes.ac.id](mailto:nely27@setiawati@students.unnes.ac.id)

**ABSTRACT**

*The aim of this research is to determine the effect of implementing logotherapy-oriented group counseling on broken home students in finding the meaning of life. This research was conducted with an experimental design because it aims to determine the causal relationship between logotherapy group counseling and the condition of broken home students in finding the meaning of life. The research design used in this research is in the form of a one group pretest-posttest with a research sample of 7 students from class XI SMAN 1 Belik which was determined based on a purposive sampling technique. Research data was collected using the meaningfulness of life scale from the Beck Depression Inventory II theory. The data obtained was then processed using IBM SPSS 25, resulting in research that logotherapy counseling had an effective effect on children from broken homes in finding the meaning of life. The research results are discussed and strengthened by related previous research findings.*

Keywords: logotherapy, group counseling, broken home

## **INTRODUCTION**

A broken home family is a family condition in which warmth and harmony do not grow. The characteristics of a lack of harmony that encourage a broken home are quarrels between mother and father, children losing a figure who can be a role model in the family, and parents abandoning their children as a form of outlet. According to Sudarsono in Wardani (2021), an incomplete family structure in a broken home family condition is based on several causes such as parental divorce, one parent or both parents passing away, and one parent or both parents being absent for a long time. quite a long time. Broken home conditions can occur if the quality of relationships within the family is less than harmonious, thus triggering the emergence of various conflicts within the family. Family quality can be reviewed based on the appropriate and complete implementation of family functions. According to Berns in Lestari (2016), family functions consist of reproductive functions, socialization and education, assignment of social roles, economic support, and emotional support or maintenance. The problem of divorce is a condition of a broken home that is difficult for children to accept. In accordance with the opinion of Ariyanto (2023) that children whose parents divorce will experience impaired self-confidence and feel like they have lost something very valuable to them, so they will tend to be sensitive in living their daily lives. Thus, children who can be said to be victims of divorce tend to find it difficult to accept their condition because they feel the drastic changes that occur during their growth period. There are two possible impacts of divorce on children, namely that children become negative and children accept it with a positive mindset. The negative impact of parental divorce is delinquency and deviation in children to vent their disappointment to their parents. Meanwhile, positive things that can be used as lessons for children if children are able to accept their parents' divorce are the possibilities for children to be able to interpret their lives to have better life prospects in the future. Thus, the condition of children who are victims of broken homes is not always the same because there are children who choose to live freely without purpose and there are children who learn from a failure in their family.

The results of a preliminary study conducted at SMAN 1 Belik by distributing questionnaires to class XI students who were victims of their parents' divorce showed that children who experienced broken homes tended to lack motivation in living their lives. The lack of motivation to live for children who are victims of broken homes is caused by the absence of a harmonious parental role in the family. Mahnunin and Ridjal (2021) stated that families experiencing broken homes will create children who experience personality crises, thereby causing disruption in the child's development. Personality crisis in children from broken homes, for example the child's lack of ability to adapt. Children who are victims of broken homes should not always feel down and destroyed, which can disrupt their development. Therefore, schools need to provide services that can accompany children who are victims of broken homes. Services in schools can be programmed through guidance and counseling services with guidance and counseling teachers, the aim is to raise enthusiasm and foster confidence in children from broken homes that they still have much better hope in the future. Many other things will arise if someone has motivation in life, namely being optimistic because they have the self-confidence to achieve the expected goals. There are various kinds of guidance and counseling services, one of which is individual counseling services Children from broken homes can be given help through logotherapy counseling. Logotherapy

counseling is a method of counseling that aims to raise a person's motivation in living life after experiencing a problem that is quite disturbing for him. This is strengthened by the opinion of Haekal (2021) who explains that logotherapy counseling is the most important assistance for treating clients in finding the meaning of life by directing clients to find wisdom from the problems they face. This research aims to find out whether logotherapy counseling is effective for children from broken homes in finding the meaning of life.

### METHOD

This research uses an experimental research approach. Experimental research is research conducted to determine the consequences of a treatment given intentionally by researchers. Reinforced by Isaac Michael in Ibrahim et al. (2018) who explained that experimental research is research that is useful for determining cause and effect by imposing one or more treatment conditions on one or more experimental groups and comparing the results with one or more control groups that were not treated. Sugiyono (2015) states that there are various kinds of experimental research designs that can be used, namely PreExperimental Design, True Experimental Design, Factorial Design and Quasi Experimental Design. This research will use a Pre-Experimental Design in the form of one group pretest-posttest. In one group pretestposttest, a pretest is carried out before carrying out the treatment so that the results of the treatment can be known more accurately, because it can be compared with the situation before and after the treatment.

The location of this research is SMAN 1 Belik, Pemalang Regency. The sampling technique in this research used purposive sampling based on the characteristics of class XI students who experienced broken homes. The number of class XI students who experienced a broken home was 7 people, so the entire population was immediately used as the research sample. Treatment was given to the research sample using logotherapy group counseling services eight times within four weeks. Descriptive analysis of this research uses the results of the T test to determine the effectiveness of logotherapy for children from broken homes in terms of the pretest and posttest results. This research variable uses the meaningfulness of life scale from the Beck Depression Inventory II theory, which has a validity value of more than 0.50 and a Cronbach alpha reliability of 0.850.

### RESULT AND DISCUSSION

Data analysis from the research results was carried out using IBM SPSS 25. The interpretation of the analysis results is as follows.

Table 1. Paired Samples Statistics Results

Meaning of Life	Mean
Pre-test	11.50
Post-test	39.76

Based on table 1. Shows descriptive statistical results on the average pre-test and post-test scores, namely 11.50 and 39.76. So it can be said descriptively that there is a difference in the average value of the meaning of life between the pre test and post test, because the pre test value is smaller than the post test value, namely  $11.50 < 39.76$ .

Table 2. Paired Samples Correlation Results

<b>Meaning of Life</b>	<b>Correlation</b>	<b>Sig.</b>
Pre-test and Post-test	1.26	0.00

Based on table 2, it shows the results of paired samples correlations which are used to determine the relationship between the pre test and post test. The results above have a correlation value of 1.26 and a significance value of 0.00. So it can be said that there is a relationship between the pre test and post test, because the significance value is smaller than the probability, which means  $0.00 < 0.05$ .

Table 3. Paired Samples Test Results

<b>Meaning of Life</b>	<b>Sig. (2-tailed)</b>
Pre-test and Post-test	0.003

Based on Table 3, it shows the results of the paired samples test with a Sig value. (2-tailed) of 0.003. So it can be said that there is an influence of logotherapy counseling on broken home children in interpreting life, because the significance value is smaller than the probability, namely  $0.003 < 0.005$ . Thus, the proposed hypothesis can be accepted, which means that logotherapy counseling has an effective effect on children from broken homes in finding the meaning of life.

Based on the results of research conducted on 7 samples, it can be concluded that the majority of students who experienced broken homes were able to find the meaning of life after attending logotherapy counseling. The meaning of life will arise along with the hopes and goals that a person desires so that it will have an impact on increasing self-esteem in living life. In line with Nam & Park's (2017) research , the results showed that there was a significant influence of logotherapy group counseling on teenagers' life goals, which then had a positive impact on increasing teenagers' self-esteem and adjustment at school. Apart from that, through logotherapy counseling it also has a positive effect in reducing the trauma that may be felt by children who are victims of broken homes. This is reinforced by research by DÜŞÜNCELİ & Mustafa (2020) which showed that there was an effect of logotherapy group counseling in reducing symptoms of post-traumatic heartache disorder. It is normal for children who are victims of broken homes to feel heartache due to their parents' divorce, which can result in a loss of direction and purpose in life for children who are victims of broken homes in finding the meaning of life.

## **CONCLUSION**

Based on the results and discussion previously explained, it can be concluded that children or students who are victims of broken homes at SMAN 1 Belik can improve their ability to find the meaning

of life after participating in logotherapy group counseling services. In accordance with research results which show that logotherapy counseling has an effective effect on children from broken homes in finding the meaning of life.

The suggestions given based on this research are for guidance and counseling teachers and counselors to be able to provide appropriate guidance and counseling services for students who experience broken home conditions, such as individual counseling services, group counseling and group guidance as an effort to help students obtain more information about personal development and handling of problems faced by students. For future researchers, they can develop research related to logotherapy counseling with various positive aspects that can help a person or counselee develop further.

### REFERENCES

Ariyanto, K. (2023). The Impact of Broken Home Families on Children. Metta: *Journal of Multidisciplinary Science*, 3 (1), 15–23.

DÜŞÜNCELİ, B., & Mustafa, KO Ç. (2020). The effect of logotherapy oriented group counseling on posttraumatic embitterment disorder. *Sakarya University Journal of Education*, 10 (1), 104–119.

Haekal, M. F. (2021). Logotherapy Counseling as a Solution for Handling the Psychological Problems of School Dropout Adolescents. *Ristekdik (Journal of Guidance and Counseling)*, 6 (1).

Ibrahim, A., Alang, AH, Madi, B., & Ahmad, MA (2018). Darmawati. *Research methodology. First. Ismail I, Editor. Makassar: Gunadarma Ilmu*, 1–166.

Lestari, S. (2016). *Family psychology: Instilling values and cultivating conflict in the family*. Prenada Media.

Mahnunin, J., & Ridjal, T. (2021). Identification of Student Behavior from Broken Home Families (Case Study of Broken Home Families and MTs Student Behavior). *Thalaba Journal of Indonesian Education*, 4 (1), 29–46.

Nam, MH, & Park, UI (2017). The effects of a logotherapy group counseling program on life purpose, selfesteem, and school adjustment among middle school students. *Korean Journal of Child Studies*, 38 (1), 5–15.

Sugiyono, D. (2015). *Educational research methods quantitative, qualitative and R&D approaches*.

Wardani, AK (2021). The happiness of broken home children. *Tambusai Education Journal*, 5 (3), 6718-6727.



**THE 2<sup>nd</sup> INTERNATIONAL CONFERENCE ON GUIDANCE AND COUNSELING**  
**“COUNSELING RESONANCES ON MENTAL HEALTH EMERGENCIES AND**  
**AWARENESS”**

---

**CYBERCOUNSELING REALITY APPROACH IN THE REDUCTION OF  
STUDENT ACADEMIC STRESS: A LITERATURE REVIEW**

**Anggita Giyar Kamtoni<sup>1</sup>, Chandra Mahanani Yunanto<sup>2</sup>**

<sup>1</sup>State University of Semarang, Sekaran, Gn. Pati Sub-District, Semarang, Indonesia,  
[anggitagiyar@students.unnes.ac.id](mailto:anggitagiyar@students.unnes.ac.id)

<sup>2</sup>State University of Semarang, Sekaran, Gn. Pati Sub-District Semarang, Indonesia,  
[chandramahananiyunanto@students.unnes.ac.id](mailto:chandramahananiyunanto@students.unnes.ac.id)

**ABSTRACT**

*This research is a research on the scientific field of guidance and counseling. This research was done with a literature study research method using 14 articles that support the argument of this research. This article discusses academic stress that has a serious impact on students. The stress that exists in students needs to be overcome. One of the counseling approaches that can be used by a counselor in helping counselees overcome stress is the reality approach. And with the advancement of time and the counseling process that can be done online, the reality counseling approach can be implemented through cybercounseling. The objectives of writing this article are (1) to describe the concept and implementation of cybercounseling; (2) to describe reality counseling and its impact on students' academic stress; (3) to use cybercounseling with a reality approach to help reduce students' academic stress. The results obtained from the literature review that has been conducted, cybercounseling with a reality approach is effective to help reduce academic stress in college students. The implementation of reality cybercounseling uses the stages of W (Want), D (Do), E (Evaluation), and P (Planning). The WDEP model has a strong connection to stress management in college students because it helps to identify needs, evaluate, and plan concrete steps in the process of reducing academic stress. In the future, further research can examine in real terms in the field related to the implementation of cybercounseling with a reality approach with experiments in the field.*

Keywords: cybercounseling, counseling reality, academic stress

## **INTRODUCTION**

Academic stress has become an increasingly pressing challenge among college students, with effects that can extend to various aspects of mental and physical well-being. According to research conducted by Ellis (2021), 70% of students experience high levels of academic stress, with pressure being the indicator of the highest stressor. In student life, this pressure comes from too much coursework and too little time to complete assignments. Academic stress is a reaction to the many demands and tasks that students have to do too much (Barseli et al, 2020). Prolonged academic stress can have a negative impact on students' mental and physical health and reduce their academic performance (Hubbard et al., 2018; Lipson et al., 2019). Therefore, appropriate management of academic stress is crucial to support students' academic success. In this context, it is important to find effective solutions to manage and reduce academic stress so that a student's life can continue to run optimally, and one approach that can help reduce students' academic stress is the application of a reality counseling approach.

The reality approach, popularized by Glasser (2014), emphasizes the importance of facing one's current reality and taking responsibility for one's actions. The reality approach is one of the counseling theories that focuses on an individual's current behavior and how it can be changed to achieve desired goals (Corey, 2017). In the context of counseling, this approach invites individuals to acknowledge the reality of their situation and develop appropriate strategies to deal with it. This approach can help students identify factors that contribute to academic stress, evaluate current behaviors, and develop more effective coping strategies to manage stress (Wubbolding & Brickell, 2017). With the principles that exist in the reality approach, it is very effective in reducing students' academic stress. Research conducted by Astuti (2022) shows that counseling with reality counseling approaches and techniques is effective in reducing the impact of study stress on students. This is also supported by the research conducted by Andini et al (2023), who conducted reality group counseling research to overcome the academic stress of final year students, which proved to be effective in overcoming the stress of final year students. Therefore, the reality approach can be used in an effective cybercounseling process in reducing academic stress.

Cybercounseling, or online counseling, has become popular in recent years. It is a response to the need and circumstances for more massive mental health services. In this case, the use of websites, video conferencing, online chat, email allows for interaction between counselor and counselee without the need for face-to-face meetings. Cybercounseling is effective and efficient to conduct, especially at a young age, because it is easily accessible and reduces stigma, thus providing comfort to the counselee (Navarro et al., 2021; Dowling & Rickwood, 2021). With the ease of obtaining counseling services, cybercounseling is a widely chosen alternative because of the advantages in it that greatly support counselees who were reluctant to counseling to have mental health awareness and attend counseling that was previously difficult to reach. The research design in this mini-research is a descriptive design. With the aim of describing phenomena or characteristics related to the research topic under study. In a descriptive design, the researcher identifies, categorizes, and analyzes the content of the literature under study (Snyder, 2019). Therefore, the research design used in this study aims to comprehensively describe the results of previous studies that support the arguments brought by the author regarding cybercounseling with a realistic approach. The implication of

this research is to be able to analyze the extent of the impact of reality counseling in reducing students' academic stress when implemented in a cybercounseling format. The novelty of this research is brought to the topic, which is related to cybercounseling, with the specific approach used by the reality counseling approach to reduce academic stress.

In light of the development of information technology and the pressing issue of academic stress among students, researchers are seeking to analyze the efficacy of cybercounseling with a reality approach in reducing student academic stress. This mini-research project entails a literature study that explores recent research supporting arguments related to cybercounseling with a reality approach to reducing academic stress in college students.

## **METHODOLOGY**

The research method used by the author in the preparation of this article is a literature review. The literature review method is a method for collecting, compiling, systematically assessing literature related to research topics (Ridley, 2012). In the literature review there are 5 stages including (1) collecting literature from various sources such as Google Scholar, Garuda, and others. The keywords used are "cybercounseling", "reality approach", "academic stress"; (2) literature selection, given the limitation of the year of research literature at least 2018 with Indonesian and English; (3) reviewing literature sources; (4) drawing the results of the study; and (5) discussion of the results of the study. The stages of this research can be briefly described through the following chart (Ilmi, A. et al, 2022).

## **RESULT AND DISCUSSION**

### **RESULT**

Based on the results of the literature collection, 30 initial articles were obtained, then the literature was selected and 14 articles were obtained that the author could review as an initial view related to cybercounseling, reality approach and academic stress. The following are the results of the literature reviewed by the author:

<b>No.</b>	<b>Author</b>	<b>Year</b>	<b>Title</b>	<b>Result</b>	<b>Novelty of Research</b>
1.	Cahyah, A. N., & Hariastuti, R. T	2018	Implementation of Reality Counseling to Reduce Student Boredom at SMA Wachid Hasyim 2 Taman	Reality counseling is effective for reducing students' learning saturation at SMA Wachid Hasyim 2 Taman. This is indicated by the difference in the results of students' learning saturation before and after being given the reality counseling treatment. Before being given the treatment, the average student score was in the high category, but after being given the treatment	The difference between this research and the research conducted by Cahyah is the research method used. This research uses a descriptive method, while Cahyah uses an experimental method. Apart from that, this research used cybercounseling, while Cahyah used face-to-face counseling.

**Cybercounseling Reality Approach in The Reduction of Student Academic Stress:  
A Literature Review**

---

				the student score was in the low category.	
2.	Prabawa, Abi Fa'izzarahman, M. Ramli, & Lutfi Fauzan	2018	Development of a reality cybercounseling website to increase self-disclosure of vocational high school students	Moreover, website development was found to be effective in increasing self-disclosure among vocational students.	The research conducted by Prabawa focused on website development, while this research focuses on explaining cybercounseling through a reality approach.
3.	Puspita, D., Elita, Y., & Sintia, R.	2019	The Effect of Cyber-Counseling-Based Group Counseling Services Via Whatsapp on Self Openness of Guidance and Counseling Students in Semester 4a, Bengkulu University.	The pre-test results showed that the level of self-disclosure of 4A semester students of Bengkulu University Counseling Study Program was classified as medium-low. After the service was provided, there was an increase in the post-test score.	The difference between this research and the research conducted by Puspita lies in the research method used. This research uses a descriptive method, while Puspita uses an experimental method
4.	Daud, A.	2019	Handling Counselor Problems Through Reality Counseling	At Reality Counseling, our goal is to help you reach your full potential. We believe in three guiding principles: doing what's right, taking responsibility, and facing reality. By becoming more aware of these principles, you can develop the skills you need to tackle any challenge.	This research focuses on the reality approach and the WDEP technique provided through cybercounseling. Meanwhile, Daud's research focuses more on reality counseling which is carried out face to face.
5.	Alvionita, R., Syahriman, S., & Sholihah, A.	2020	The Effect Of Group Counseling Services With Coping Strategies (Emotion Focused) In Reducing The Stress Of Juvenile Inmates In Lpka Klas Ii Bengkulu.	The research subjects showed a significant reduction in stress levels after receiving group counseling services with emotion-focused coping strategies.	The difference between this research and the research conducted by Alvionita, Syahriman, and Sholihah lies in the research method used. Alvionita uses an experimental method, while this research uses a descriptive method. The counseling carried out by Alvionita was face to face, whereas this research used cybercounseling, and

**Cybercounseling Reality Approach in The Reduction of Student Academic Stress:  
A Literature Review**

---

				the techniques used were different. Alvionita uses coping strategies, while this research uses the WDEP technique.
6.	Ridha, A. A.	2020	Reality Not Imagination: Reality Therapy Counseling Helps Academic Adjustment.	Moreover, reality counseling is effective in improving academic adjustment when using a reality approach. This is demonstrated by the subject's progress in mapping out lecture targets and showing persistence in improving academic adjustment.
7.	Indrasari, H. K	2021	Reality Counseling to Reduce Stress in Single Parents	Reality Counseling can reduce stress levels in single parents. It can also improve single parents' ability to adapt to the stress and anxiety they feel.
8.	Prabawa, A. F. I., & Antika, E. R.	2021	The Effectiveness of Reality Cybercounseling in Improving Senior High School Students, Academic Honesty	Reality Cybercounseling can be used to improve students' academic honesty. The four stages of reality cybercounseling in the study were able to change individuals to behave honestly according to the 3Rs (right, reality, responsibility) by

**Cybercounseling Reality Approach in The Reduction of Student Academic Stress:  
A Literature Review**

---

				changing their cognitions and actions, which ultimately resulted in physiological and affective changes.	
9.	Kresnawan, J. D.	2021	Problem focused coping skills to reduce student academic stress.	The product, Problem-Focused Coping Skills Guide to Reduce Academic Stress in Students, has been declared to meet product acceptance standards. This is based on evaluations conducted by experts in the field of guidance and counseling, experts in the field of educational media, and potential users of the product. The evaluation includes aspects such as usefulness, appropriateness, accuracy, and attractiveness of the product.	The difference between this research and Krenawan's research lies in the techniques used to reduce academic stress. In this research, the WDEP technique was used, while in Kresnawan's research, coping skills were used
10.	Alfira, A., & Nur, S.	2022	Cyber Counseling-based Guidance and Counseling Service Strategy.	The use of cybercounseling has potential time and financial benefits for counselors and counselees because the counseling process is not limited by time and space constraints. Counseling can take place anytime, anywhere. In addition to these advantages, cybercounseling also has disadvantages that have been criticized by various parties, such as the counselor's lack of attention to the counselee's facial expressions, body language, and verbal cues, and the lack of dynamics that may occur. In addition, behaviors that may affect the counseling dynamic cannot be clearly controlled.	The difference between this research and Alfira's research lies in the counseling approach and techniques used. Alfira's research only discusses cybercounseling in general, but this research also explains the reality approach and WDEP techniques.
11.	Jalal, N. M.	2022	The Effectiveness of Online Counseling for Students during	Online counseling is effective for helping students deal with problems during the Covid 19 pandemic.	In the research conducted by Jalal, there was no special counseling approach or technique used.

**Cybercounseling Reality Approach in The Reduction of Student Academic Stress:  
A Literature Review**

---

			the Covid 19 Pandemic	However, there are barriers in the implementation of online counseling, such as the lack of specific knowledge or expertise possessed by counselors in communicating through media chat platforms, as well as the lack of skills in writing texts to prevent misunderstandings between counselors and online counseling users.	Meanwhile, this research uses a reality approach and the WDEP technique
12.	Yuananda, B. A., & Laksmiwati, H.	2022	Overview of academic stress in students who work on scientific articles	Among students working on scientific articles, 68.9% experienced moderate academic stress.	The difference between this research and the research conducted by Yuananda lies in the approach and counseling techniques used. Yuananda's research did not use special approaches and techniques, while this research used a reality approach and WDEP techniques through cybercounseling.
13.	Andini, S. D	2023	The Effect of Group Counseling with Reality Approach to Overcome Academic Stress among Final Year Students	Reality counseling has an impact on overcoming academic stress among final year students. This is evidenced by the increase and decrease in academic stress before and after receiving reality group counseling services.	In the research conducted by Andini, the research method used was the experimental method. Meanwhile, in this research using descriptive methods, the implementation of reality counseling is also carried out face to face, whereas in this research using cyber counseling
14.	Asani, S., Panahali, A., Abdi, R., & Gargari, R. B.	2024	Effectiveness of Reality Therapy and Mindfulness-Based Cognitive Therapy in Academic Meaning and Academic Emotions of Procrastinating Students.	The study results show that both MBCT and reality therapy are effective in increasing positive emotions and academic meaning, as well as reducing negative emotions in students who struggle with academic procrastination.	The difference between this research and the research conducted by Asani lies in the research method used. This research uses a descriptive method, while Asani's research uses an experimental method. Apart from that, in

Asani's research, counseling was carried out face to face, whereas in this study it was carried out via cybercounseling.

## **DISCUSSION**

### **Concept and Implementation of Cybercounseling**

It's a traditional counseling process that has been transformed into an online format, including ethics, training, technology, and necessary competencies (Mallen et al., 2005). When providing online counseling services or cybercounseling, it's important to emphasize key aspects that are easier to implement in conventional counseling. Barak and Grohol (2011) defined cybercounseling as a form of counseling that uses digital technology, such as the internet and social media, as a medium for communication between counselors and clients. It's a convenient and accessible way to receive counseling services remotely. Cybercounseling allows individuals in need of psychological support to access services through online chat, email, video calls, or other online methods. According to Alfira and Nur (2022), cybercounseling is a professional practice that involves using electronic media to communicate between the counselor and client when they are physically separated.

Based on the definitions provided by previous experts, the author concludes that cybercounseling is the process of providing psychological assistance online through various forms of communication media, both synchronous and asynchronous. The media used to support cybercounseling include websites, social media, online chat, telephone, email, and video calls.

The implementation of online counseling services follows the current technological advancements. The purpose of cybercounseling is to provide easy access to psychological support and assistance services for counselees. This is achieved through the convenience of not requiring in-person visits to a counselor's practice or location. Counselors need to develop specific skills that support cybercounseling process, from basic counseling skills to cybercounseling skills. These included non verbal understanding cues, manage running online counseling, and building good relationship online counseling, in addition, technology optimization also plays role in increasing effectiveness of counseling.

### **Reality Counseling in Reducing Student Academic Stress**

#### **Academic Stress in the Context of College Students**

Academic stress is a common phenomenon that often occurs among students and has a great impact on students life. Stress have a significant role in mental and physical well-being. The pressure that exist in the process of pursuing education makes the emergence of stress in students. Stress is a situation where an individual encounters a problem and cannot find a way out (Alvionita, R. et al, 2020). Stress can be defined as a situation where individuals are unable to fulfill their desires (Indrasari, K. H., 2021). Andini

et al. (2023) explain that academic stress is a situation where students are unable to cope with demands, leading to a negative perception of the demands and considering the academic results received as a burdensome disturbance.

From the definitions described above, it can be concluded that academic stress is a state of a student who is faced with a challenge or academic problem that creates negative perceptions so that he has difficulty in finding solutions. Academic stress is caused by the burden that arises from the learning process, the tasks obtained, so that it creates a negative perception in students. Therefore, academic stress is an important issue because it is very common among students. Therefore, it must be reduced in order to maintain the physical and mental well-being and academic performance of students.

### **Reality Counseling**

Reality Counseling is a counseling approach developed by William Glasser. According to Glasser (2017), it emphasizes current reality and taking responsibility for one's actions. Individuals have needs, must understand the consequences of their choices, and need a plan to achieve their goals. Wubbolding (2017) explains that the reality approach focuses on what exists, what is desired, and how to achieve it. The reality approach aims to develop responsible decision-making. Reality counseling helps individuals achieve their desired goals and attain success in the counseling process (Indrasari, K. H., 2021).

The counseling process is based on the 3R principle: right, responsibility, and reality, which is designed to meet individual needs (Cahyah & Hariastuti, 2018). The 3R principle posits that individuals can achieve a successful identity by adhering to prevailing norms and values, taking responsibility, and behaving in accordance with reality.

### **Stages of Reality Counseling**

Glasser (2017) explains that reality counseling has systematic stages, abbreviated as WDEP, in which there are Wants, Do, Evaluation, and Planning (planning). These stages are explained as follows:

1. Wants, in this stage the counselor explores the desires, needs, and hopes that the counselee wants. The goal is to find out what the counselee needs for the problems he or she is experiencing.
2. Do, at this stage the counselor explores the direction of the behavior the counselee has done in the past and is doing now in relation to the desires the counselee is expressing. Explored in terms of what is being done, the purpose, as well as how and what results from this behavior.
3. Evaluation, at this stage the counselor evaluates the actions with the counselee in terms of what the counselee has done to fulfill the wishes. The counselor may clarify with the client the steps taken.
4. Planning, is the final stage for planning the next action. Based on the evaluation, the counselor and the counselee formulate a concrete and measurable action plan to achieve the goal. The plan must be specific, measurable, achievable and have a time frame.

From the stages described by Glasser, Asro (2018) explains that the stages are very systematic in reality counseling, which makes it easy to use in counseling services. Therefore, this systematic stage allows it to be done in an unconventional format, which is online.

### ***Cybercounseling with Reality Approach in Reducing Student Academic Stress***

The Reality Approach can help students in reducing stress because this approach teaches coping skills and provides support to counselees to take more effective control of their lives. Of course, the reality approach focuses on the present; events that occurred in the past cannot be changed, and this tends to make the counselor take no responsibility for the circumstances he or she is experiencing. For this reason, counselors do not need to find out more about the irrational experiences that cause students to experience academic stress. Remember that the purpose of the reality approach is to help the counselee experience quality life, understand and improve behavior, make choices, and meet basic needs in his or her life. The counselee not only overcomes the problems he or she is experiencing, but can also prevent or anticipate future problems.

The implementation of the reality approach to help reduce student stress can be done through cybercounseling. The stages that will be used in the implementation of cybercounseling are W (Want), D (Do), E (Evaluate), P (Plan). This phase of the WDEP concept is closely related to stress management because it involves identifying, assessing, and making concrete plans to manage the academic stress that students experience.

#### **1. Want:**

In this first stage, the counselee or student identifies needs related to the counselee ideals, expectations, and self-perception. The purpose of this identification is to find out the needs related to the problems experienced, namely the stress experienced.

#### **2. Do (Direction of Behavior or Action):**

At this stage, after identifying individual needs, students then explore behaviors that have been carried out in the present or in the past in relation to the needs that have been explained by the counselee.

#### **3. Evaluation:**

At this stage, counselee or in this case students evaluate what actions have been taken in reducing stress. Evaluate the extent to which the actions taken by counselee help to manage stress and improve mental health.

#### **4. Planning:**

From the evaluation that has been done in the previous stage, counseling together with the counselor compiles a behavioral step plan to reduce the stress experienced. In the form of adjustments and handling in managing stress that has been done, making new goals, and planning follow-up actions in maintaining good things that have been achieved.

Prabawa et al (2018) in their research that developed a reality-based cybercounseling website that aims to increase student self-openness, found results that reality-based websites are effective in increasing student self-openness. Indrasari (2021) and Andini et al (2023) in their research resulted in realia counseling being effective in reducing stress. Research conducted by Prabawa and Rindi (2021) cybercounseling reality can increase academic honesty in students.

By using the WDEP model, students can take a structured and systematic approach to managing their stress. This model helps students plan concrete actions, evaluate their progress, and plan next steps in an effort to reduce stress and improve student well-being. Reality Counseling also aims to help individuals achieve autonomy so that if they experience academic stress again in the future, they will be able to manage it on their own. In general, the stages of cybercounseling are the same as in-person counseling. The difference is that cybercounseling uses social networks in cyberspace to communicate between counselors and counselees.

## **CONCLUSION**

Academic stress can have a serious impact on students if not addressed immediately. This is certainly a challenge for counselors in providing services. Cybercounseling or online counseling can be used to help students reduce their academic stress. There are various media that can be used in the implementation of cybercounseling, including social media, online chat, phone, email, video call, and others. One approach that can be used in the implementation of cybercounseling is the reality approach. This approach aims to help counselees experience quality of life, understand and improve behavior, make choices, and meet basic needs in their lives. The counselee not only overcomes the problems he or she is experiencing, but can also prevent or anticipate future problems.

The stages utilized in the implementation of cybercounseling are W (Want), D (Do), E (Evaluate), P (Plan). The WDEP model is strongly linked to students' stress management, as it enables them to identify, plan, and evaluate concrete steps in coping with stress. The model assists students in planning concrete actions, evaluating their progress, and planning subsequent steps with the aim of reducing stress and improving their well-being. The results of the literature study indicate that cybercounseling with a reality approach can assist students in reducing academic stress. However, a field test of a reality cybercounseling implementation process has not been conducted in this study due to the limitations of a study of existing research literature. Consequently, future researchers may wish to employ experimental research methods that are more comprehensive in testing the implementation of reality cybercounseling in the field.

## **REFERENCES**

Alfira, A., & Nur, S. (2022). Strategi Layanan Bimbingan dan Konseling berbasis Cyber Counseling. *JBKPI: Jurnal Bimbingan dan Konseling Pendidikan Islam*, 2(01), 72-81

Alvionita, R., Syahriman, S., & Sholihah, A. (2020). PENGARUH LAYANAN KONSELING KEOMPOK DENGAN STRATEGI COPING (EMOTION FOCUSED) DALAM MEREDUKSI STRESS NARAPIDANA ANAK DI LPKA KLAS II BENGKULU. *Consilia: Jurnal Ilmiah Bimbingan dan Konseling*, 3(1), 83-92

Andini, S. D. (2023). Pengaruh Konseling Kelompok Dengan Pendekatan Realita Untuk Mengatasi Stress Akademik Pada Mahasiswa Tingkat Akhir: *Jurnal Psikoedukasia*, 1(2), 356-374

---

## **Cybercounseling Reality Approach in The Reduction of Student Academic Stress: A Literature Review**

---

Asani, S., Panahali, A., Abdi, R., & Gargari, R. B. (2024). Effectiveness of Reality Therapy and Mindfulness-Based Cognitive Therapy in Academic Meaning and Academic Emotions of Procrastinating Students. *Modern Care Journal*, 21(2).

Asro, M. (2018). Reality Counseling Approach based on Javanese Local Wisdom to Reduce Bullying Behavior among Adolescents. *Proceedings of National Guidance and Counseling Seminar*, 2(1), 386-391.

Astuti, E. (2022). Penerapan Konseling Realitas Untuk Mengurangi Dampak Stres Belajar Pada Siswa di SMA Negeri 3 Soppeng.

Barak, A., & Grohol, J. M. (2011). Current and future trends in internet-supported mental health interventions. *Journal of Technology in Human Services*, 29(3), 155-196.

Barseli, M., Ifdil, I., & Fitria, L. (2020). Stress akademik akibat Covid-19. *Jurnal Penelitian Guru Indonesia*, 5(2), 95–99.

Cahyah, A. N., & Hariastuti, R. T. (2018). PENERAPAN KONSELING REALITA UNTUK MENGURANGI KEJENUHAN BELAJAR SISWA Di SMA WACHID HASYIM 2 TAMAN. *Jurnal Mahasiswa Bimbingan Konseling*, 9(1).

Corey, G. (2017). Theory and practice of counseling and psychotherapy (10th ed.). Cengage Learning.

Daud, A. (2019). Penanganan Masalah Konseli Melalui Konseling Realitas. *Jurnal Al-Taujih: Bingkai Bimbingan Dan Konseling Islami*, 5(1), 80-91.

Dowling, M., & Rickwood, D. (2021). Exploring potential benefits of online counseling for young people: A qualitative study of online counselors' perspectives. *Journal of Technology in Human Services*, 39(1), 17-37. <https://doi.org/10.1080/15228835.2020.1764701>

Ellis, R. (2021). Gambaran Stres Akademik Mahasiswa Jurusan Ilmu Pendidikan Fkip Universitas Pattimura. *Pedagogika: Jurnal Pedagogik Dan Dinamika Pendidikan*, 9(2), 60-67.

Glasser, W. (2017). Reality Therapy: A New Approach to Psychiatry. Harper & Row.

Hubbard, K., Reohr, P., Tolcher, L., & Downs, A. (2018). Stress, mental health symptoms, and help-seeking in college students. *Psi Chi Journal of Psychological Research*, 23(4), 293-305.

Ilmi, A. M., Ramli, M. R., & Wahyuni, F. W. (2022). Konseling Realita Berbasis Nilai-Nilai Serat Wedhatama untuk Membentuk Karakter Unggul Peserta Didik: Literature Review. *Counsellia: Jurnal Bimbingan dan Konseling*, 12(1), 22-35.

Indrasari, H. K. (2021). Konseling realitas untuk mereduksi stres pada orangtua tunggal. *Procedia: Studi Kasus dan Intervensi Psikologi*, 9(4), 152-157.

Jalal, N. M. (2022). Efektivitas Konseling Online bagi Siswa di Masa Pendemi Covid 19.

Kresnawan, J. D. (2021). Problem focused coping skill untuk mereduksi stress akademik mahasiswa. *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan*, 6(6), 199-205.

Lipson, S. K., Lattie, E. G., & Eisenberg, D. (2019). Increased rates of mental health service utilization by U.S. college students: 10-year population-level trends (2007-2017). *Psychiatric Services*, 70(1), 60-63.

## **Cybercounseling Reality Approach in The Reduction of Student Academic Stress: A Literature Review**

---

Mallen, M. J., Vogel, D. L., & Rochlen, A. B. (2005). The practical aspects of online counseling: Ethics, training, technology, and competency. *The Counseling Psychologist*, 33(6), 776-818.

Navarro, P., Bambling, M., Sheffield, J., & Edirippulige, S. (2021). Exploring young people's perceptions of the effectiveness of text-based online counseling: Mixed methods study. *JMIR Mental Health*, 8(1), e21795. <https://doi.org/10.2196/21795>

Prabawa, A. F. I., & Antika, E. R. (2021). The Effectiveness of Reality Cybercounseling in Improving Senior High School Students Academic Honesty. *Indonesian Journal of Guidance and Counseling: Theory and Application*, 10(2), 35-47.

Puspita, D., Elita, Y., & Sinthia, R. (2019). Pengaruh Layanan Konseling Kelompok Berbasis Cyber-Counseling Via WhatsApp terhadap Keterbukaan Diri Mahasiswa Bimbingan Dan Konseling semester 4a Universitas Bengkulu. *Consilia: Jurnal Ilmiah Bimbingan dan Konseling*, 2(3), 271-281.

Ridha, A. A. (2020). Reality Not Imagination: Konseling Reality Therapy Membantu Penyesuaian Akademik. *Intuisi: Jurnal Psikologi Ilmiah*, 12(2), 138-144.

Ridley, D. (2012). *The Literature Review: A Step-by-Step Guide for Students*. SAGE Publications.

Snyder, H. (2019). Literature review as a research methodology: An overview and guidelines. *Journal of Business Research*, 104, 333-339. <https://doi.org/10.1016/j.jbusres.2019.07.039>

Wubbolding, R. (2017). Reality therapy for the 21st century. Routledge.

Wubbolding, R. E., & Brickell, J. (2017). Counselling with reality therapy. Routledge.

Yuananda, B. A., & Laksmiwati, H. (2022). Gambaran stres akademik pada mahasiswa yang mengerjakan artikel ilmiah. *Character: Jurnal penelitian psikologi*, 9(5), 206-216.



**THE 2<sup>nd</sup> INTERNATIONAL CONFERENCE ON GUIDANCE AND COUNSELING**  
**“COUNSELING RESONANCES ON MENTAL HEALTH EMERGENCIES AND**  
**AWARENESS”**

---

**SOCIAL COMPARISON OF STUDENTS ON SOCIAL MEDIA: THE ROLE OF  
GUIDANCE COUNSELING TEACHERS TO ACHIEVE STUDENTS'  
MENTAL HEALTH**

**Isnia Ramadhani<sup>1</sup>, Amirah Diniaty<sup>2</sup>**

<sup>1</sup>Sultan Syarif Kasim Riau State Islamic University, HR. Soebrantas Street, Simpang Baru, Pekanbaru, Indonesia, [isniaramadhani7@gmail.com](mailto:isniaramadhani7@gmail.com)

<sup>2</sup>Sultan Syarif Kasim Riau State Islamic University, HR. Soebrantas Street, Simpang Baru, Pekanbaru, Indonesia [amirah.diniaty@uin-suska.ac.id](mailto:amirah.diniaty@uin-suska.ac.id)

**ABSTRACT**

*Comparing oneself to others is a reality that happens among teenagers, and it's very easy with social media like Instagram as their favorite media. However, problems arise when behavior compares to others, resulting in unhealthy psychological conditions such as being selfish, low learning motivation. The research is aimed at finding out what forms of social comparison students in high school, and what kind of school counselors provide in addressing this problem. This research uses qualitative descriptive methods. The subjects in this study were one BK teacher who guided class X students at N 1 Cerenti High School, and five students that BK teacher recommended had social comparison problems. The data was collected by conducting interviews/interviews and documentation. This social comparison problem needs to be addressed so that students do not keep comparing themselves to others. It is suggested that BK teachers are able to provide services that are appropriate to the student's problems so that students can recognize themselves better and start to develop their potential and have mental health. It is important for guidance and counseling teachers to provide services for students who experience these problems because it can help students solve personal problems with themselves and help students develop self-confidence and be able to accept themselves.*

Keywords: guidance and counseling teacher services, social comparison, Instagram media, mental health

## **INTRODUCTION**

Adolescence is a transitional stage from childhood to adulthood so that various changes have occurred. According to Santrock (in Rizkyta & Fardana 2017) changes occur in adolescents both in biological changes including physical changes, cognitive changes including changes in intelligence, and socio-emotional changes which include changes in emotions, personality, and changes in relationships with individuals around.

Social relationships with peers are an important part of adolescent life in order to achieve the implementation of developmental tasks properly. Through interactions with peers, students can get to know, understand, cooperate, compete and influence each other. Influencing and competing behavior in social interactions is a need to assess oneself and this need can be fulfilled by comparing it with other individuals. (Fauziah et al 2020)

Social comparison according to Festinger in (Fardouly & Vartanian 2015) is an evaluation activity of achievement and self-defense in several aspects of his life (including physical attractiveness) by making comparisons with others to find out how far he has survived. Festinger argues that Social Comparison or social comparison consists of two aspects, according to the research journal Dikki Wulandari & Meita Santi Budiani (2020) including: 1). Ability (Ability) That is, every individual tends to want to equalize themselves with their environment, therefore individuals try to parse various significant differences with others, one of which is in the aspect of ability. Because of the urge to change for the better, individuals often compare their abilities with others in order to obtain equal abilities. 2). Opinion Opinion is a benchmark for comparison through the aspect of opinion. Individuals often compare their own opinions to others. If one's opinion regarding attractive appearance and self-image is different from the opinion of others, this has a tendency for that person to change his opinion to approach the opinion of others or do the opposite. In addition, students usually compare themselves with peers ranging from personality, character, how to build relationships with peers, social status, and economic status. (Febriyani, R., Darsono, & Sudarmanto, R. G. 2014). Therefore, it is difficult for students not to compare themselves with friends in the school environment. Other aspects that discuss social comparison include:

1. Height aspect

It is a behavior in which individuals compare their body shape with others in terms of judging high, low, and medium.

2. Aspects of body weight (weight)

That is when someone compares the size of the body they have with other people's bodies through assessments such as thin, fat, ideal, and moderate.

3. Aspects of body shape (shape)

This is when individuals perform behavior comparing their own body shape with others, by assessing the ideal body shape, small body shape, and large or bulky body shape.

4. Face aspect

That is, individuals perform a behavior of comparing themselves with others such as assessing beautiful, handsome, glowing faces, smooth, no acne, beautiful eyes, small lips, thin cheeks, sharp nose and so on.

5. Style aspect

That is, individuals make comparisons with other people on their ability to look and dress up, starting from how to dress, accessories used, hairdo, hijab model and so on, by making an assessment by comparing good clothes, stylish, cool, fashionable, and good appearance.

6. Personality aspects

That is, individuals perform the behavior of comparing themselves with others by looking at the kindness, friendliness, and happiness of other people's lives.

7. Aspects of intelligence or achievement

That is, individuals compare themselves with others in terms of achievements that have been achieved, the success of others and so on.

8. Popularity aspect

This is related to peer relationships where a person compares themselves with other individuals and assesses how popular the individual is compared to others.

One of the social media platforms that is popular among young people in Indonesia is Instagram. Based on a survey, young people with an age range of 18-24 years are the most active users of Instagram in Indonesia, which is 30 million active users (NapoleonCat. 2021). Of the total number of active users, Instagram has 79% or 63 million active users in Indonesia, making it one of the most widely used social media (We Are Social & Hootsuite 2020). Instagram is an app for sharing photos and videos that is available on Apple's iOS, Android, and Windows Phone devices. The main feature of Instagram is that it can share photo and video posts. These photos or videos can be enhanced using filtering technology. These photos and videos are then uploaded to the user's profile then followers can "like" and comment on them. The purpose of using the app is to share photos or videos that include a hashtag (#) so that other users can see the shared photos (Sheldon & Bryant 2016).

According to (Suls et al., 2020), it states that in conducting self-evaluation, individuals should look and examine within themselves, but interestingly individuals look outside of themselves. When individuals are confronted with various kinds of information about positive attributes such as achievements, abilities and ideal lives of others, individuals will always connect what is outside with what is inside themselves or what they have. In other words, they examine the achievements, abilities and ideal lives of others to assess whether their achievements, abilities and lives are good enough, thus obtaining a more objective assessment. Another study at Penn State University found that subjects viewing other people's selfies correlated with decreased self-esteem, then social media networks did not carry the same weight as Instagram in particular is considered the most detrimental in terms of mental health, as in a survey conducted in 2020 of 1500 teenagers by the UK's Royal Society for Public Health it was associated with high levels of anxiety and depression. This is in accordance with the results of research conducted by Asityaputry (Siswandari et al., 2021) that the use of social media, especially Instagram, has the potential to cause mental health problems, including anxiety disorders, eating disorders, addiction, self-confidence disorders, and body image disorders.

Instagram social media can have a positive impact on its users, including being able to facilitate learning activities, establish wider relationships, relieve fatigue, increase knowledge and insight and information, as a forum for promotion or introducing something to the public, and so on. However, on the other hand Instagram has a negative impact on its users. In the Royal Society for Public Health survey or abbreviated as RSPH (2017), young people were asked to assess how each of the social media platforms they use had an impact on issues related to mental health and well-being. The survey was conducted among 1,500 young people aged 14-24 years.

The results of the survey suggest that Instagram ranks as the worst social media platform for mental health and well-being, based on the measured negative impacts of anxiety, depression, loneliness, sleep quality, self-image issues, real-world relationships, and fear of missing out (FoMo). They also suggested that young people who are heavy Instagram users are vulnerable to psychological distress including anxiety and depression. (RSPH. 2017). The results of a meta-analysis conducted by Yasin, et al. (2022) also found that social media tends to cause disturbances to the mental and physical health of individuals if it is used excessively.

On the other hand, Aziz (2020) social media opens the possibility to compare oneself with others. According to Festinger (in Sarwono, 2014) social comparison is a process of interaction and competitive behavior in social interactions caused by the need for self-assessment. The need for self-assessment can be fulfilled by comparing oneself with others. The findings of Mann & Blumberg (2022) show that the frequency of social media use correlates with most variables; the strongest of which is the association with social comparison orientation. The social comparison that occurs can take many forms. Adolescents often compare themselves with other people's posts on social media related to perceptions of body image (Rini, et al., 2022).

Social media such as Instagram provides a means for users to compare themselves, because there are photo and video features to see other people's lives (Gaol, et al. 2018). However, social comparison carried out on Instagram is different from comparisons made in real life. On social media such as Instagram, the information published is always the best view of oneself rather than the bad things about oneself. This makes upward comparison more likely to occur. Upwards comparison can be motivating, but it usually leads to feelings of inadequacy. Therefore, this kind of comparison is also called negative comparison because it infers that one feels more negative (i.e. inferior, disliked, less attractive, etc.) when compared to others. Furthermore, young people who see their friends often vacationing or hanging out make young people feel left out while their friends are enjoying life. This feeling can increase comparison and feelings of defeat in young people. Young people may see many edited photos or videos on social media and compare them to their seemingly ordinary lives.

Students who are active in using Instagram media to interact socially and present themselves have a tendency to compare themselves with their fellow Instagram media users. This is supported by experts who state that late childhood children gain their self-understanding by tending to use social comparisons. Students tend to prefer to use comparisons to distinguish themselves from others. They think about what they can do compared to what other children can do.

The main task of a Guidance and Counseling teacher is to help achieve the goals of national education. This is as stated in the guidelines for guidance and counseling in primary and secondary education published by the Ministry of Education and Culture in 2020. This guideline is the direction of the implementation of guidance and counseling in implementing Permendikbud No. 111 of 2014. Furthermore, on page two of the guidebook, it explains the specific objectives of guidance and counseling services in an effort to implement the 2013 curriculum. "The specific goal is to help students or counselees achieve optimal self-development, independence, success, prosperity and happiness in their lives". A service that requires hard work from guidance and counseling teachers.

Not many studies have revealed how the role of counseling teachers in dealing with students' social comparison problems on social media, so it is interesting for researchers to explore it. For this reason, this study wants to see what forms of social comparison of students in high school, and what services are provided by Guidance Counseling (BK) teachers in overcoming this problem. It is hoped that this research can show the efforts of counseling teachers in realizing student mental health, one of which is caused by the existence of social comparison.

## **METHOD**

### **1. Type of Research**

The type of research that researchers use in this study is qualitative research. The method that researchers use in this study using descriptive methods. Qualitative research uses the natural environment as a data source. Events that occur in a social situation are the main study of qualitative research.

### **2. Location and Time of Research**

The research was conducted at SMA N 1 Cerenti, Kuantan Singingi Regency, Riau. The research was conducted from December to January 2024 or within a period of 2 months. Researchers observed, recorded, asked questions, explored sources that were closely related to the events that occurred at that time. What is observed is basically inseparable from the environmental context in which behavior takes place (Salim & Haidir 2019). Researchers must go to a school and then dig up information related to the counseling teacher's services for students' social comparison problems at school.

### **3. Research Subjects**

The subject of this research is one counseling teacher who is responsible for fostering 270 students of SMA N 1 Cerenti.

### **4. Data Collection Technique**

In carrying out the data collection process, the methods used are interviews / interviews and documentation. For this data collection, interviews have been conducted with counseling teachers, where there are 5 out of 270 high school students who often experience this social comparison problem, this data is obtained based on questionnaires and assessments that have been distributed by counseling teachers.

### **5. Data Analysis Technique**

Data analysis is the process of systematically searching and organizing interview transcripts, field notes and other materials that have been collected to increase one's own understanding of these materials so that the findings can be reported to others. Furthermore, data analysis includes working with data, organizing it, dividing it into manageable units, synthesizing it, looking for patterns, finding what is important and what will be learned and deciding what to report.

## **RESULT AND DISCUSSION**

People have an urge to compare themselves with others. The process is called social comparison. Social comparison has functions as fulfilling the needs of affiliation, self-evaluation, decision-making, emotion regulation, and well-being. The importance of social comparison behavior because it is a fairly vital part of a person's identity development (Yang, Holden, Carter, & Webb, 2018). One of the media that a person uses to social comparison is social media.

The large number of Indonesians who use social media means that it provides many opportunities for social comparison behavior, because social media provides various materials for this behavior to occur (Yang & Robinson, 2018). Users can selectively follow some content on their profiles, upload photos, and describe themselves according to their self-views (Yang & Robinson, 2018). describe themselves according to their idealized self-view. Another interesting data was obtained through a study conducted by researchers at the University of Sydney, Macquarie University and UNSW Australia, which states that irrespective of the frequency of time spent watching television, music videos and internet internet use, women are more likely to compare their appearance to photos in magazines or social media. photos in magazines or social media. The study also stated that social media social media is even often used as a place for self-comparison (Kompas.com, 2018). Therefore, it can be said that the ease of accessing various kinds of information through social media nowadays is often used as a means of self-comparison (Kompas.com, 2018). Through social media today is often a benchmark for self-comparison.

Based on the results of interviews with counseling teachers in the initial survey conducted by researchers at the research location, namely at SMA N 1 Cerenti, it was found that the problem of social comparison or social comparison does occur, based on the results of questionnaires and assessments conducted by counseling teachers to class X students at SMA N 1 Cerenti, it was found that 5 out of 270 students often do this social comparison, and the counseling teacher also said that class X is still relatively new to entering and adjusting to high school so the social comparison category is higher when compared to their seniors.

The results of the researcher's interview with 5 students who experienced this problem were:

1. Male student with initials M.A.P (16 years old)

M.A.P, a grade X student, often does social comparison from his Instagram. The things or aspects that are compared are physical "such as height, skin color", social life as stated by MAP "I have less achievement too" and personality expressed in the interview as follows "I like to be closed and difficult to socialize". Based on the interview that the researcher conducted with M.A.P stated as follows "It can be said that often kak, I feel mentally weak and anxious and worried about myself."

2. Female Student with initials P.F.P (15 years old)

## Social Comparison Of Students On Social Media: The Role Of Guidance Counseling Teachers To Achieve Students' Mental Health

---

P.F.P is an Xth grade student who also makes social comparisons. The aspects she compared were physical, academic ability, and social life. The results of the researcher interview as stated by P.F.P;

*"Often I compare myself with others from looking at my friends' Instagram, especially the physical aspect. I see that my friends are beautiful, thin, white, and have good public speaking, so I feel more insecure/minder and make me resigned to the situation."*

### 3. Female Student with the initials N (15 years old)

N is an Xth grade student who made social comparisons. The aspects that are compared include physical "such as a smooth face, tall", academic abilities of people who can excel and happiness such as making good friends, a warm family. The interview that the researcher conducted with N was as follows "I often feel sad and inferior to the things that are compared from friends that I see on their Instagram such as, their beauty, their achievements. It makes me feel very bad".

### 4. Female Student with initials A.I.W (15 years old)

A.I.W is an Xth grade student who also does social comparison. The aspects she compared were physical appearance and academic ability. The results of the interview that the researcher conducted with A.I.W, expressed as follows;

*"Sometimes I compare myself with other people I see on Instagram, but more often. "Especially the aspect of academic ability or achievement, my friends have more extensive knowledge. Comparing myself makes me feel inferior and will continue to compare myself with others."*

### 5. Male student initials S.A.Y (16 years old)

S.A.Y is a grade X student who often and even always compares himself with others. The aspect that he compares is physical appearance. Based on the researcher's interview with S.A.Y. his statement is as follows:

*"I often compare myself with other people, even always. This makes my self-confidence decrease, always want to lock myself up, become afraid to meet other people, do not dare to go to the crowd, and always think about other people's thoughts about my appearance, and it is very disturbing."*

The results of the researcher's interviews with students when tabulated:

Table 1. Tabulation of social comparison aspects according to the results of interviews with students

Social comparison aspect	Student 1	Student 2	Student 3	Student 4	Student 5
Body shape	✓	✓	-	✓	✓
Face	-	-	✓	-	✓
Style	-	✓	-	-	✓
Personality	✓	✓	-	-	-
Intelligence	-	-	-	✓	-
Achievements	✓	-	✓	✓	✓

Based on the results of interviews with students that have been described in the table above, it turns out that the most compared aspects are physical aspects, namely body shape and achievement aspects.

## **Social Comparison Of Students On Social Media: The Role Of Guidance Counseling Teachers To Achieve Students' Mental Health**

---

These two things if not overcome will certainly affect self-defense and also affect mental health if students continue to compare themselves with others.

The services that can be provided by counseling teachers are providing classical services first if it is at a dangerous level and then providing individual services and providing several techniques in guidance and counseling such as suggestion techniques.

And based on the results of the researcher's interview with the counseling teacher about the services provided to students who experience social comparison problems, the counseling teacher revealed the following:

*"For the initial stage of making observations, conversations, and surveys, if there are problems that are said to be dangerous or need services, individual counseling, group counseling / group therapy, psychoeducation, and interest talent analysis to develop individual skills to be satisfied with themselves, can also provide services usually do involve other parties, such as subject teachers and homeroom teachers. The methods I use to provide services include individual approaches, creative methods, providing a human and supportive environment. In addition, the way I or the counseling teacher prevent students from having social comparison problems is by educating them about social media, promoting self-acceptance / accepting themselves / loving themselves, creating a positive environment. The name of the student is not all who want to open up, there are students who need to be given ways such as building trust, showing empathy, being a good listener for him so that he wants to open up. For the approach I take to help students solve their problems with a holistic / comprehensive approach, namely family & friend backgrounds, a student-centered approach, a collaborative approach. In addition, students are given motivation so as not to drag on this social comparison such as by giving praise and positive reinforcement, being a good example for students, providing information on resources that can help students. And my way or effort in inviting students to be wise in using Instagram media is by providing education about the dangers of social comparison on Instagram media, helping students develop self awareness and critical thinking skills, and trying to be a good example for students in social media."*

From the phenomenon of social comparison revealed in the results of this study, it can be seen that the impact felt by students is an unhealthy mental condition such as low self-esteem, inferiority, anxiety, and other negative conditions. This happens because teenagers' social interactions today are not only in person but also online through social media as Boyd & Ellison (in Febrianthi & Supriyadi, 2020) stated that social media is a website that allows users to form personal profiles, facilitates users to interact with other users, and builds relationships with fellow social media users. In line with the opinion of Vogel et al. (in Fauziah et al, 2020) say that social media is a place for individuals to share information about life experiences, friendships, social activities with friends, express beliefs, preferences and emotions, besides that individuals can see the lives of other individuals. Based on a survey conducted by Snap Inc. (in Haydan, 2021) the millennial generation or today's teenage age is at the top as the generation that likes to "share happiness" the most, such as providing information about love life, physical and mental health, financial management, life achievements and other aspects. These things encourage teenagers to compare their "happiness" with their peers.

The results of Mahendra's (2017) research found that Instagram social media became a place to upload each individual's favorite, individuals can upload activities, places, goods or any information about themselves in the form of photos or videos. This condition allows social comparison between students because according to Bergagna & Tartaglia (2018) individuals with low self-esteem are very interested in social comparison. This is in line with Yang, Holden, Carter, & Webb (2018) who say that the amount of information generated by peers can lead to social comparison. Information generated by peers can make social media a place for social comparison for social comparison. For example, by looking at a friend's social media, a person will be able to know how well they fit in will be able to see how well they fit in, but also feel the pressure to display only their positive pressure to show only their positive side, which may inhibit full expression and exploration inhibit the full expression and exploration of self that is important in identity formation.

Vogel et al (2014) suggest that there are three factors that cause a person to make social comparisons, namely: (1) Evaluation or self-evaluation. Self-evaluation is carried out by someone with the aim of assessing oneself by comparing oneself in terms of abilities and opinions. The form of comparison is carried out by individuals as a form of self-evaluation. (2) Improvement or self-improvement; Self-improvement is a motive for social comparison. In addition to learning more about the abilities that exist within themselves, individuals also try to learn to improve their abilities. Self-improvement can be done through the process of comparing oneself and other individuals as a form of self-evaluation. (3) Enhancement or self-improvement; The desire of a person to improve themselves can influence individuals to make self-comparisons with others. Vogel et al (2014) further explained that individuals have a tendency to make a form of upward social comparison than downward comparison when accessing social media, so it can be said that individuals compare themselves more often with other people who tend to be superior, rather than with people they consider inferior.

Social comparison is a process of mutual influence and in the form of competitive behavior when interacting socially, this occurs because of the need to assess oneself and needs that can be met by comparing oneself with others (Arshuha & Amalia, 2019). The results of previous research by Putra, (2018) show the results that social comparison has an influence on the self-esteem of a teenager using social media, either increasing or decreasing the level of self-esteem, and this depends on the direction of comparison made, namely comparison up or down. So that it gives an influence on positive emotions, so that adolescents will tend to do downward comparison while increasing the self-esteem concerned. Social comparison significantly lowers self-esteem. The results of this study are in accordance with previous research which shows that individuals with a higher social comparison orientation result in worse self-perception, lower self-esteem, and the emergence of negative emotions (Jiang & Ngien, 2020).

Students' mental health is one of the goals of counseling services. This challenge must be answered by counseling teachers that their job is to help students develop themselves according to the stage of development optimally, help students overcome difficulties and problems in learning, and help students adapt to the surrounding environment (Evi, 2020). BK teachers have an important role in helping students overcome the negative impact of social comparison, namely by providing comprehensive BK services, where this comprehensive service model allows the counselor to focus not only on the client's emotional

disturbance, but on efforts to achieve developmental tasks, bridging tasks that arise at a certain time, increasing the client's potential and optimal development patterns.

The findings of this study are in accordance with the results of Evita Malini's research (December 2021) with the research title Social Comparison in Karangpandan State High School Students in Review of Self-Esteem, that counseling teachers really need social psychology knowledge in handling cases of social comparison of students in order to realize mentally healthy students.

## **CONCLUSION**

The problem of social comparison cannot be underestimated, because it greatly affects students' mental health. It is important for counseling teachers to provide services for students who experience these problems because it can help students solve personal problems within themselves and help students develop self-confidence and be able to accept themselves. Through this research, it is recommended that counseling teachers be able to provide an understanding of the importance of self-esteem, provide training for students to recognize themselves so that they can overcome social comparisons that occur, in order to realize students who are mentally healthy.

## **REFERENCES**

Aziz, A. A. Al. (2020). Hubungan antara intensitas penggunaan media sosial dan tingkat depresi pada mahasiswa. *Acta Psychologia*

Dikki Wulandari & Meita Santi Budiani (2020). Hubungan Antara Socia Comparison Dengan Materialisme Pada Pelajar SMK X Di Kota Kediri. *Charter : Jurnal Penelitian Psikologi*, 07 (04). 121-122

Evi, T. (2020). Manfaat Bimbingan Dan Konseling Bagi Siswa. *Jurnal Pendidikan Dan Konseling (JPDK)*, 2(1), 72–75. <https://doi.org/10.31004/jpdk.v1i2.589>

Fardouly, & Vartanian (2015). Negative comparisons about one's appearance mediate the relationship between facebook usage and body image concerns Body Image. 12, 82-88

Fauziah, S., Hacantya, B. B., Paramita, A. W., & Saliha, W. M. (2020). Kontribusi Penggunaan Media Sosial Dalam Perbandingan Sosial Pada Anak-Anak Akhir. *Psycho Idea*, 18(2), 91. <https://doi.org/10.30595/psychoidea.v18i2.7145>

Febriyani, R., Darsono, & Sudarmanto, R. G. (2014). Model Interaksi Sosial Peran Teman Sebaya Dalam Pembentukan Nilai Kepribadian Siswa. *Jurnal Studi Sosial*, 2(2), 1–14. <http://jurnal.fkip.unila.ac.id/index.php/JSS/article/view/5302/3316>

Gaol, L. A. L., Mutiara, A. B., Saraswati, N. L., Rahmadini, R., & Hilmah, M. A. (2018). The relationship between social comparison and depressive symptoms among Indonesian Instagram users. <https://doi.org/10.2991/uipsur-17.2018.19>

Hadyan, R. (2021). Ini Perbedaan Antara Milenial dan Gen Z Saat Menggunakan Sosial Media. *Lifestyle.Bisnis.Com.* <https://lifestyle.bisnis.com/read/20210210/220/1354914/ini-perbedaan-antara-milenial-dan-gen-z-saat-menggunakan-sosial-media>

Kenapa Kita Sering Membandingkan Diri Dengan Orang Lain di Medsos?. (2018, June 17). Retrieved from <https://lifestyle.kompas.com/>. Diakses pada 06 Januari 2020

Mahendra, B. (2017). Eksistensi Sosial Remaja Dalam Instagram (Sebuah Perspektif Komunikasi). *Jurnal Visi Komunikasi*, 16(1), 151–160. <https://doi.org/10.22441/jvk.v16i1.1649>

NapoleonCat. (2021). Instagram Users in Indonesia November 2020. In [Www.Napoleoncat.Com](http://www.napoleoncat.com)

Putra, J. S. (2018). Peran Syukur sebagai Moderator Pengaruh Perbandingan Sosial terhadap Self-esteem pada Remaja Pengguna Media Sosial. *Psikohumaniora: Jurnal Penelitian Psikologi*, 3(2), 197–210. <https://doi.org/http://dx.doi.org/10.21580/pjpp.v3i2.2650>

Rini, D. Y., et al. (2022). Use of Social Media As aNutritional InterventionOn Body Image: Systematic Literature Review. *Menara Journal of Health Science*, 1(1), 20-32.

Rizkyta, D. P., & Fardana, N. A. (2017). Hubungan Antara Persepsi Keterlibatan Ayah Dalam Pengasuhan Dan Kematangan Emosi Pada Remaja. *Jurnal Psikologi Pendidikan Dan Perkembangan*, 6(2), 1–13.

RSPH. (2017). Instagram ranked worst for young people's mental health. 19 Mayo.

Salim & Haidir. 2019. Penelitian Pendidikan Metode, Pendekatan, dan Jenis. Jakarta; Kencana, hal.29.

Sheldon, P., & Bryant, K. (2016). Instagram: Motives for its use and relationship to narcissism and contextual age. *Computers in Human Behavior*. <https://doi.org/10.1016/j.chb.2015.12.059>

Suls, J., Collins, R. L., & Wheeler, L. (2020). Social Comparison, Judgment, and Behavior. Oxford University Press.

Vogel, E. A., Rose, J. P., Roberts, L. R., & Eckles, K. (2014). Social Comparison, Social Media, and Self-Esteem. *American Psychological Association*, 3(4), 206 –222. <http://dx.doi.org/10.1037/ppm0000047>.

We Are Social & Hootsuite. (2020). IndonesiaDigital report 2020. Global Digital Insights.

Yang, C-c., Holden, S.M., Carter, M.D.K., Webb, J.J., (2018). Social media social comparison and identity distress at the college transition: A dual-pathmodel. *Journal of Adolescence* 69. (2018) 92–102. doi: 10.1016/j.adolescence.2018.09.007.

Yang, C-c., & Robinson, A. (2018). Not necessarily detrimental: Two social comparison orientations and their associations with social media use and college social adjustment. *Computers in Human Behavior*, 84, 49–57. <https://doi.org/10.1016/j.chb.2018.02.020>.

Yasin, R. A., et al. (2022). Pengaruh Sosial Media Terhadap Kesehatan Mental dan Fisik Remaja: Systematic Review. *Jurnal Kesehatan Tambusai*, 3(2), 83–90



**THE 2<sup>nd</sup> INTERNATIONAL CONFERENCE ON GUIDANCE AND COUNSELING**  
**“COUNSELING RESONANCES ON**  
**MENTAL HEALTH EMERGENCIES AND AWARENESS”**

---

**COUNSELING TREATMENT FOR VICTIMS OF CYBERBULLYING WITH  
ART THERAPY: A LITERATURE STUDY ON THE PERCEPTIONS OF  
COUNSELING TEACHERS**

**Wulan Agusti Permatasari<sup>1</sup> , Amirah Diniaty<sup>2</sup>**

<sup>1</sup>Sultan Syarif Kasim Riau State Islamic University, HR. Soebrantas Street, Simpang Baru, Pekanbaru, Indonesia, [permatasariw751@gmail.com](mailto:permatasariw751@gmail.com)

<sup>2</sup>Sultan Syarif Kasim Riau State Islamic University, HR. Soebrantas Street, Simpang Baru, Pekanbaru, Indonesia, [amirah.diniaty@uin-suska.ac.id](mailto:amirah.diniaty@uin-suska.ac.id)

**ABSTRACT**

*Cyberbullying is an actual problem today, because of the technology as a very fast media used by teenagers to bully each other. This needs to be prevented and handled by Guidance and Counseling (BK) teachers, including with art therapy. In writing the handling of counseling for victims of cyberbullying with art therapy: a literature study on the perception of counseling guidance teachers. There are still many counseling teachers who have different opinions that art therapy can handle cyberbullying victims, this is stated in the research and the many differences in the perceptions of counseling teachers are caused by several factors such as: factors of thinking, factors of educational background of counseling teachers, factors of facilities and infrastructure, environmental and school factors. This research explains that Art therapy is a technique using art media, creative processes and the results of art to explore feelings, emotional conflicts, increase self-awareness, control behavior, develop social skills, improve reality orientation, reduce anxiety and increase self-esteem. This literature review research reveals the perception of counseling teachers about the use of art therapy for handling cyberbullying victims.*

Keywords: persepsi, art therapy, korban cyberbullying

## **INTRODUCTION**

Cyberbullying has become a troubling issue as a negative impact of the development of information technology ((Li, Cross and Smith 2012). In a superpower like the United States viral cyberbullying cases that caused death, in 2023. One of the victims was Maya, a woman living in Missouri, United States. As reported in the United States information media. She ended her life in a tragic way, namely suicide by hanging herself a few weeks before her birthday (Schonfeld Ariel 2023).

In Indonesia, cyberbullying cases are also troubling where in 2020 the Indonesian Child Protection Commission (KPAI) recorded 119 cases of bullying against children. One year later, in 2021, KPAI recorded 53 cases of bullying in the school environment and 168 cases of bullying in cyberspace (cyberbullying), because this year schools are in the online learning process so that cases of bullying in the school environment are lower than cases in cyberspace (cyberbullying). Furthermore, in 2022 KPAI again reported 226 cases of bullying in the school environment, including 18 cases of cyberbullying. The latest in 2023, data from the Indonesian Child Protection Commission (KPAI) which recorded in 2023 an increase in the number of bullying cases of 1,138 cases (KPAI, 2024).

One of the parties who play a role in handling the problem of cyberbullying victims is the Guidance and Counseling (BK) teacher. One of the effective techniques used to help victims of cyberbullying is art therapy (Eugene Neglia, 2016). Triantoro & Astrid (2014) said that art therapy can reduce the anxiety level of cyberbullying victims.

Art therapy is a therapeutic technique in using art media, creative processes and the results of art to explore feelings, emotional conflicts increase self-awareness, control behavior, develop social skills, improve reality orientation, reduce anxiety and increase self-esteem (American Art Therapy Association, 2016). Through these art activities, it can be assumed that individuals will get a safe medium to facilitate communication through the exploration of thoughts perceptions beliefs and experiences. In addition, this therapy can also be interpreted as an activity to create works of art to meet psychological and emotional needs in individuals who are proficient in art or who do not have art skills art therapy can reduce symptoms of depression in sufferers, especially in cyberbullying symptoms.

Furthermore, research conducted by Issara Rizky, R. (2020) stated that art therapy can help relieve symptoms of trauma and depression in children and adults, with this art therapy can describe as a fear related to communicating with other people experienced by victims of cyberbullying. When described, people who experience it tend to avoid social interaction whenever possible, speak less if needed, engage in less fluent conversations, and experience severe psychological distress.

Researchers are interested in seeing how the use of art therapy as a counseling treatment for victims of cyberbullying is seen from the perception of counseling teachers from existing research results. Jalaluddin Rakhmat (2011) asserts that perception is one of the psychological factors that play a role in shaping a person's behavior, so it is important to know how BK teachers perceive this relatively new technique in handling student problems at school. The results of previous research are needed to be guided so that they are followed up with field research in the next stage. In this study, the authors describe the perceptions of counseling teachers who still have different opinions about art therapy can handle cyberbullying victims. This is marked by several previous studies raised by the author in this paper.

## **METHOD**

This research uses the type or approach of a library study (Library Research). Library study is a study used in collecting information and data with the help of various kinds of materials in the library such as documents, books, magazines, historical stories, and so on. According to (Syaodih, 2009) this type of research is library research, which is a series of studies related to library data collection methods, or research whose research objects are explored through various library information (books or scientific journals). Library research or literature review is a study that critically examines the knowledge, ideas or findings contained in a body of academic-oriented literature. To conduct a literature review, it is important to identify the research question or problem for which relevant and useful answers will be sought. The steps taken in a literature review include: (1) Identifying the research question or problem to be solved, (2) Searching for research relevant to the topic, using various sources such as academic databases, books, and national and international journal articles, (3) Writing the literature review, which should summarize the main points of the research and (4) providing a critical analysis of the current state of knowledge on the topic.

In the context of the given research, the literature review is an important step that helps ensure that new research is based on existing knowledge and contributes to the overall understanding of the topic.

## **RESULT AND DISCUSSION**

### **Art Therapy For Cyberbullying Treatment**

Art therapy consists of two words art and therapy. Art shows the meaning of authenticity, individuality, creative process, spontaneity, use of texture color, graphic materials, and imagination, while therapy shows a caring, listening process, healing, moving towards wholeness, change and development and emphasizes human understanding (Yona Mita Soma & Yeni Karneli, 2020). The term art therapy is sometimes used to indicate a form of art therapy or expressive therapy in general, but is often used to indicate a form of creative therapy that is visual art drawing or painting. Bollu mentioned that art therapy is one of several types of expressive therapy.

Art therapy or the use of drawing as one of the therapeutic modalities began to be recognized in the 1940s. Initially this therapy was practiced and developed based on psychoanalytic theory, especially Frued's hypothesis and Jung's concept. Frued in Nina Nursetia Ningrum, Apsari Wiba Pamela (2022) states that symbols are representations of personal unconsciousness that can be presented in the form of paintings, poetry, dance, music, and other forms of creative expression. The activity of the emergence of images and symbols is seen by Jung as having healing power. Based on this assumption, individuals are encouraged to express their creative side, in this case drawing spontaneously and making free associations with their creations. Once completed, the therapist looks at the shapes, colors, relationships, and symbols expressed and uses them to help foster the client's self-awareness.

Fasya (2019) explains that cyberbullying is intimidation by someone to another person carried out through chatrooms, social media, e-mail, websites in forms such as slander, humiliation, threatening or leaking disgrace about someone. Cyberbullying is defined as an act of intimidation that involves the

use of email, instant messaging, websites, chatrooms, and anything in cyberspace (Aniek Wirastania: 2016) Cyberbullying is the same act as traditional bullying but carried out via the internet or cyber world. Although it does not occur face-to-face, cyberbullying can also disturb a person's psychological condition because of the blasphemy they receive. Cyberbullying can be experienced by anyone regardless of age, profession or gender.

Cyberbullying comes from the word bully. In Indonesian, the word bully literally means a bully, a person who bullies weak people. Examples of bullying behavior include mocking, spreading rumors, inciting, excluding, scaring (intimidation), threatening, bullying, extorting, or physically attacking (pushing, slapping, hitting) (Fasya Syifa Mutma: 2019). Cyberbullying is a form of bullying or violence in the form of mocking, telling lies, hurling abusive words, spreading rumors or making threats or aggressive comments made through media such as email, chat rooms, instant messaging, websites (including blogs) or short messages (SMS). Cyberbullying is aggressive, intense, repetitive behavior carried out by individuals and individuals using forms of technology and electronic utilization as a medium to attack certain people.

According to Mufadhal Barseli (2023) there are three things that distinguish traditional bullying from cyberbullying. First, traditional bullying is an action that is carried out directly face-to-face, but Cyberbullying is not. The perpetrator uses the internet and technology as a medium, so the perpetrator does not have to meet the victim face to face and the perpetrator also cannot see the victim's emotional reaction. Secondly, in Cyberbullying, the perpetrator cannot physically attack the victim, but rather the victim's psyche. Lastly, unlike traditional bullying, Cyberbullying can arise at any time and can quickly spread bad news about its victims with the help of internet technology. The development of information and telecommunication technology also affects people's behavior. In the past, the term "your mouth is your tiger" has changed to "your finger is your tiger". It is from these tiny fingers that people post insults, hate speech, vulgarity, hoaxes, and fake news that harm others. The most common case is cyberbullying through social media until the victim experiences depression.

The impact felt by victims after receiving cyberbullying behavior includes feeling uneasy, withdrawing from the social environment, feeling ostracized by the environment, disturbed physical and mental health. cyberbullying that is carried out continuously through social networks by known and unknown people will bring stress. In the end, feelings of depression, anxiety, and loss of self-confidence lead to post traumatic stress disorder (PTSD).

Based on research conducted by Alif Nurhayati (2022), it is stated that it examines the Application of Art Therapy Techniques in overcoming Trauma in Child Victims of Physical, Psychological, and Sexual Violence. Meanwhile, the research conducted by the researcher examines the BK Teacher's Perception of the Use of Art Therapy and the second variable, namely Handling Victims of Cyberbullying in Junior High School. Then research conducted by Gopalakrishnan & Sundram (2014) states that there is a relationship between cyberbullying and anxiety with the results obtained, namely, men show higher anxiety 44.89% than women 40.82%.

Furthermore, research conducted by Hinduja & Patchin (2010) with the results of 20% of cyberbullying victims have thought about trying to commit suicide and 19% reported trying to commit

suicide. This is because if the anxiety caused by cyberbullying is not handled and overcome properly, the anxiety will increase and cause the victim to become depressed and can even commit suicide. Furthermore, research conducted by (safaria & yunita 2014) states that one of the most useful aspects of art therapy to help people who experience bullying is to provide an outlet for emotional expression without requiring verbal expression. Because bullying often occurs in younger age groups, it is beneficial for younger generations who may not have developed verbal communication skills that allow them to engage in talk therapy. However, in the research conducted by the author, the results that have been carried out by previous researchers have differences, namely not all counseling teachers understand that art therapy can overcome cyrbbullying problems. This is influenced by many things such as the different backgrounds of counseling teachers which result in different mindsets about handling cyberbullying victims.

### **Perception Of Counseling Teachers**

Perception is a step in understanding or giving meaning to information that comes from a stimulus. This stimulus is obtained through the process of sensing objects, events, or relationships between symptoms, and then processed by the brain. The use of the term "perception" generally refers to the experience of an object or event that we experience. This process is defined as a stage that combines and organizes our sensory data (through sensing) so that we can be aware of our surroundings, including awareness of ourselves. (Jalaluddin Rakhmat 2011)

Perception occurs when a person receives a stimulus from the outside world captured by the sense organs, then the stimulus is processed by the brain. During this process, a thinking process takes place which ultimately results in understanding. According to Bimo Walgito, perception is a process that begins with sensing, namely the receipt of a stimulus by an individual through a sense organ or sensory process. This process does not stop just like that, but the stimulus continues, and the next stage is the perception process. The counseling teachers who are the main respondents in this study have different views or opinions, this can be seen from several factors. According to Adam in Fitri Jayanti, someone has differences in perception, this difference can be influenced by several factors, namely:

1. Input process, which is the process of initiating an excitatory request.
2. Selectivity, namely in receiving stimuli, human abilities are limited, meaning that humans pay attention to core stimuli only.
3. The closing process, namely the state of a person in receiving stimuli is always limited, to the problem of always filling what is still free with his own experience. This happens when he already feels that he has understood the situation.
4. Context, perception occurs in a unit in a unitary content context or context can be a physical form factor, emotional context, and social environment.

Pay attention to and accept others who have the same beliefs and values as him. From the various factors described above, perception is closely related to a person's view or interpretation of something based on experience, data and facts he knows. This definition implies that perception is a form

of prejudice against a certain object through the process of organizing, interpreting the stimulus received in the form of events, experiences, information.

Based on research conducted by Chintya Risfian Guta (2017), it is stated that in handling bullying, he sees the suitability of handling using art therapy techniques. because art therapy can regulate feelings and emotions in victims of bullying or bulying. Then the research conducted by Fahrizal Nugraha (2021) examined the title: Teacher Perceptions of Preventing Cyberbullying in Elementary Schools Through Cultivating Tolerance Values. Explaining that the counseling teacher views that cyberbullying is related and can be prevented through instilling the value of tolerance at school. This begins with an art therapy approach to be more effective in the counseling teacher's self-approach to victims of bullying. However, there are still many differences of opinion that occur in the field. This is due to several factors, namely: (1) different mindset factors (2) different educational backgrounds (3) unstable physical and mental health.

## **CONCLUSION**

Based on the results of the analysis conducted by previous researchers, there are still differences in perceptions about art therapy techniques for handling cyberbullying victims. This is due to three factors, namely: (1) different mindset factors (2) different educational backgrounds (3) unstable physical and mental health. In this writing, the researcher has limitations in researching such as cost, time, because the author is still undergoing lecture activities. However, other researchers say that art therapy is effective for handling cyberbullying victims. Therefore, the research conducted by researchers can still be continued into new research related to or can continue this research. Research that can be continued such as: the application of art therapy for handling cyberbullying victims.

## **REFERENCES**

Alif Nurhayati. (2022)."Art Therapy dalam mengatasi Trauma pada Anak Korban Kekerasan Fisik, Psikologi, dan Seksual"

American Art Therapy Association, (2016). "American Art Therapy Association" <http://arttherapy.org/>

Abdul Rahman Saleh. (2004). Psikologi: *Suatu Pengantar Dalam Perspektif Islam*. Jakarta: Kencana.

Alam Akbar-Prahastiwi Utari. Cyberbullying Pada Media Sosial.Studi.

Amirah Diniaty. (2008). Evaluasi dalam Bimbingan dan Konseling. Pekanbaru: suska Press.

Ana .(2004). *Analisis Cyberbullying Remaja Difacbook*.Surakta.

Andi Mapiare. (2006) *Kamus Istilah Konseling dan Terapi*. Jakarta: PT Grafindo Persada.

Aniek Wirastania.(2016). Penggunaan Clay Therapy dalam Program Bimbingan untuk Peserta Didik Tingkat Sekolah Dasar, *Skripsi* Surabaya: Bimbingan dan Konseling.

Bagus Mahardika Efektifitas Metode Art Therapy Grup dalam Mengembangkan Kemampuan Sosial Emosional Anak Didik di TKIT As Salam Murtigading Sanden Bantu Yogyakarta.

Bety Agustina Rahayu.( 2019 )."Bullying di Sekolah ; Kurangnya Pelaku Bullying dan Penvegahan" *jurnal keperawatan jiwa No. 3 November .semarang:*

Bimo Walgito. (2004) Pengantar Psikologi Umum.Yogyakarta: Andi Offset.

## **Counseling Treatment For Victims Of Cyberbullying With Art Therapy: A Literature Study On The Perceptions Of Counseling Teachers**

---

Bollu, M. (2003). *Psychological Interventions: A Guide To Strategies*. American: Westport C.T. Praeger Publish American Asosiation.

Eugene Neglia. (2016). "PR Penindasan Pencegahan dan Intervensi dan Intervensi Penindasan dalam Pendidikan Thr ention dalam pendidikan melalui seni visual: sebuah studi kasus instrumental" Vol 01. No 4.

Chintya Risfiana Guta 2017,persepsi terapis tentang ketepatan penggunaan a terapi untuk mengurangi peserta didik dalam proses pendidikan. *jurnal pendidikan* vol 2. no 20

Eugene Neglia. (2016) "PR Penindasan Pencegahan dan Intervensi dan Intervensi Penindasan dalam Pendidikan Thr ention dalam pendidikan melalui seni visual: sebuah studi kasus instrumental" vol 01. No 4.

Fasya Syifa Mutma.(2019) " Deskripsi Pemahaman Cyberbullying di Media Sosial pada Mahasiswa". *Jurnal Komunikasi*. Vol. 33. No. 2.

Fitri Jayanti, Nanda Tika Arista. (2018) Persepsi mahasiswa terhadap pelayanan perpustakaan universitas Trunojoya Madura. *Jurnal Kompetensi* Vol 12, No 2.

Gopalakrishnan C, & Subramanian S. Antimicrobial activities of *Garcinia mangostana*. (2014). *Planta Medica*. 48(1): 59-60.

Hinduja, S., & Patchin, J. W. (2010). Cyberbullying: A review of the legal issues facing educators. *Preventing School Failure*, 55 ,

Issara Rizky dkk. (2020) "Efektivitas Person- Centered Art Therapy untuk Mengurangi Simtom Post-Traumatic Stress Disorder (PTSD) Pada Penyakit Bencana Gempa di Lombok" *Jurnal Psikologi Sains dan Profesi* Vol. 4, No. 2.

Jalaluddin Rakhmat.(2011) " *Psikologi Komunikasi*" (Bandung: PT Remaja Rosdakarya,)

Li, Q., Cross, D., & Smith, P.K. (2012). *Cyberbullying in the Global Playground: Research from International Perspectives*. New Jersey: Blackwell Publishing.

Nina Nursetia Ningrum, Apsari Wiba Pamela. (2022) "Art of Therapy melalui proses kreatif menggambar untuk meningkatkan rasa tanggung jawab pada anak usia 4-5 tahun". *Jurnal Penelitian Pendidikan*, April. Vol 22. No. 1.

Restu (2024)"Data KPAI Kasus Bullying". *detik.com*. diakses pada tanggal 27 januari.

*Safaria, yunita 2014, khasiat terapi seni untuk mengurangi kecemasan korban cyberbullying. Jurnal konseling*. Vol. 5. No 3

Schonfeld Ariel dkk. (2023) " Penindasan Maya dan Bunuh Diri Remaja" *Jurnal Am Acad Psikiatri Hukum*. Vol 1. No 51.

Sulistyawati, W., Wahyudi, & Trimuryono, S. (2022). Analisis (Deskriptif Kuantitatif) Motivasi Belajar Siswa Dengan Model Blended Learning Di Masa Pandemi Covid19. 68-73

Syaodih, N. (2009). *Metode Penelitian Pendidikan*. Bandung: Remaja Rosdakarya.

Yona Mita Soma, Yeni Karneli.(2020) "Penerapan Teknik Art Therapy untuk Mengurangi Kecemasan Sosial terhadap Korban Cyberbullying". *SCHOULID: Indonesian Journal of School Counseling*. Vol. 5. No. 2.



**THE 2<sup>nd</sup> INTERNATIONAL CONFERENCE ON GUIDANCE AND COUNSELING**  
**“COUNSELING RESONANCES ON MENTAL HEALTH EMERGENCIES AND**  
**AWARENESS”**

---

**THE EFFECTIVENESS OF GROUP GUIDANCE *LIVE MODELING* TECHNIQUE  
AS AN EFFORT TO INCREASE ENTREPRENEURIAL INTEREST OF  
VOCATIONAL STUDENTS**

**Hana Rizqiani Khoirunnisa<sup>1</sup>, Muslikah<sup>2</sup>**

<sup>1</sup>State University of Semarang, Sekaran, Gn. Pati Sub-District, Semarang, Indonesia,  
[hanarizqiani398@students.unnes.ac.id](mailto:hanarizqiani398@students.unnes.ac.id)

<sup>1</sup>State University of Semarang, Sekaran, Gn. Pati Sub-District, Semarang, Indonesia,  
[muslikah@mail.unnes.ac.id](mailto:muslikah@mail.unnes.ac.id)

**ABSTRACT**

*Based on data from student graduates from the last 3 years, shows that more students choose to work in companies than to become entrepreneurs. With data percentages according to BMW terms, 45% work in companies, 35% continue studying in their field, and 20% are entrepreneurs. This research aims to determine the effectiveness of group guidance services using live modeling techniques to increase students' interest in entrepreneurship. This quantitative research uses an experimental method with a pretest-posttest group design. The sample for this research was obtained from the entrepreneurship interest instrument using a purposive sampling technique, totaling 10 people. The results of the research using the Paired Sample T-Test show a significance value of  $0.000 < 0.025$ , so  $H_0$  is rejected and  $H_a$  is accepted. The average test for increasing interest in entrepreneurship through the N-Gain test obtained a result of 0.7124, which is in the high category. This shows that group guidance using live modeling techniques is effective in increasing students' interest in entrepreneurship. Based on the research results, it can be concluded that group guidance using live modeling techniques is effective in increasing interest in entrepreneurship in class XI ATPH 3 students at SMK Negeri H. Moenadi Ungaran.*

Keyword: Group guidance, live modeling, entrepreneurship

## **INTRODUCTION**

The rapid development of entrepreneurship currently occurring in various countries, the business world plays an important role in supporting the welfare of the population and increasing state income. The development of entrepreneurship is inseparable from the world of education which brings up various product and service innovations for consumers. In 1995 President Soeharto instructed to nurture new entrepreneurs through education (Gupron et al., 2023). Since then, entrepreneurship programs have been implemented by various educational institutions in Indonesia.

Schools became educational institutions organized by the government and the private sector which contained formal, informal, and non-formal education that aims to provide teaching and manage and educate students through guidance provided by teachers or educators (Yahya, 2021). One of the educational programs that support the development of entrepreneurship is Vocational High Schools (SMK). SMK is an educational institution that is responsible for creating human resources who have skills, capabilities, and expertise in their fields to create graduates who develop performance in the work world.

Learning in vocational schools has the aim that students who have graduated are ready to join the world of work. The learning model in vocational schools is inseparable from the existence of industrial work practices (Prakerin). This program is a real step to make the education system with vocational training relevant to the world of work that will be addressed and through prakerin will produce quality graduates (Syifa, 2020). Therefore, entrepreneurship is important to cultivate in students to prepare them for the world of work in the future.

Schools can provide guidance related to career plans and guidance on entrepreneurial readiness through guidance and counseling activities. According to (Witri & Muslikah, 2022) career selection and preparation is one of the developmental tasks of adolescents or vocational students that influence future success. Thus, teenagers who have career maturity are able to complete their career development stages. Furthermore, the personnel who have a high responsibility for guidance and counseling activities are the counseling teachers themselves. There are various types of services in Guidance and Counseling which include information services, orientation services, content mastery services, consultation and mediation services, individual and group counseling services, and group guidance services (Prayitno in (Kusraharjo, 2019).

According to preliminary study data at SMK Negeri H. Moenadi Ungaran in September 2023 by interviewing one of the counseling teachers, he said that data on student graduates in the last 3 years have chosen to work in companies. With data on the percentage who work in companies or shops 45%, of graduates continue their studies 35%, and graduates who are entrepreneurs 20%. The counseling teacher explained that the cause of low interest in entrepreneurship is due to the limited knowledge possessed, there is no business capital, there is no space for sharing their stories or thoughts and lack of parental support. The counseling teacher also added that in providing services using a classical guidance approach, students preferred activities that were carried out in a small group forum.

To prevent further problems that occur, they need to be given services in guidance and counseling. Services that are considered appropriate to deal with these problems use group guidance. Group guidance is a service carried out by professionals (counselors) and in the service there are clients (counselees) to

## **The Effectiveness of Group Guidance *Live Modeling* Technique As An Effort to Increase Entrepreneurial Interest of Vocational Students**

---

discuss certain topics. This service is led by a group leader, namely the counselor (Ivanka et al., 2022). According to (Fitriani et al., 2019) group guidance is a guidance technique that endeavors to help individuals to achieve optimal progress through the abilities, talents, and interests of the individual. The purpose of group guidance is to provide important information in a group dynamic situation and members can exchange opinions.

One of the techniques that can be used in group guidance services is the live modeling technique. With a real model, students interact directly and can be used as an example that entrepreneurship can provide benefits for themselves and the surrounding environment. According to Corey (Aulia et al., 2022) modeling technique is an activity of observing the model and then reinforcing it by imitating the model's behavior. Students can pay attention to the model provided by the counselor and have the aim that students can imitate the model's behavior so that the desired new behavior changes occur.

The objective of this study was to determine the interest of students in class XI ATPH 3 SMK Negeri H. Moenadi Ungaran in entrepreneurship before and after being given group guidance services with live modeling techniques. This study also aims to prove the effectiveness of group guidance services with live modeling techniques on the interest in entrepreneurship of students in class XI ATPH 3 SMK Negeri H. Moenadi Ungaran.

From the exposure and the results of interviews about the problem of low entrepreneurial interest in students, researchers conducted experimental research with the title "The Effectiveness of Group Guidance with Live Modeling Techniques as an Effort to Increase Student Entrepreneurial Interest in Class XI ATPH 3 SMK Negeri H. Moenadi Ungaran".

### **METHOD**

The approach in this study used a quantitative approach with an experimental research type. The experimental design used Pre-Experimental Design with a one group pretest-posttest research design, where the results of the treatment was more accurate. (William & Hita, 2019) explained that the advantages of this experimental design can compare the conditions before and after treatment on the same participants and the same measuring instruments. One of the one group pretest-posttest research design schemes can be seen in Table 1 as follows:

Table 1 One Group Pretest-Posttest Scheme

Class	Pretest	Treatment	Posttest
Experiment	O1	x	02

Description:

O1 = Initial test (Pretest)

O2 = Final test (Posttest)

X = Treatment

## **The Effectiveness of Group Guidance *Live Modeling* Technique As An Effort to Increase Entrepreneurial Interest of Vocational Students**

---

The research subjects were carried out in class XI ATPH 3 SMK Negeri H. Moenadi Ungaran, totaling 10 students obtained from the entrepreneurial interest instrument with low category entrepreneurial interest criteria using a purposive sampling technique. Data collection was obtained from primary data sources, namely conducting preliminary studies in the field, conducting interviews with one of the Guidance and Counseling Teachers of SMK Negeri H. Moenadi Ungaran, and distributing questionnaires. Furthermore, secondary data collection comes from library books, previous theses, research journals, and other documents related to the research conducted. Data analysis techniques in this study used SPSS version 25.0 to test data normality, Paired Samples T-Test, and N-Gain test.

The research instrument was tested with validity and reliability tests using SPSS Version 25.0. The validity test is defined as the extent to which the test tool can measure what will be measured (Pramuaji & Loekmono, 2018). In the validity test, there are 32 statement items on the entrepreneurial interest instrument, 25 are said to be valid and 7 are invalid. Invalid items are dropped considering that each valid item already represents an indicator of entrepreneurial interest. The test was carried out at a significance level of 5% with a sample of 30 students or a significance level of 0.361. Furthermore, the reliability test obtained the following results:

Table 2 Reliability Test

### **Reliability Statistic**

Cronbach's Alpha	N of Items
.809	32

The reliability test is used to test something that is tested with a tool based on its function to ensure that from the first test onwards the results are consistent. (Machali, 2021). In table 2, it is known that the Cronbach's Alpha value is 0.809. The alpha value used as an indicator generally uses a significant level of 5% with a table "r" value of 0.361. Then  $r$  results >  $r$  table, namely  $0.809 > 0.361$ , so this entrepreneurial interest research instrument is reliable and can be used for research.

## **RESULTS**

The discussion of the research results includes the findings of the implementation of live modeling techniques in group guidance services to increase entrepreneurial interest in students of class XI ATPH 3 SMK Negeri H. Moenadi Ungaran. The sample of this study was a student who has a low entrepreneurial interest. The information obtained from interviews with the counseling teacher said that the cause of students' low entrepreneurial interest is due to their limited knowledge, lack of business capital, having no place to exchange stories, and lack of support from parents. To anticipate the occurrence of sustainable problems, they need to be provided with material related to increasing entrepreneurial interest so that students can survive and succeed in the future

## The Effectiveness of Group Guidance *Live Modeling* Technique As An Effort to Increase Entrepreneurial Interest of Vocational Students

---

### Data on Pretest and Posttest Results of Entrepreneurial Interest

The results of research in the treatment group, namely the implementation of live modeling techniques in group guidance services, were successful in increasing students' entrepreneurial interest. This is indicated by the increase in the measurement score of entrepreneurial interest through the administration of the pre-test and post-test. The following is a recap of the pre-test and post-test results:

Table 3 Pretest and Posttest Result

No.	Pretest	Posttest
1	66	86
2	70	87
3	72	89
4	74	90
5	77	90
6	78	91
7	78	91
8	79	92
9	79	95
10	80	96
Average	75.30	90.70

The total average score of the treatment group members before being given the service (pre-test) was 75.30, after being given the treatment (post-test) has increased with an average score of 90.70 which means that initially it was in the low category, then after participating in a series of group guidance activities with live modeling techniques or doing the post-test, the total score of students has increased.

### Normality Test of Pretest and Posttest Data

The test was carried out with the Shapiro-Wilk test with the help of the SPSS 25.0 application. The results of the normality test are as follows:

Table 4 Normality Test

Data	Statistic	Sig.	Distribution
Pretest	.874	.111	Normal
Posttest	.955	.733	Normal

Based on Table 3, the significant value in the pretest data is .111 and the posttest data is .733. Therefore, the basis for decision-making in the Shapiro-Wilk normality test is if  $sig. > 0.05$  then the data is normally distributed. Based on the table above on pretest data  $.111 > 0.05$ , the data is normal. In the posttest data  $.733 > 0.05$  it is concluded that the data is normally distributed.

## The Effectiveness of Group Guidance *Live Modeling* Technique As An Effort to Increase Entrepreneurial Interest of Vocational Students

### T-Test (Paired Sample T-Test)

Table 5 T-Test (Paired Sample Test)

Paired Differences						t	df	Sig. (2 tailed)			
Mean		Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference							
				Lower	Upper						
Pai r1	Pretest - Posttest	-15.400	7.291	2.306	-20.616	-10.184	-6.680	9	.000		

In Table 4, Decision Making is based on the comparison of probability values (Sig.) if the sig value  $> 0.05/2 = 0.025$ , then  $H_0$  is accepted. Then if the sig value  $< 0.05/2 = 0.025$  then  $H_0$  is rejected. It is known that the sig value is 0.000  $< 0.025$ , then  $H_0$  is rejected. So it can be concluded that there is a significant difference before being given a pretest and posttest.

### Average Improvement Test (N-Gain)

Table 6 N-Gain Test

<b>Descriptive Statistics</b>					
	N	Minim	Maxim	Mean	Std. Deviation
Ngain_score	10	.44	1.00	.7124	.19019
Gain_percent	10	44.44	100.00	71.2357	19.01869
Valid N (listwise)	10				

In Table 5, testing the average increase or N-Gain test based on the pre-test and post-test scores obtained a score of 0.7124 which is included in the high category, this means that there is an increase in the average results of students' entrepreneurial interest. So, it can be concluded that group guidance with live modeling techniques is effective for increasing the entrepreneurial interest of students in class XI ATPH 3 SMK Negeri H. Moenadi Ungaran.

## DISCUSSION

The research was conducted 6 times starting from January 12 to January 29, 2024, at SMK Negeri H. Moenadi Ungaran to provide treatment. The subjects in this study were 10 students in class XI ATPH 3 an experimental class that had low entrepreneurial interest. The experimental class is a study group that gets group guidance treatment with live modeling techniques. The purpose of the study was to determine the effectiveness of group guidance with live modeling techniques as an effort to increase the entrepreneurial interest of students in class XI ATPH 3 SMK Negeri H. Moenadi Ungaran.

In connection with the occurrence of changes or an increase after conducting group guidance service activities with live modeling techniques, increasing entrepreneurial interest requires that students

have the desire, interest, and encouragement to work hard and try their best to meet the needs of life by creating a new business or becoming an entrepreneur without fear of failure. (Vodă & Florea, 2019) said that there are several special characteristics in entrepreneurship including having self-confidence, taking risks, having high creativity, and the need for achievement.

(Burnette et al., 2020) in his research found the results that it is expected from lecturers, teachers, or students to provide more support for equal opportunities in career or entrepreneurship regardless of gender and previous experience. In this study, Guidance and Counseling teachers can provide services to support the success of students in entrepreneurship. Group guidance is guidance that is given to more than one person at the same time to assist individuals in self-development, get the latest information, and allow each member to actively participate in sharing experiences to develop individual insights, attitudes, and skills (Hariyadi, 2019).

According to (Hartanti, 2022) the purpose of group guidance is to enable students to jointly obtain various materials prepared by resource persons that are useful for everyday life. Through group guidance activities, students can practice expressing opinions to each other regarding the entrepreneurial interest material being discussed. The material presented will increase students' understanding of aspects related to entrepreneurship which have many benefits if applied in everyday life to achieve the desired life goals. The process of providing material through group dynamics will form group members' awareness of the importance of having and increasing entrepreneurial interest from an early age.

Providing group guidance services using live modeling techniques. Live modeling technique according to (Munir et al., 2021) is a technique that can have a direct effect on students by presenting an outside source as a living example for each group member to understand. In this study, a live model is presented as a role model for entrepreneurial development so that students understand the material provided.

Students are given direct space to explore various things related to entrepreneurship to live models. By utilizing group guidance live modeling techniques, this service will provide positive results in helping to increase students' interest in entrepreneurship. The fulfillment of these needs is expected so that students can grow and develop optimally by their potential.

The success of the increased entrepreneurial interest experienced by group members cannot be separated from the provision of group guidance services and live modeling techniques. In addition to gaining new understanding. The findings in the process of providing live modeling techniques are that students begin to show courage in expressing ideas and opinions from themselves. This happens because of the interest in entrepreneurial interest that will be planted in life in the future. This interest comes from seeing successful live models so that students can bring themselves to learn entrepreneurship.

Based on the explanation above, all group members show success in increasing entrepreneurial interest due to a certain motivation or drive to achieve the goals to be achieved. This is shown as students already have plans for the future by wanting to learn entrepreneurship because seen from the implementation process they look enthusiastic and become interested in entrepreneurship.

This is supported by research conducted by (Norhaliza, 2021). The purpose of this study was to analyze the effectiveness of modeling techniques in group guidance services to improve entrepreneurial

character in class X IPS 1 student at SMAN 12 Banjarmasin. This research is a quantitative study using an experimental method with a one-group pretest-posttest design. The hypothesis of this study using the Paired Samples T-Test test shows a significance value of 0.010 then H<sub>0</sub> is rejected and H<sub>a</sub> is accepted.

Research conducted by (Shofiah et al., 2020) aims to determine the effectiveness of group guidance on live modeling techniques to increase student learning motivation. Using the type of experimental research quasi-experimental design pretest-posttest control group design.

## **REFERENCES**

Before being given group guidance services through live modeling techniques, the average score of students' entrepreneurial interest was in the low category. After being given group guidance services through live modeling techniques, the average score of students' entrepreneurial interest began to increase in the high category. The live modeling technique in group guidance services is effective for increasing entrepreneurial interest, which is indicated by an increase in the average score of students in class XI ATPH 3 SMK Negeri H. Moenadi Ungaran.

For further research can be used as a source of information and additional insight, for guidance and counseling teachers in schools can seek more complete information about the effectiveness of group guidance services and live modeling techniques to increase students' interest in entrepreneurship.

## **REFERENCES**

Aulia, N., Suarni, N. K., & Dharsana, I. K. (2022). Pengembangan Konseling Karir John Holland Dengan Teknik Modeling Untuk Meningkatkan Perencanaan Karir Peserta Didik. *Jurnal Bimbingan Dan Konseling Indonesia*, 7(1), 156–162.

Burnette, J. L., Pollack, J. M., Forsyth, R. B., Hoyt, C. L., Babij, A. D., Thomas, F. N., & Coy, A. E. (2020). A Growth Mindset Intervention: Enhancing Students' Entrepreneurial Self-Efficacy And Career Development. *Entrepreneurship: Theory And Practice*, 44(5), 878–908. <Https://Doi.Org/10.1177/1042258719864293>

Fitriani, V. Y., Wibowo, M. E., & Purwanto, E. (2019). The Effectiveness Of Group Guidance With Simulation Game Techniques To Improve Student Assertive Behavior. *Jurnal Bimbingan Konseling*, 8(3), 140–145.

Gupron, G., Yandi, A., & Maharani, A. (2023). Model Kesiapan Berwirausaha (Literature Review). *Jurnal Kewirausahaan Dan Multi Talenta*, 1(1), 28–41. <Https://Doi.Org/10.38035/Jkmt.V1i1.9>

Hariyadi, S. (2019). Modul4 Strategi Layanan Dasar, Perencanaan Individual Dan Dukungan Sistem. In *Kementrian Pendidikan Dan Kebudayaan*.

Hartanti, J. (2022). Bimbingan Kelompok. In *Bimbingan Kelompok*.

Ivanka, D., Syafitri, A., Sari, I. P., & Sahputra, D. (2022). Implementasi Layanan Bimbingan Kelompok Untuk Mengatasi Sikap Prasangka Buruk Diri Siswa Di Upt Smp Negeri 27 Medan. *As-Syar'i: Jurnal Bimbingan & Konseling Keluarga*, 5(2), 251–260. <Https://Doi.Org/10.47467/As.V5i2.2377>

Kusraharjo, L. (2019). Efektifitas Layanan Konseling Kelompok Untuk Meningkatkan Self Esteem Pada Siswa Kelas Xi Smk Muhammadiyah 2. *Jurnal Ilmiah Ilmu Pendidikan Dan Sosial*, 8(1), 109–121.

---

**The Effectiveness of Group Guidance *Live Modeling* Technique As An Effort to Increase Entrepreneurial Interest of Vocational Students**

---

Machali, I. (2021). Metode Penelitian Kuantitatif. In *Laboratorium Penelitian Dan Pengembangan Farmaka Tropis Fakultas Farmasi Universitas Mualawarman, Samarinda, Kalimantan Timur*.

Munir, G., Yuwono, D., & Sugiharto, P. (2021). The Effectiveness Of Group Counseling Ability Potential Response And Live Modeling Techniques To Increase Self Efficacy Adaptability Of Career Choice. *European Journal Of Psychological Research*, 8(3), 2021. [Www.Idpublications.Org](http://www.Idpublications.Org)

Norhaliza, S. (2021). Efektivitas Layanan Bimbingan Kelompok Dengan Teknik Modelling Untuk Meningkatkan Karakter Wirausaha Pada Siswa Kelas X Ips 1 Sman 12 Banjarmasin. *Jurnal Pelayanan Bimbingan Dan Konseling*, 2(2), 60–68. <Https://Ppj.Ulm.Ac.Id/Journals/Index.Php/Jpbk/Article/Download/1519/1204>

Pramuaji, K., & Loekmono, L. (2018). Uji Validitas Dan Reliabilitas Alat Ukur Penelitian : Questionnaire Empathy. *Jurnal Ilmiah Bimbingan Konseling Undiksha*, 9(2), 74–78. <Https://Doi.Org/10.24036/Xxxxxxxxxxx-X>

Shofiah, N., Suhendri, S., & Lestari, F. W. (2020). The Effectiveness Of Group Guidance With Modeling Techniques To Improve Students Motivation Learning. *Bisma The Journal Of Counseling*, 4(1), 82–87. <Https://Doi.Org/10.23887/Bisma.V4i1.24085>

Syifa, N. F. (2020). Upaya Meningkatkan Motivasi Berwirausaha Melalui Layanan Bimbingan Kelompok Dengan Teknik Modeling. *Jurnal Penelitian Tindakan Kelas*, 20(2), 1–12. <Http://I-Rpp.Com/Index.Php/Didaktikum/Article/View/1114>

Vodă, A. I., & Florea, N. (2019). Impact Of Personality Traits And Entrepreneurship Education On Entrepreneurial Intentions Of Business And Engineering Students. In *Sustainability (Switzerland)* (Vol. 11, Issue 4). <Https://Doi.Org/10.3390/Su11041192>

William, & Hita. (2019). Mengukur Tingkat Pemahaman Pelatihan Powerpoint Menggunakan Quasi-Experiment One-Group Pretest-Posttes. *Jsm Stmik Mikroskil*, 20(1), 71–80.

Witri, A. A., & Muslikah. (2022). Hubungan Antara Kecerdasan Emosional Dan Dukungan Sosialkeluarga Dengan Kematangan Karier Siswa Smk. *Jurnal Al-Taujih: Bingkai Bimbingan Dan Konseling Islami*, 8(1), 25–34.

Yahya, A. (2021). Efektivitas Pembelajaran Daring Terintegrasi Di Era Pendidikan 4.0. *Jurnal Teknologi Dan Bisnis*, 3(2), 269–280. <Https://Doi.Org/10.37087/Jtb.V3i2.103>



## THE 2<sup>nd</sup> INTERNATIONAL CONFERENCE ON GUIDANCE AND COUNSELING

### “COUNSELING RESONANCES ON MENTAL HEALTH EMERGENCIES AND AWARENESS”

---

#### COMPARATIVE STUDY OF COUNSELING PERCEPTION: AMONG STUDENTS AND GUIDANCE AND COUNSELING COLLEGE STUDENTS

**Sefhia Alika Putri<sup>1</sup>, Fahma Lucky NWS<sup>2</sup>, Irfan Fauzi<sup>3</sup>, Daffa Khairunnisa<sup>4</sup>, Ana Laksana Wati<sup>5</sup>**

<sup>1</sup>PPG Prajabatan wave 1 year 2024, State University of Surabaya, Indonesia,  
[ppg.sefhiaputri01130@program.belajar.id](mailto:ppg.sefhiaputri01130@program.belajar.id)

<sup>2</sup>PPG Prajabatan wave 1 year 2024, State University of Surabaya, Indonesia,  
[ppg.fahmasuci99530@program.belajar.id](mailto:ppg.fahmasuci99530@program.belajar.id)

<sup>3</sup>PPG Prajabatan wave 1 year 2024, State University of Surabaya, Indonesia,  
[ppg.irfanfauzi99030@program.belajar.id](mailto:ppg.irfanfauzi99030@program.belajar.id)

<sup>4</sup>PPG Prajabatan wave 1 year 2024, State University of Surabaya, Indonesia,  
[ppg.daffakhairunnisa99930@program.belajar.id](mailto:ppg.daffakhairunnisa99930@program.belajar.id)

<sup>5</sup>PPG Prajabatan wave 1 year 2024, State University of Surabaya, Indonesia,  
[ppg.anawati96928@program.belajar.id](mailto:ppg.anawati96928@program.belajar.id)

#### ABSTRACT

*This research aims to see differences in perceptions of counseling services from students and guidance and counseling students. The reference used to see these differences is an instrument prepared based on descriptions, aspects and indicators of counseling perceptions. Not only that, this research is also to harmonize the perceptions of students and counseling students regarding counseling services at school. The method used in this research is to use a comparative study to compare two or more variables, groups, conditions or more so that later the results or facts of this study will be obtained, namely the comparison between variables, groups, conditions etc. Data collection in this study used a questionnaire prepared based on aspects of counseling according to taken from various definitions of counseling by experts. The research results show that students' perceptions of counseling services are different from the perceptions of counseling guidance students. Therefore, counseling guidance students must be able to provide an understanding for students regarding the real meaning of Guidance and Counseling and the implementation of counseling, especially regarding the facts and myths scattered around the school regarding counseling services so that the implementation of counseling in schools will run properly.*

Keywords: perception, counseling, students, learners.

## **INTRODUCTION**

In the school environment, guidance and counseling are important components of education, especially concerning the issues and needs of students in school. Guidance and counseling are integral elements that cannot be separated from the implementation of education (Ardimen, 2018). Education is not just about the teaching and learning process in the classroom, doing exercises, and getting homework. Education also includes how schools can meet the needs of students, as well as addressing the problems that arise in schools and finding solutions. Furthermore, according to Kurniati (2018), the guidance and counseling process is one of the implementation processes in schools aimed at assisting the development of students so that they can grow and develop optimally, both individually and in groups.

Guidance and counseling in schools have various goals and are tailored to the results of needs assessments. In guidance and counseling, there are two activities with clear definitions and objectives that are different. The implementation of guidance in schools helps students achieve their developmental tasks (Kamaluddin, 2011). The function of guidance implementation is preventive, aiming to prevent problems from occurring in schools. On the other hand, the counseling process is an activity that helps students deal with the problems they face, so it can be said that counseling is a curative process aimed at resolving issues. All problems and needs addressed using guidance and counseling services are based on the results of needs assessments. The essence of guidance and counseling is directed towards assisting counselees in making choices and decisions (Kamaluddin, 2011).

However, it is not uncommon in the field or in schools for students to perceive Guidance and Counseling, commonly referred to as GUIDANCE AND COUNSELING, as a single entity, a single thing, or that guidance and counseling have the same meaning and purpose. Clearly, both have different meanings and objectives, and even the implementation and techniques used are different. There should be a common understanding among students, teachers (both subject teachers and GUIDANCE AND COUNSELING teachers themselves), and the community about guidance and counseling. This will undoubtedly impact the implementation of counseling and the process of building a therapeutic relationship between counselors and counselees. In many studies, including research by Fitriani et al. (2022), it was found that there were misconceptions about the role of counselors and guidance counseling services in schools. School students have a negative perception of guidance and counseling services (Pratiwi & Muis, 2013); one mistaken perception of students is that guidance counselors are referred to as school police (Astuti et al., 2013). Students believe that they are summoned by guidance counselors if they are "having problems" or violating school rules, such as skipping classes, being frequently late, involved in fights, smoking, and so on.

These differences in perception will affect students' willingness to engage in guidance and counseling activities because they fear being labeled as 'naughty' if they have to deal with Guidance and Counseling. However, guidance and counseling, as well as Guidance and Counseling teachers, have many tasks beyond what students might think. Guidance and counseling are one of the services available in schools aimed at providing assistance to students in finding their character identity, understanding their environment, and planning for the future (Prayitno & Amti, 2009). Guidance and counseling services not only help students with problems in a curative manner but also assist students in preventing problems from occurring in the first place or in a preventive manner.

## **Comparative Study of Counseling Perception: Among Students and Guidance and Counseling College Students**

---

The difference in perceptions between actual counseling and counseling according to students' views has become increasingly blurred since the spread of COVID-19 throughout the country. As we all know, during that time, the circumstances forced changes in the learning process, as well as in the implementation of guidance and counseling. Amidst the chaos of the world trying to cope with COVID-19, the world also entered the era of the fourth industrial revolution. This undoubtedly presents new challenges for educational institutions, including Guidance and Counseling teachers, to be able to utilize technological advancements in providing services to counselees. However, considering that not all Guidance and Counseling teachers have the ability to utilize technology, new problems arise. According to research results showing that the majority of students from secondary school to university are facing difficulties in adapting to online learning processes. The main obstacles include technology access, educational aspects, personal factors, family issues, and other psychological problems (Rahma et al., 2020). This includes situations where students have limited opportunities to learn about Guidance and Counseling services and counseling implementation. Therefore, to date, students' paradigms regarding guidance counseling and its implementation have become increasingly contrasting and not in line with their actual meanings.

Most of the obstacles are access to technology, educational aspects, personal, family and other psychological problems (Rahma et al, 2020). Including where students have limited opportunities to find out about guidance and counseling services and the implementation of counseling. Therefore, up to now, students' paradigm regarding counseling guidance and its implementation has become increasingly contrasting with its true meaning. Students have a perception that tends to focus on the results of their observations in the field with/without them going directly into it, they do not know the perception of counseling from various points of view, while guidance and counseling students understand counseling theoretically and counseling more practically. Therefore, it is important to carry out research to find out what causes and what parts are the differences in meaning in looking at the perception of counseling, because these differences will cause students to think that the act of counseling is a futile and unimportant action.

This difference in the perception of counseling between guidance and counseling teachers and students is a major problem for the implementation of counseling services in schools, especially when the counseling process is the main focus for several parties such as prospective guidance and counseling teachers or Guidance and Counseling students as well as Guidance and Counseling student teachers. Guidance and Counseling students are not only required to understand concepts, techniques and matters related to the implementation of Guidance and Counseling, especially the implementation of counseling services. However, they are also required to be able to provide students with an understanding regarding the true meaning of Guidance and Counseling and the implementation of counseling, especially regarding the facts and myths that are scattered around the school regarding counseling Guidance and Counseling students are required to be able to harmonize the paradigm regarding guidance and counseling in the school environment, so that the implementation of counseling in schools will run as it should.

## **METHOD**

From the title of this article, it can be seen that this research utilizes a comparative study method which is categorized as qualitative research. The purpose of conducting research using a comparative study is to compare two or more variables, groups, conditions, etc., to obtain results or facts from this research, namely comparisons between variables, groups, conditions, etc., with other variables, groups, conditions, etc. Research using the comparative method will compare related variables, presenting differences and similarities. This comparative research method is also used to compare the data collected in the research process. Comparative research is a type of descriptive research used to find fundamental answers related to the cause-effect of a phenomenon by analyzing the factors that cause the emergence of a particular phenomenon (Nazir, 2005). By using the comparative research method, it is intended to draw a conclusion by comparing opinions, ideas, understandings, and others to find similarities and differences. This research using data analysis techniques descriptive analysis because the research result will be described. This research looks at and identifies a phenomenon of differences between students' perceptions of counseling and counseling perceptions among guidance and counseling students. This research can also be used to study similarities in the behavior of a group of people. This research focuses on comparing subjects with phenomena and subjects' views regarding the phenomena being studied. Students and Guidance and Counseling students will be observed regarding their views on counseling to see if there are any differences or not, and whether any problems arise from this, and of course, what solutions need to be found to solve the problems or avoid them.

## **RESULT AND DISCUSSION**

### **Perception**

In English, "Persepsi" originates from the word "Perception," which is defined as the process of receiving stimuli by the senses and then transmitting them to the brain. This perception consists of several stages before something is processed by the brain. The stages include the interaction of sensory organs with something, or something interacting with our sensory organs, which is referred to as simulation. Subsequently, the occurring simulation will be organized and interpreted by the brain, resulting in various forms of responses such as impressions, images, reactions, ideas, thoughts, and so on. Walgito (2010) states that perception is a process of organizing and interpreting stimuli received by an individual so that it becomes something meaningful. Walgito also expresses that in this context, responses to stimuli can include feelings, thinking abilities, and experiences. Thus, from these understandings, it can be concluded that an individual's perception of something will differ or not be the same. Therefore, each individual will have different perceptions of something (Syahputra, 2020). Differences in perception are usually caused by several factors accompanying or following the stimulation process, which can affect the results of stimulation with different response outputs. This is in line with what Davidoff stated; according to Davidoff, perception is a difficult and complex process that is active and dependent on the sensory system and the brain (Davidoff, 1988).

In this study, the measurement of perception utilizes perception indicators as outlined by Bimo Walgito, which are (1) Absorption of information from outside the individual; (2) Understanding or

comprehension; (3) Assessment or evaluation. Here are explanations for each perception indicator; (1) Absorption of stimuli or information from outside the individual involves the process of receiving stimuli from sensory organs such as sight, hearing, smell, touch, either individually or simultaneously (involving more than one sense). The process of receiving information or stimuli from these sensory organs is then processed by the brain through interpretation or visualization, resulting in an image, information, or impression related to the stimulus; (2) Understanding or comprehension is the process of stimulus processing in the brain that then becomes images or impressions within the brain, which are subsequently organized, classified, and compared to form perception. (3) Assessment or evaluation, after forming an understanding or comprehension from the previous process, individuals will then conduct an evaluation. They will compare the new understandings they have received and then view these understandings through the lens of norms, resulting in an evaluation. This evaluation is subjective, so the results will differ from one individual to another.

### **Counseling**

There are numerous definitions of counseling in various literature sources, coming from experts and from various previous studies. Mortensen (1964) states that counseling is the heart of the guidance program, meaning that counseling is the core of a guidance program. Meanwhile, according to Ruth Strang (1958) as cited in Wardhani (2007), counseling is viewed as guidance being broader: counseling is the most important tool of guidance, suggesting that guidance is a broader concept while counseling is the most crucial tool within the guidance process. From these two definitions, it can be seen that counseling holds a central position in the guidance process and is the most important and essential aspect of the entire guidance activity. Additionally, Brammer & Shostrom (1982) as cited in Wardhani (2007) emphasize counseling as something used for planning more rational planning and as one of the preventive processes against the emergence of issues for an individual. It helps individuals in self-adjustment and provides support in handling everyday pressures or situations indicating problems.

When examining how experts define counseling, one will encounter a wide array of definitions. However, if viewed generally, the definition of counseling itself is individual well-being. Considering the diverse definitions proposed by experts, they stem from individuals' perceptions in assessing counseling. Based on the definition of perception in the previous section, in defining counseling, individuals' perceptions are related to how their sensory organs receive stimuli about counseling, which are then transmitted to the brain to be interpreted into understanding, and subsequently, an evaluation of the definition of counseling itself is carried out. According to Nur Salim (2013) in his book titled "Strategi dan Intervensi Konseling," counseling is described as an activity or process of providing assistance to clients or counselees to solve a problem conducted by a counselor (a person with a profession in counseling) to individuals or groups through specifically planned activities based on theories and approaches and containing psychological elements.

Based on several definitions of counseling provided by experts, there are several aspects that can be used to measure an activity or process referred to as the counseling process; (1) Communication Skills: Counselors should have the ability to actively listen, provide open statements, and understand the gestures

and expressions of the client; (2) Empathy and Emotional Connection: Counselors should demonstrate empathy towards the client by validating the feelings experienced by the client, and they should be able to create an open and trustworthy relationship between the counselor and the client; (3) Assessment and Goal Setting: Counselors should assess the client's issues through assessment, then develop a service implementation plan and establish counseling goals; (4) Application of Techniques and Approaches: Counselors should be able to apply techniques formulated in the counseling process and adopt approaches that are appropriate to the client's issues; (5) Ethics and Trust: Counselors must maintain professional ethics throughout the counseling process and build trust with the client; (6) Measurement and Evaluation: Counselors should be able to use any instrument to measure the success of counseling implementation and evaluate counseling activities; (7) Collaboration with External Parties: The counselor should collaborate with specific parties to provide information relevant to their field that requires expert explanation, to identify the abilities of the participants, and to provide external support.

### **Counseling Perception**

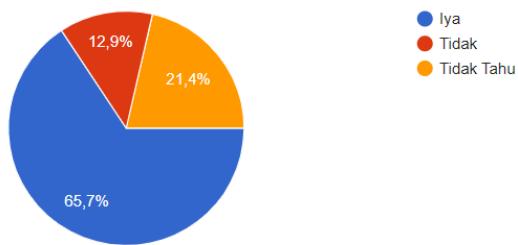
After synthesizing the operational definitions of perception, which include the absorption of information from outside the individual, understanding and comprehension, and assessment, and the operational definition of counseling, which consists of several aspects such as communication skills, empathy and emotional connection, assessment and goal setting, application of techniques and approaches, ethics and trust, measurement and evaluation, and collaboration with specific parties, the following are some points used as the basis for data collection; (1) Respondents observe that during the counseling process, counselors pay attention to nonverbal expressions; (2) In the counseling process, respondents are aware that guidance counselors provide feedback; (3) Respondents understand that during the counseling process, counselors ask questions that require explanatory answers; (4) In the counseling process, respondents assess that counselors actively listen; (5) During the counseling process, respondents realize that counselors acknowledge and validate the feelings of the clients; (6) Respondents evaluate that a good relationship has been built between the counselor and the client during the counseling process; (7) In the counseling process, counselors show empathy towards the clients; (8) Respondents know that counselors develop good action plans; (9) Respondents know the purpose of counseling implementation; (10) During the counseling process, counselors assess the clients' problems; (11) Respondents see and hear that counseling proceeds smoothly and well; (12) Respondents know how counseling progresses; (13) Respondents observe that counseling is conducted with professional ethics; (14) Respondents understand and comprehend counseling ethics; (15) Respondents assess that counseling is conducted professionally; (16) Respondents observe the evaluation process after counseling and experience the changes that occur after counseling sessions; (17) Respondents are aware of the evaluation process after counseling; (18) Respondents assess that they can provide criticism and suggestions through the evaluation process; (19) Respondents observe that in certain cases, guidance counselors collaborate with relevant parties; (20) Respondents know that guidance counselors collaborate with other parties; (21) Respondents assess that the counseling process sometimes requires assistance from other parties.

### **The Difference in Counseling Perception between Students and Guidance and Counseling Students**

As stated by Nursalim in his book titled "Strategi dan Intervensi dalam Konseling" (Strategies and Interventions in Counseling), he mentions that the definition of counseling is highly diverse, stemming from individuals' perceptions of counseling itself. The general understanding of perception is the process by which individuals receive stimuli perceived by human sensory organs such as hearing, sight, touch, and others, which are then processed by the brain to be organized and interpreted, resulting in an understanding. Subsequently, individuals make judgments by intersecting norms with the understanding they have obtained from a series of processes known as the perception acquisition process. The output of this perception acquisition process is perception.

The perception of counseling entails an individual's understanding of counseling, which undoubtedly varies among different people based on the perception acquisition process they undergo. The diversity of perceptions about counseling is clearly evident in ongoing research. This research aims to examine the differences in counseling perceptions between students and Counseling and Guidance Guidance and Counseling students. Students and Guidance and Counseling students have different backgrounds. Students form their perceptions of counseling based on real-life conditions in the field, observing Guidance and Counseling teachers conducting and designing counseling sessions, hearing stories from other students who have undergone counseling, and participating in various activities with different limitations at each school. Meanwhile, Guidance and Counseling students receive more exposure to the counseling process. During their schooling and college years, they delve deeper into counseling topics such as counseling techniques, counseling principles, and the sequence of counseling implementation, among others. Here is the data collected to support this statement:

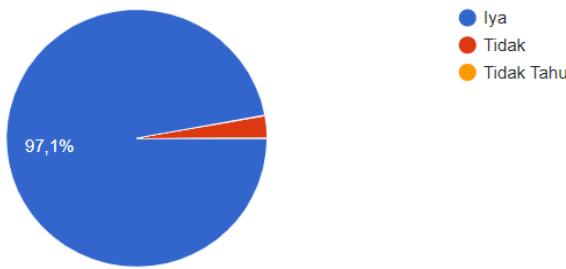
Based on the research conducted by distributing questionnaires to students and counselors, each consisting of 70 respondents, it was found that in the statement "I see that during the counseling process, the counselor pays attention to facial expressions and gestures" given to students, there were various response patterns. Some key findings from the students' responses include:



21.4% of the 70 student respondents were unaware that the counselor pays attention to facial expressions and gestures, and 12.9% of the 70 student respondents stated that the counselor does not pay attention to the facial expressions and gestures of the client. Meanwhile, for the same statement given to Counseling and Guidance students, here are the results:

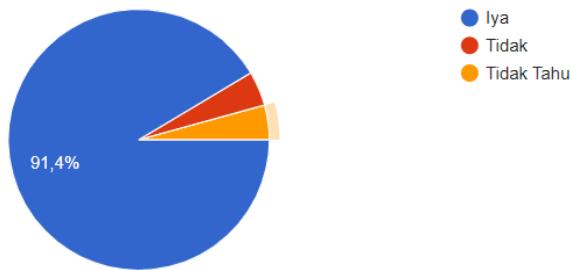
## Comparative Study of Counseling Perception: Among Students and Guidance and Counseling College Students

---

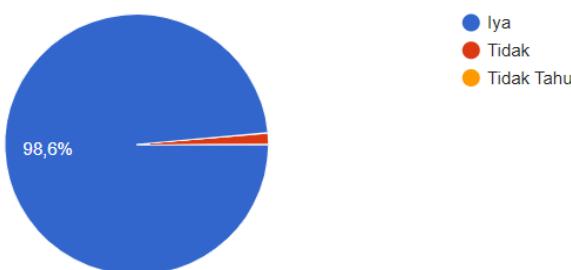


As much as 97.1% of the 70 student respondents understand that counselors are required to pay attention to the facial expressions and gestures of the client. This is because Counseling and Guidance students have received materials regarding the implementation of counseling along with practical experiences during their academic studies. Therefore, Counseling and Guidance students understand that one of the fundamental skills required by counselors during counseling sessions is to pay attention to the facial expressions and gestures of the client.

Data for the statement "I am aware that during the counseling process, the Guidance and Counseling teacher always provides good feedback" is as follows:



Of the 70 student respondents, 91.4% understand that during the counseling process, the Guidance and Counseling teacher must provide feedback in the form of advice, questions, and so on, while the rest feel that the Guidance and Counseling teacher does not provide feedback during the counseling process. Below are the results of the same statement given to Counseling and Guidance students:



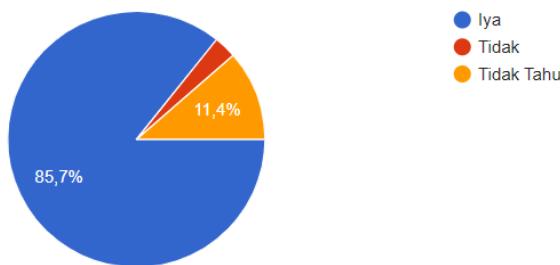
Out of 70 respondents, 98.6% of Counseling and Guidance students are aware that Guidance and Counseling teachers or counselors provide feedback during the counseling process, such as validating feelings, asking questions, and so on, while the remaining feel that Guidance and Counseling teachers do not provide feedback during the counseling process. In this statement, there is a difference of 1.5% between students and Counseling and Guidance students. Therefore, it can be said that there is a similar perception

## Comparative Study of Counseling Perception: Among Students and Guidance and Counseling College Students

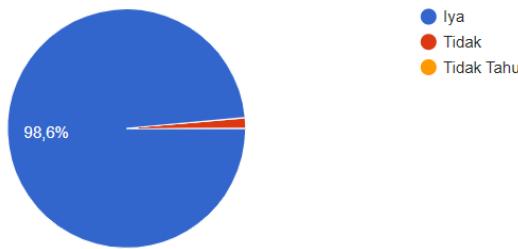
---

between students and Counseling and Guidance students regarding the statement that Guidance and Counseling teachers provide feedback during the counseling process.

Data for the statement "I understand that during the counseling process, the counselor asks questions that require explanatory answers" is as follows:

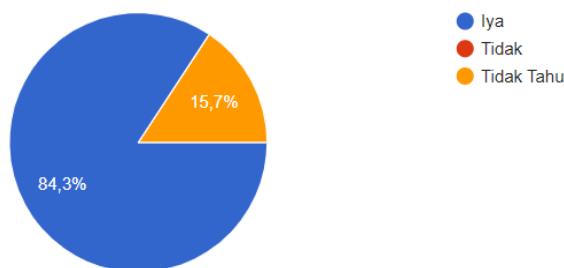


Out of 70 student respondents, 85.7% are aware that counselors understand that during the counseling process, counselors ask questions that require explanatory answers, while 11.4% of the 70 student respondents stated that they did not know that during the counseling process, counselors ask questions that require explanatory answers. Below are the results of the same statement given to Counseling and Guidance students:



Out of 70 Counseling and Guidance student respondents, 98.6% understand that during the counseling process, counselors ask questions that require explanatory answers. This is because Counseling and Guidance students have received materials regarding the implementation of counseling along with practical experiences during their academic studies. Therefore, Counseling and Guidance students understand that one of the fundamental skills required by counselors during counseling sessions is the ability to ask open-ended questions.

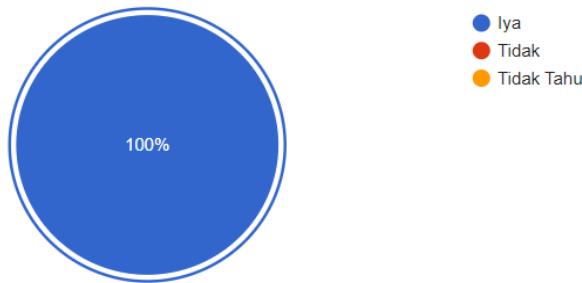
Data for the statement "During the counseling process, I evaluate that the counselor listens actively" is as follows:



## Comparative Study of Counseling Perception: Among Students and Guidance and Counseling College Students

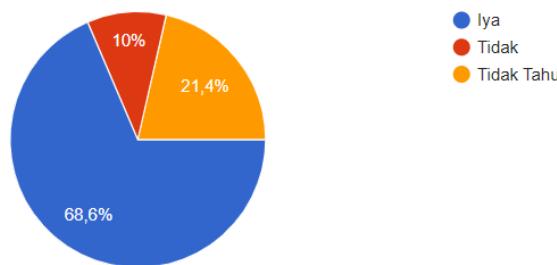
---

Out of 70 student respondents, 84.3% evaluated that during counseling, the counselor listens actively, while 15.7% of the 70 student respondents stated that they did not know that during counseling, the counselor listens actively. Below are the results of the same statement given to Counseling and Guidance students:

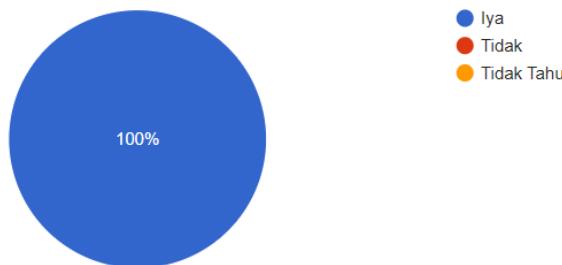


Out of 70 Counseling and Guidance student respondents, 100% understand that during counseling, the counselor listens actively. This is because Counseling and Guidance students have received materials regarding the implementation of counseling along with practical experiences during their academic studies. Therefore, Counseling and Guidance students understand that one of the fundamental skills required by counselors during counseling sessions is to actively listen to the client.

Data for the statement "During the counseling process, I realize that the counselor acknowledges and validates the feelings of the client" is as follows:



Out of 70 student respondents, 68.6% realize that during the counseling process, the counselor acknowledges and validates the feelings of the client. Additionally, 21.4% of the 70 student respondents stated that they did not know if the counselor acknowledges and validates the feelings of the client, and 10% of the 70 student respondents felt that they were not aware that the counselor acknowledges and validates the feelings of the client. Below are the results of the same statement given to Counseling and Guidance students:



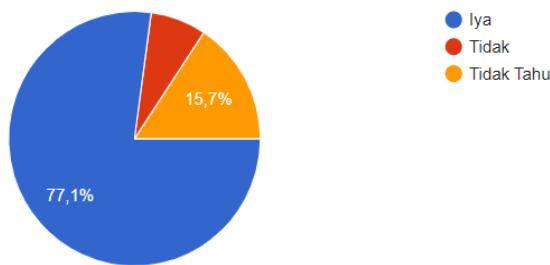
Out of 70 Counseling and Guidance student respondents, 100% are aware that the counselor acknowledges and validates the feelings of the client. This is because Counseling and Guidance students have received

## Comparative Study of Counseling Perception: Among Students and Guidance and Counseling College Students

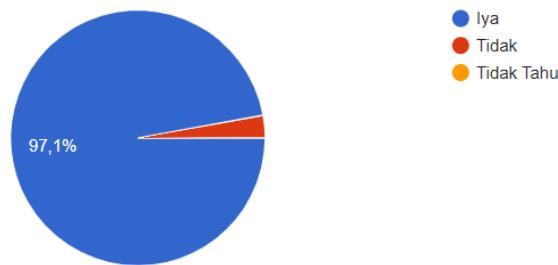
---

materials regarding the implementation of counseling along with practical experiences during their academic studies. Therefore, Counseling and Guidance students understand that one of the fundamental skills required by counselors during counseling sessions is to acknowledge and validate the feelings of the client.

Data for the statement "I am aware that during the counseling process, a good relationship has been built between the counselor and the client" is as follows:

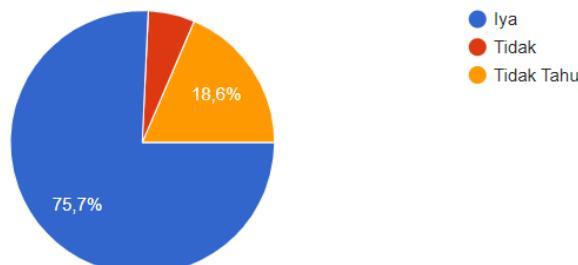


Out of 70 student respondents, 77.1% are aware that during the counseling process, a good relationship has been built between the counselor and the client, while 15.7% are not aware, and the remaining percentage did not indicate awareness of a good relationship between the counselor and the client. Below are the results of the same statement given to Counseling and Guidance students:



Out of 70 Counseling and Guidance student respondents, 97.1% are aware that during the counseling process, a good relationship has been built between the counselor and the client. This is because Counseling and Guidance students have received materials regarding the implementation of counseling along with practical experiences during their academic studies. Therefore, Counseling and Guidance students understand that one of the fundamental skills required by counselors during counseling sessions is to recognize that a good relationship has been built between the counselor and the client.

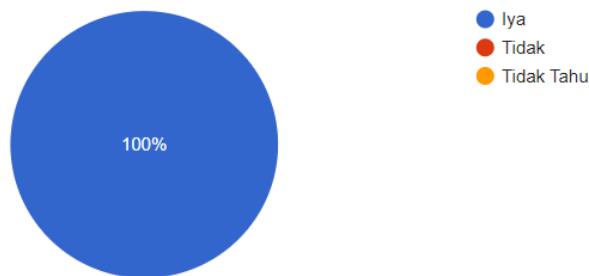
Data for the statement "I can assess if during the counseling process, the counselor shows empathy to the client" is as follows:



## Comparative Study of Counseling Perception: Among Students and Guidance and Counseling College Students

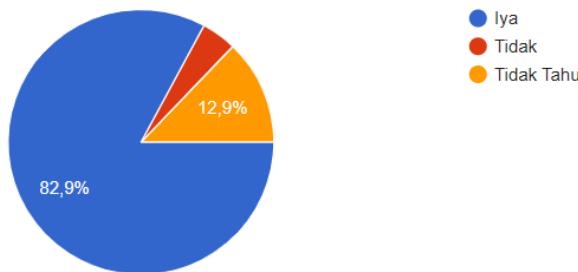
---

Out of 70 student respondents, 75.7% can assess if during the counseling process, the counselor shows empathy to the client. Additionally, 18.6% do not know how to assess if during the counseling process, the counselor shows empathy to the client, and the remaining percentage cannot assess if during the counseling process, the counselor shows empathy to the client. Below are the results of the same statement given to Counseling and Guidance students:

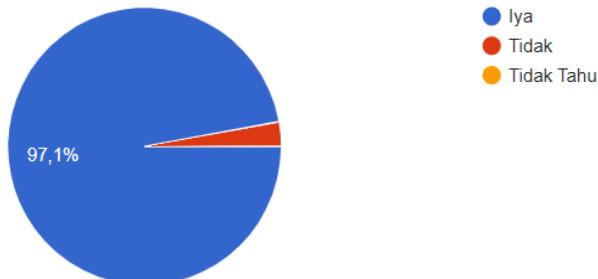


Out of 70 Counseling and Guidance student respondents, 100% can assess if during the counseling process, the counselor shows empathy to the client. This is because Counseling and Guidance students have received materials regarding the implementation of counseling along with practical experiences during their academic studies. Therefore, Counseling and Guidance students understand that one of the fundamental skills required by counselors during counseling sessions is to be able to assess if the counselor shows empathy to the client.

Data for the statement "I know that the counselor develops a good action plan" is as follows:



Out of 70 student respondents, 82.9% know that the counselor develops a good action plan, while 12.9% do not know that the counselor develops a good action plan. Below are the results of the same statement given to Counseling and Guidance students:



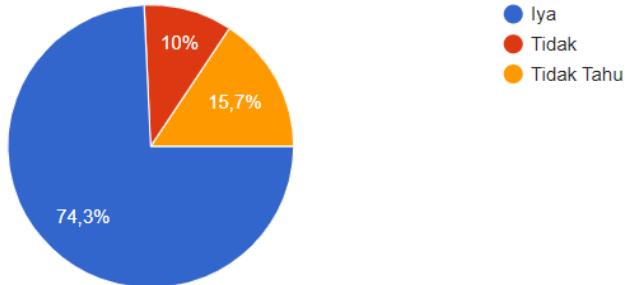
Out of 70 Counseling and Guidance student respondents, 97.1% know that the counselor develops a good action plan. This is because Counseling and Guidance students have received materials regarding the implementation of counseling along with practical experiences during their academic studies. Therefore,

## Comparative Study of Counseling Perception: Among Students and Guidance and Counseling College Students

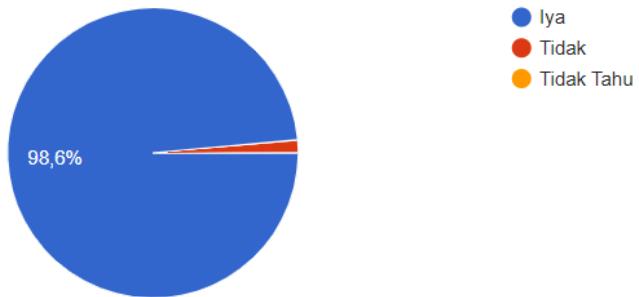
---

Counseling and Guidance students understand that one of the fundamental skills required by counselors during counseling sessions is to develop a good action plan.

The next statement, "I know the purpose of counseling implementation" is presented with the following data:

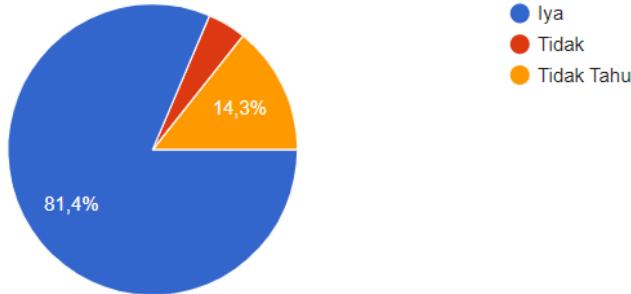


Out of 70 student respondents, 74.3% are aware of the purpose of counseling implementation, while 15.7% and 10% do not know the purpose of counseling implementation. Below are the results of the same statement given to Counseling and Guidance students:



Out of 70 Counseling and Guidance student respondents, 98.6% are aware of the purpose of counseling implementation. This is because Counseling and Guidance students have received materials regarding the implementation of counseling along with practical experiences during their academic studies. Therefore, Counseling and Guidance students understand the purpose of counseling.

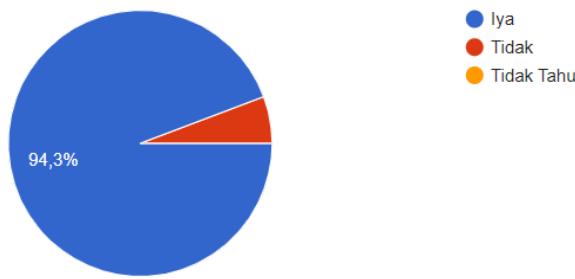
The next statement, "During the counseling process, the counselor or Guidance and Counseling teacher assesses the client's problems," is presented with the following data:



Out of 70 student respondents, 81.4% are aware that during the counseling process, the counselor or Guidance and Counseling teacher assesses the client's problems, while the remaining percentage are not aware of this. Below are the results of the same statement given to Counseling and Guidance students:

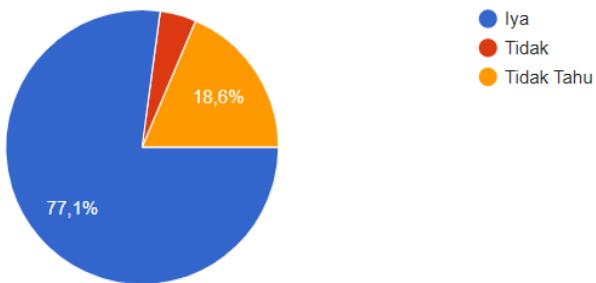
## Comparative Study of Counseling Perception: Among Students and Guidance and Counseling College Students

---

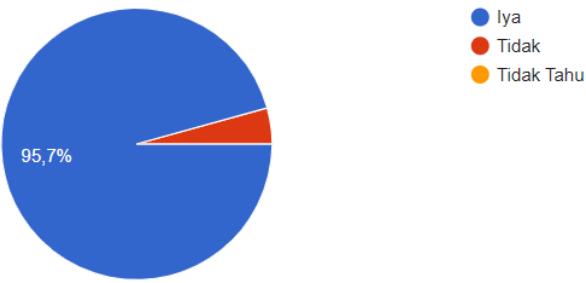


Out of 70 Counseling and Guidance student respondents, 94.3% are aware that during the counseling process, the counselor or Guidance and Counseling teacher assesses the client's problems. This is because Counseling and Guidance students have received materials regarding the implementation of counseling along with practical experiences during their academic studies.

The next statement, "I see and hear that counseling is running smoothly and well as it should (in accordance with techniques and approaches tailored to the client's issues)" is presented with the following data:



Out of 70 student respondents, 77.1% can see and hear that counseling is running smoothly and well as it should, while 18.6% do not perceive this. Now, let's examine the results of the same statement given to Counseling and Guidance students:

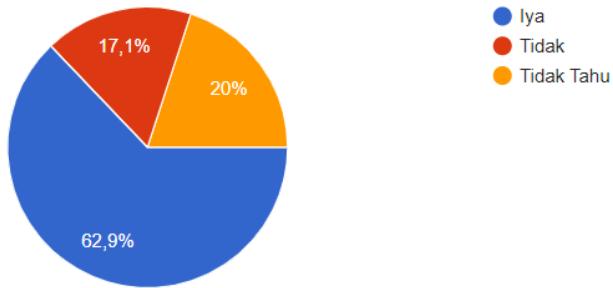


95.7% of the 70 student respondents can see and hear that counseling is running smoothly and well as it should (in accordance with techniques and approaches tailored to the client's issues). This is because Counseling and Guidance students have received materials on counseling implementation along with practical training during their academic process.

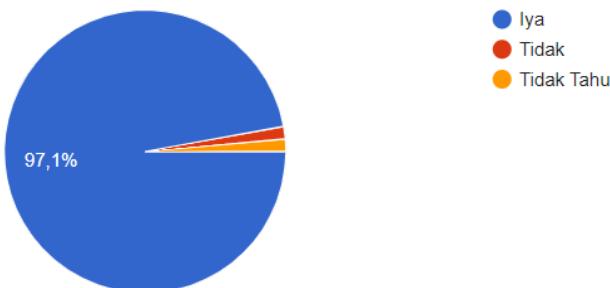
Next statement: "I know how counseling progresses (using approaches and techniques tailored to the client's issues)." Let's see the data below::

## Comparative Study of Counseling Perception: Among Students and Guidance and Counseling College Students

---

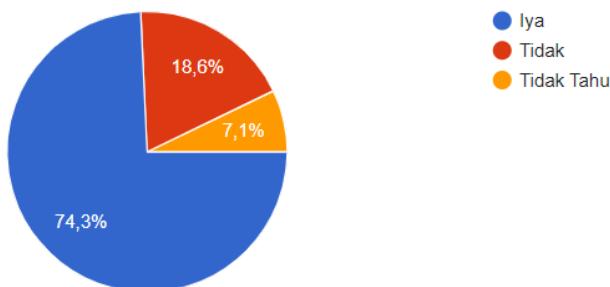


62.9% of the 70 student respondents can understand how counseling progresses, while 20% and 17.1% do not know how counseling progresses. Meanwhile, when the same statement was given to Counseling and Guidance students, the results were as follows:



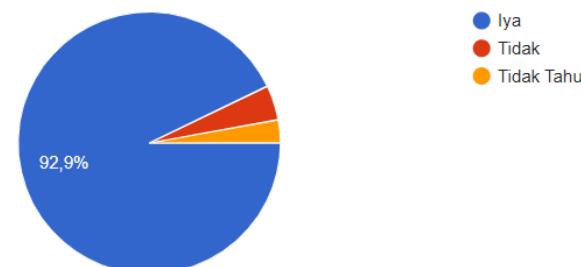
97.1% of the 70 respondents stated that 'I know how the counseling process works (using approaches and techniques tailored to the counselee's issues),' this is because Counseling students have received materials on counseling implementation along with practical exercises during their studies.

In the statement 'I evaluate the implementation of counseling (suitability with objectives and approaches) as either good or bad,' the data is presented as follows:



74.3% of the 70 student respondents evaluate the implementation of counseling (suitability with objectives and approaches) as either good or bad, while 18.6% do not evaluate the implementation of counseling (suitability with objectives and approaches) as good or bad, and 7.1% are not sure.

Meanwhile, the same statement was given to Counseling students with the following results:

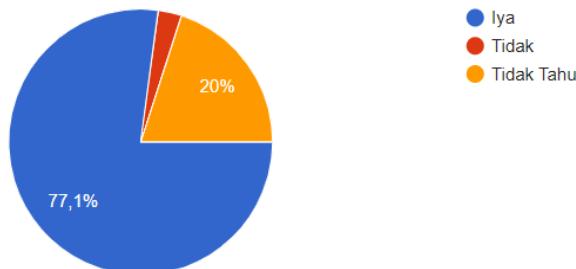


## Comparative Study of Counseling Perception: Among Students and Guidance and Counseling College Students

---

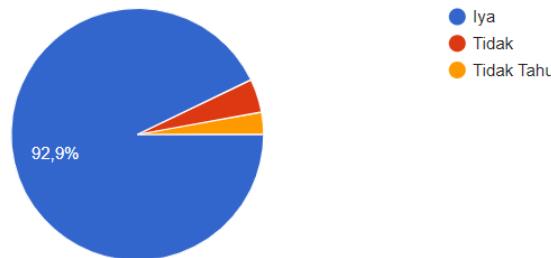
92.9% of the 70 student respondents evaluate the implementation of counseling (suitability with objectives and approaches) as either good or bad. This is because Counseling students have received materials on counseling implementation along with practical exercises during their studies.

In the next point, 'I observe that counseling is conducted professionally and I know if the counselor is not behaving professionally,' the data presented is as follows:"



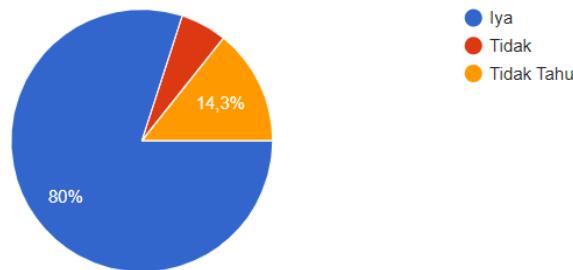
77.1% of the 70 student respondents perceive that counseling is conducted professionally and I know if the counselor is not behaving professionally, while 20% do not know if counseling is conducted professionally and I know if the counselor is not behaving professionally.

Meanwhile, the same statement was given to Counseling students with the following results.



Out of 70 student respondents, 92.9% perceive that counseling is conducted professionally. I am aware that if counselors do not behave professionally, it is because counseling and guidance students have received material on the implementation of counseling along with its practice during the course of their studies.

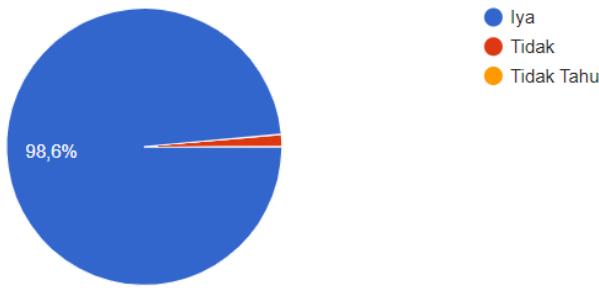
In the next statement, "I know and understand the regulations explained in counseling," the data is presented as follows:



80% of the 70 student respondents are aware of and understand the regulations explained in counseling, while 14.3% do not. The same statement was given to Counseling and Guidance students, and the results are follow:

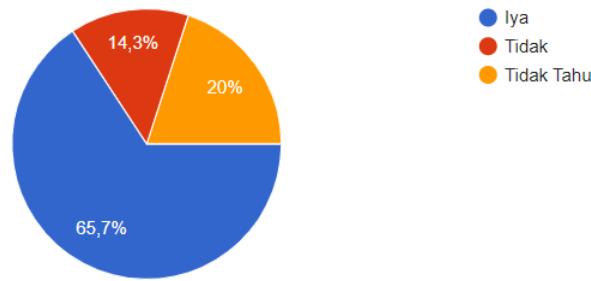
## Comparative Study of Counseling Perception: Among Students and Guidance and Counseling College Students

---

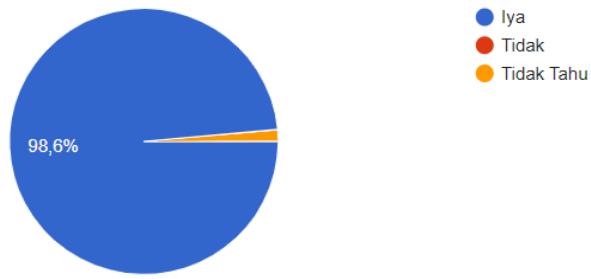


98.6% of the 70 student respondents are aware of and understand the regulations explained in counseling. This is because Counseling and Guidance students have received material on the implementation of counseling along with its practice during the course of their studies.

In the next statement, 'I can assess whether counseling is conducted professionally or not,' the data is presented as follows.



65.7% of the 70 student respondents can assess whether counseling is conducted professionally or not, while 20% cannot. Additionally, 14.3% do not know how to assess whether counseling is conducted professionally or not. The same statement was given to Counseling and Guidance students, and the results are as follows:

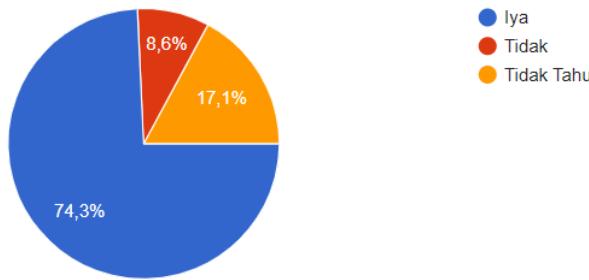


98.6% of the 70 student respondents were able to assess whether counseling was conducted professionally or not. This is because Counseling students have received materials on counseling implementation along with practical exercises during the course of their studies.

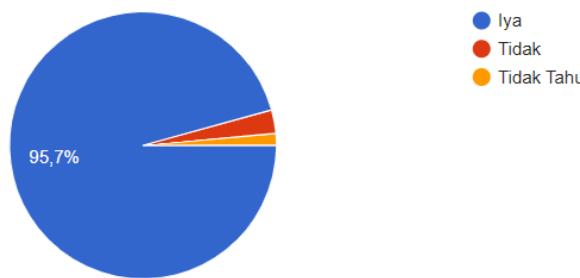
Regarding the next statement, "I observe the evaluation process after counseling and feel the changes after the counseling session," the data presented is as follows:

## Comparative Study of Counseling Perception: Among Students and Guidance and Counseling College Students

---

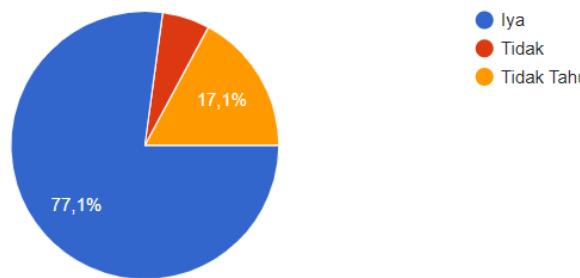


74.3% of the 70 student respondents observed the evaluation process after counseling and felt the changes following the counseling session, while 17.1% did not know how to observe the evaluation process after counseling and feel the changes following the counseling session. Additionally, 8.6% did not observe the evaluation process after counseling and feel the changes following the counseling session. Meanwhile, the same statement was given to Counseling students with the following results.



95.7% of the 70 student respondents observed the evaluation process after counseling and felt the changes following the counseling session, while the remainder either did not know or did not observe. This is because Counseling students have received materials on counseling implementation along with practical exercises during the course of their studies.

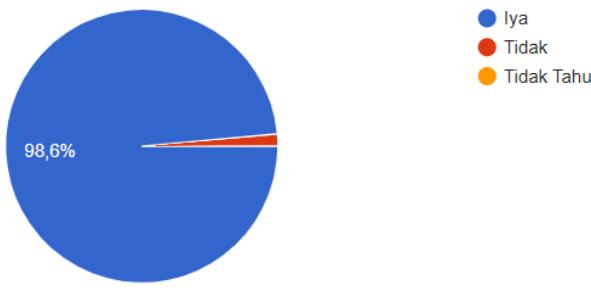
The next statement, "I am aware of the evaluation after the counseling process," is presented with the following data:



77.1% of the 70 student respondents are aware of the evaluation after the counseling process, while 17.1% are not aware, and the remainder do not know about the evaluation after the counseling process. Meanwhile, the same statement was given to Counseling students with the following results.

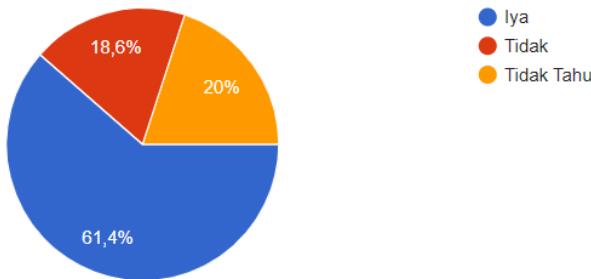
## Comparative Study of Counseling Perception: Among Students and Guidance and Counseling College Students

---

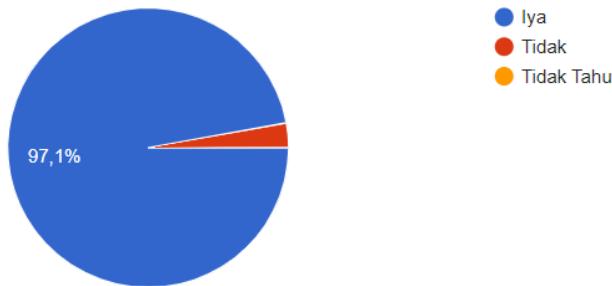


98.6% of the 70 student respondents are aware of the evaluation after the counseling process, while the remainder are not aware. This is because Counseling students have received materials on counseling implementation along with practical exercises during the course of their studies.

Regarding this statement, "I am able to assess and provide feedback and suggestions through the evaluation process after the counseling process is conducted," the data presented is as follows:



61.4% of the 70 student respondents are able to assess and provide feedback through the evaluation process after the counseling process is conducted, while 20% do not know how to do so, and 18.6% do not assess or provide feedback through the evaluation process after the counseling process is conducted. Meanwhile, the same statement was given to Counseling students with the following results.

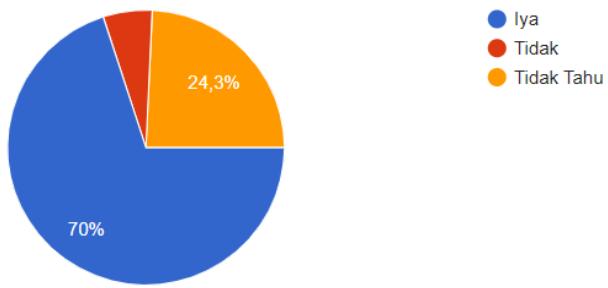


97.1% of the 70 student respondents assess and provide feedback through the evaluation process after the counseling process is conducted, while the remainder do not. This is because Counseling students have received materials on counseling implementation along with practical exercises during the course of their studies.

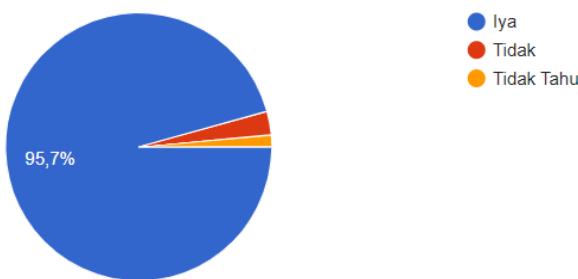
Regarding the next statement, "I observe that in certain cases Guidance and Counseling collaborates with other parties," the data presented is as follows:

## Comparative Study of Counseling Perception: Among Students and Guidance and Counseling College Students

---

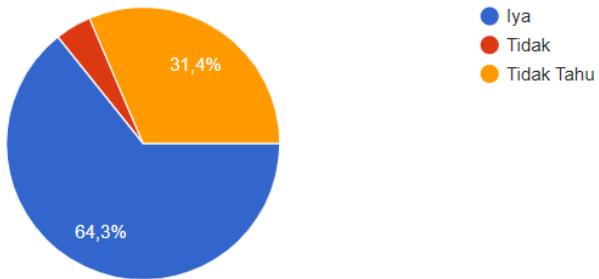


70% of the 70 student respondents observe that in certain cases Guidance and Counseling (Bimbingan dan Konseling) collaborates with other parties, while 24.3% do not know how to observe this collaboration, and the remainder do not observe such collaboration. Meanwhile, the same statement was given to Counseling students with the following results.



95.7% of the 70 student respondents observe that in certain cases Guidance and Counseling (Bimbingan dan Konseling) collaborates with other parties, while the remainder either do not know or do not observe such collaboration. This is because Counseling students have received materials on counseling implementation along with practical exercises during the course of their studies.

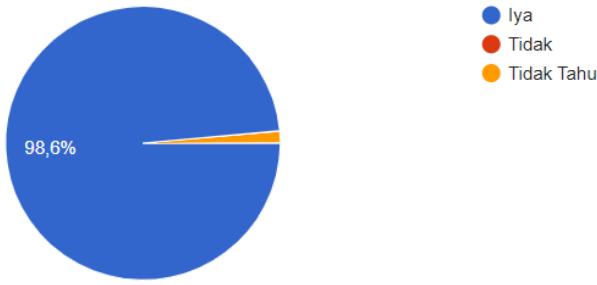
Regarding the next statement, "I am aware that Guidance and Counseling teachers collaborate with other parties in certain issues," the data presented is as follows:



64.3% of the 70 student respondents are aware that Guidance and Counseling teachers collaborate with other parties in certain issues, while 31.4% do not know how to ascertain this collaboration, and the remainder are unaware of such collaboration. Meanwhile, the same statement was given to Counseling students with the following results.

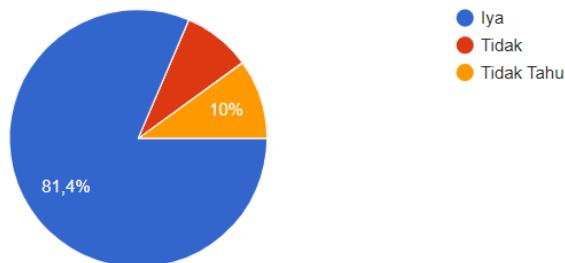
## Comparative Study of Counseling Perception: Among Students and Guidance and Counseling College Students

---

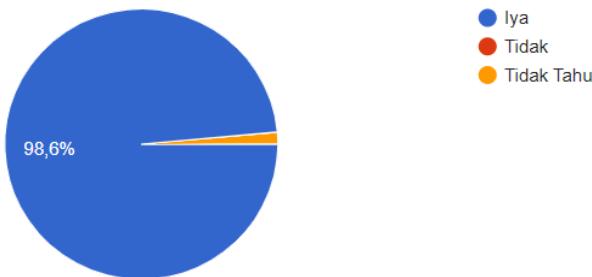


98,6% of the 70 student respondents are aware that Guidance and Counseling teachers collaborate with other parties in certain issues, while the remainder do not know about this collaboration. This is because Counseling students have received materials on counseling implementation along with practical exercises during the course of their studies.

Regarding the next statement, "I assess that the counseling process sometimes requires assistance from other parties," the data presented is as follows::



81,4% of the 70 student respondents assess that the counseling process sometimes requires assistance from other parties, while 10% do not know how to assess this need for assistance, and the remainder do not assess this need. Meanwhile, the same statement was given to Counseling students with the following results.



98,6% of the 70 student respondents assess that the counseling process sometimes requires assistance from other parties, while the remainder are not aware that Guidance and Counseling teachers assess this need for assistance. This is because Counseling students have received materials on counseling implementation along with practical exercises during the course of their studies.

## CONCLUSION

Based on the test results, it can be concluded that the perception of students regarding counseling services differs from the perception of counseling and guidance students regarding counseling services. This is indicated by the comparison of questionnaire diagrams distributed to a total of 140 respondents,

consisting of 70 student respondents and 70 counseling and guidance students. It indicates that, on average, students are unaware of the objectives and processes of counseling services in schools as they should be. Whereas counseling and guidance students almost entirely understand how counseling services in schools should be. Therefore, the urgency of providing comprehensive understanding to students about counseling services is crucial so that students can fully comprehend the facts about counseling services and receive counseling services according to their needs.

Based on the conclusion drawn from the questionnaire data analysis regarding the differences in perception between students and counseling and guidance students regarding counseling services, there are several important suggestions that can be considered for improvement and enhancement:

1. Further Research

There is a need for further research accompanied by in-depth statistical analysis to obtain more accurate data on the development of students' perceptions of counseling services. This research will help to obtain more comprehensive and accountable data regarding the differences in perception.

2. Broadening Research Objectives

Additionally, it is important to broaden the research objectives beyond simply understanding the differences in perception between students and counseling and guidance students regarding counseling services. A broader research scope can include exploring other aspects related to counseling services and investigating any identified issues further to build upon previous research.

## REFERENCES

Ardimen, A. (2018). *Visi Baru Konselor Sekolah dalam Rangka Meningkatkan Kualitas Layanan Pendidikan di Sekolah dan Madrasah. JKI (Jurnal Konseling Indonesia)*, 4(1), 22–29. <https://doi.org/10.21067/jki.v4i1.2733>

Astuti, N., Pratiwi, & Nuryono. (2013). *Pelaksanaan Bimbingan dan Konseling untuk Merubah Persepsi Negatif Siswa di Sekolah Menengah Atas di Kabupaten Lamongan. Jurnal GUIDANCE AND COUNSELING UNESA*, 3(1), 271–280

Davidoff, J. B., & Ostergaard, A. L. (1988). *The role of colour in categorial judgements. The Quarterly Journal of Experimental Psychology Section A*, 40(3), 533-544.

Fitriani, E., Neviyarni, N., Mudjiran, M., & Nirwana, H. (2022). *Problematika layanan bimbingan dan konseling di sekolah. Naradidik: Journal of Education and Pedagogy*, 1(3), 174-180. <https://info.populix.co/articles/fenomenologi-adalah/> diakses pada 27 maret 2024 pukul 12.16

Kamaluddin, H. (2011). *Bimbingan dan konseling sekolah. Jurnal pendidikan dan kebudayaan*, 17(4), 447-454.

Kurniati, E. (2018). *Bimbingan Dan Konseling Di Sekolah; Prinsip Dan Asas. RISTEKDIK : Jurnal Bimbingan Dan Konseling*, 3(2), 54. <https://doi.org/10.31604/ristekdik.2018.v3i2.54-60>

Meikalyan, R. (2016). *Studi komparasi standar pelayanan minimal (SPM) bus trans jogja (Doctoral dissertation, UAJY)*.

Mortensen, G., & Persson, S. (1964). *Vocational Training in Norway*.

Nazir, M., 2005. *Metode Penelitian*. Bogor: Ghalia Indonesia.

## **Comparative Study of Counseling Perception: Among Students and Guidance and Counseling College Students**

---

Nursalim, M. (2013). *Strategi dan intervensi konseling*. Jakarta: Akademia Permata.

Pratiwi, J. R. E., & Muis, T. (2013). *Evaluasi Pelaksanaan Program Bimbingan dan Konseling di SMAN 1 Menganti, SMAN 1 Dryorejo, dan SMA Al Azhar Kabupaten Gresik*. *Jurnal GUIDANCE AND COUNSELING UNESA*, 3(1), 427– 436.

Prayitno, P., & Amti, E. (2009). *Dasar-dasar Bimbingan dan Konseling*. Jakarta: Rineka Cipta.

Syahputra, A., & Putra, H. R. (2020). *Persepsi masyarakat terhadap kegiatan kuliah pengabdian masyarakat (Kpm)*. *At-Tanzir: Jurnal Ilmiah Prodi Komunikasi Penyiaran Islam*, 1-20.

Walgitto, B. (2010). *Pengertian, Syarat dan Faktor yang Mempengaruhi Persepsi*.

Wardhani, N. (2007). *Keterkaitan Konsep Konseling Dengan Aspek-Aspek Psikologis*. Skripsi: Universitas Padjadjaran Jatinangor.



**THE 2<sup>nd</sup> INTERNATIONAL CONFERENCE ON GUIDANCE AND COUNSELING**  
**“COUNSELING RESONANCES ON**  
**MENTAL HEALTH EMERGENCIES AND AWARENESS”**

---

**THE ROLE OF COUNSELING GUIDANCE TEACHERS IN INCREASING  
ACHIEVEMENT MOTIVATION IN THE SELECTION OF ELECTIVE  
SUBJECTS**

**Adibah Faiha Amiriyyah<sup>1</sup>, Bambang Dibyo Wiyono<sup>2</sup>**

<sup>1</sup>State University of Surabaya, Lidah Wetan, Sub-District Lakarsantri, Surabaya, Indonesia,  
[adiba.20054@mhs.unesa.ac.id](mailto:adiba.20054@mhs.unesa.ac.id)

<sup>2</sup>State University of Surabaya, Lidah Wetan, Sub-District Lakarsantri, Surabaya, Indonesia,  
[bambangwiyono@unesa.ac.id](mailto:bambangwiyono@unesa.ac.id)

**ABSTRACT**

*Achievement motivation is a behavior where individuals have the drive or desire to achieve and achieve the desired target. The drive you have can encourage individuals to work harder to achieve their planned goals. The study was conducted with the aim of determining the motivation of achievement possessed by students, the role of Counseling Guidance teachers in the selection of subjects at the senior high school level. Research using literature studies or literature reviews. Literature study or literature review is a method by collecting data related to the topic in the research. A comprehensive literature review can organize the current research foundation based on relevant previous research. The goal is to provide a description of the main content based on the information that has been obtained. Counseling Guidance teachers have an important role in the process of selecting elective subjects, which starts from helping students identify their talents, interests and abilities, guiding students to choose appropriate elective subjects and helping students if there are communication problems with parents and different choices by conducting consulting services. So that students can really choose elective subjects according to their talents, interests and abilities.*

Keywords: guidance and counseling teacher, achievement motivation, selection of subjects.

## **INTRODUCTION**

The learning process in the school environment is carried out based on the curriculum and learning techniques that have been determined by the school. In learning in the world of education, there are always updates to the learning system, currently there are widespread curriculum updates, namely the independent curriculum contained in the Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 262/M/2022 concerning Amendments to the Decree of the Minister of Education, Culture, Research, and Technology Number 56/M/2022 concerning Guidelines for Implementing Curriculum in the Context of Learning Recovery, that elective subjects are subjects chosen by students based on plans for self-development whether for entrepreneurship, work or continuing education. The process of identifying and developing students' talents, interests and abilities is carried out by teachers who are coordinated by guidance and counseling teachers (Ministry of Education, Culture, Research and Technology, 2022) . This statement emphasizes that the independent curriculum offers advantages, namely that there are no specialization programs for high school level. More specifically, in this curriculum, students have the freedom to choose elective subjects that they feel are in accordance with their abilities and talents, interests.

This also applies to SMAN 1 Menganti, which uses an independent curriculum that applies elective subjects. In implementing elective subjects, students are previously given socialization and assistance when choosing elective subjects, where there is a guidance stage carried out to help students identify their talents, interests and abilities for consideration when making decisions about elective subjects that can improve their abilities. students have. At this stage, various parties are needed to achieve the goals and desired results.

Elective subjects are an opportunity given where students can freely choose subjects based on abilities, interests and talents that can maximize their efforts in choosing a career and further studies at the next level. The implementation of elective subjects is carried out in phase F, namely in class XI and class XII, while in phase E or class (Ministry of Education, Culture, Research and Technology, 2022)

At the stage of selecting elective subjects, you must go through several processes to select a group of elective subjects that suit the interests and talents of students. At this stage, socialization and assistance is carried out in exploring students' talents and interests. Therefore, at this stage, guidance and counseling teachers are really needed as facilitators for students to identify and develop interests, talents and abilities through providing guidance and counseling services. The services provided are in the form of guidance where the term is defined as showing, determining and driving. Where guidance services are provided to help students determine chosen subjects that suit their talents, interests and abilities (Ahmad Susanto, 2018) . In selecting elective subjects, guidance aims to develop potential optimally. The aim of providing guidance in choosing elective subjects is not only to solve problems for counselees or students but also to provide an understanding of the abilities they have and to be able to use these abilities to achieve success and desires in the future.

Based on the results of a short interview with one of the guidance and counseling teachers in December 2023, in the process of mentoring and guidance in choosing elective subjects which was carried

## **The Role of Guidance and Counseling Teachers in Increasing Achievement Motivation in Selected Subjects**

---

out for class the students. Then, after receiving the results of the identification or assessment, the guidance and counseling teacher prepares a service implementation plan, especially career guidance services with material regarding talents and interests with the aim of ensuring that students are able to identify their talents and interests. From the results of this service, it was found that there are still many students who are not sure what interests and talents they have, besides that there are also many students who lack enthusiasm and motivation to choose elective subjects by considering their talents, interests and plans for the next level of study.

Seeing this problem, the guidance and counseling teacher carried out follow-up actions to find out in depth and precisely the abilities, talents and interests of students by facilitating a psychological test in partnership with an institution that specializes in psychological tests, where the results of the test are in the form of IQ, IQ category, type personality, interest in a particular field, and recommendations for a suitable group of selected subjects. The subject groups at SMAN 1 Menganti consist of three groups, including; 1) Specialization mathematics, physics, chemistry, biology and informatics; 2) economics, sociology, geography, anthropology; 3) Indonesian language and literature, English language and literature, other foreign cultures.

However, after taking a test in the form of a psychological test, students do not immediately choose elective subjects. Because the results of the psychological test are not the main factor in determining the chosen subjects. There are still several things that students must consider. Regarding guidance in choosing elective subjects at SMAN 1 Menganti, the role of guidance and counseling teachers is really needed, but it cannot be denied that apart from teachers at school there is other very important guidance, namely parental guidance. The guidance and counseling teacher at SMAN 1 Menganti also explained that the role of parents in this process is very crucial. In this process, guidance and counseling teachers also collaborate with parents by providing full attention and assistance to students who experience feelings of anxiety or are unsure when making choices.

So, guidance and counseling teachers can carry out individual counseling services either with students or with their parents if necessary. Counseling services are services to help individuals by changing behavior carried out by an expert (counselor or guidance counselor) to individuals who are experiencing problems by finding solutions to these problems while still giving the individual a full opportunity to solve the problem (Susanto, 2018) .

As in the guidebook for choosing elective subjects, it is explained that when choosing elective subjects, students need adequate guidance so that they can make choices that suit their future aspirations (Ministry of Education, Culture, Research and Technology, 2022). Educational units can carry out various methods of socialization to build understanding of the mechanisms for selecting elective subjects, where the socialization carried out at SMAN 1 Menganti involves direct exposure using direct lecture and discussion methods. In order to access all parties who play a role in assisting students, parents are also invited to the socialization event with the aim of ensuring that both students and parents receive clear information without any misunderstanding of the material presented.

The reason for choosing elective subjects must be done carefully with various considerations, namely by choosing elective subjects that suit your talents, interests and abilities. This is different from

students who choose based on external reasons such as following close friends, parents' demands, or dislike/favor with certain subject teachers). Students who carefully consider their options in choosing elective subjects will firmly plan their careers because they are well acquainted with their abilities through in-depth career exploration. As research (Listianasari, 2021) states, someone who has explored their career in depth will have more positive self-esteem and be more adaptable so that their career journey can be navigated easily.

The implementation of selecting elective subjects in the independent curriculum is carried out in phase F (classes XI and XII) where the guidance process in selecting elective subjects is carried out in phase E (class X). In the independent curriculum, elective subjects are carried out as an effort to give students the freedom to carry out a learning process that suits their interests, talents and abilities which supports the potential of students to continue their careers in the future, whether they want to continue to a higher level, entrepreneurship, or entering the world of work (Ministry of Education, Culture, Research and Technology, 2022) .

The research was conducted because there is still a lot of confusion and uncertainty among students in choosing elective subjects, which in this phase occurs in class interests, talents and future career plans, then there are more counseling services centered on students who are still unable to determine their choice of subjects. Meanwhile, according to an interview with one of the students who had not yet decided on the choice of elective subjects due to differences of opinion with his parents, where in the results of the recommendation the student was recommended for group two subjects, but his parents demanded that the students choose group subjects. one with the reason being that the elective subjects in group one are more 'prestigious'.

Therefore, the purpose of this research is to examine more deeply the role of guidance and counseling teachers in increasing student motivation when choosing elective subjects at SMAN 1 Menganti to choose according to career plans that will be carried out at the next level and increasing opportunities to enter higher education achievement pathways. one of the determinants is the report card grades for elective subjects that are relevant to the intended study program, supporting and inhibiting factors in the implementation of guidance for selecting elective subjects as well as efforts or handling strategies that can be taken to deal with students' problems in selecting elective subjects.

## **METHOD**

In this research article, the method used is literature study or literature review. Literature study or literature review is a method of collecting data related to the topic in research. A comprehensive literature review can organize the basis of current research based on relevant previous research. The aim is to provide a description of the main content based on the information that has been obtained. (Abdillah, 2021).

Literature review is discussing and listening to discussions or reading materials related to topics and findings in research. As well as containing complete and up-to-date summaries and descriptions of certain topics, as found in reading books and journal articles (Yusuf & Khasanah, 2019) .

## **DISCUSSION**

### **Achievement Motivation in Choosing Elective Subjects**

Definition of Motivation : Motivation according to McClelland, humans can be motivated because of their needs. In McClelland's motivation theory, these needs are classified as the need for achievement, the need for power and affiliation (Nursalim et al., 2007) .

a. The need for achievement (need of achievement)

Achievement needs are formulated and establish that achievement related behavior is the result of a conflict between the hope of success and the fear of failure. Approach and avoidance tendencies consist of a function of the need for achievement, expectations of success and failure, and opportunities for gain. In addition, the need for achievement will encourage a person to excel in situations where the targets to be achieved are real and opportunities to obtain them exist.

According to McClelland, each individual has unique needs that are tailored to the nature and way of thinking that shapes them. According to McClelland, a strong drive to succeed exists within everyone. This drive drives people to work harder to achieve their goals rather than receiving rewards. This form of encouragement can be categorized as nAch based on the three forms of needs above, namely the need for achievement or achievement.

McClelland states that the need for achievement consists of two indicators, namely: (1) Ability is expertise in mastering several skills that are naturally possessed from birth or from training used to do something in the form of action. (2) Creativity is a person's ability to create innovation, either through thoughts or work in the form of something new.

In the statement (Schunk et al., 2014) the definition of motivation is "a process in which activity directed at a particular goal is encouraged and maintained."

Achievement motivation or motivation to achieve is thus motivation whose goal is to achieve achievement. According to (Purwanto, 2014) regarding the theory of achievement motivation, the cognitive approach produces a trident model of achievement motivation. The components of achievement motivation are: task value, self-efficacy, and goal orientation. Task value is an individual's belief that the tasks faced are interesting, important and useful for him in the future. Self-efficacy is an individual's belief in his or her ability to be able to master academic tasks successfully. Goal orientation is the formulation of goals or targets that individuals really want to achieve in the academic situation they face.

b. Achievement Motivation Indicators

Indicators of someone having achievement motivation, especially in the academic aspect, include, 1) Choice or choosing to directly contribute to an academic task rather than a non-academic task. Task choosing behavior can be seen from the behavior of someone who prefers to complete the task at hand rather than playing with gadgets or watching TV, or other activities; 2) Persistence or tenacity, namely being able to face difficulties and fatigue in facing difficulties in carrying out a task; 3) Effort or maximum effort in the form of physical and cognitive effort such as implementing cognitive and metacognitive strategies. There are forms of behavior that show this effort, such as asking if there are difficulties in a lesson, discussing with friends about material that is not yet

## **The Role of Guidance and Counseling Teachers in Increasing Achievement Motivation in Selected Subjects**

---

understood, and using the time available to practice the questions being tested, making a study plan, and joining a study group.

In this research, the relevant motivation theory is the theory of motivation for achievement or the need for achievement. Where in choosing elective subjects, students really need encouragement or will to achieve achievements or targets that can support their needs and career achievements in the future.

### **The Role of Guidance and Counseling Teachers in Selection of Elective Subjects**

(Nursalim, 2020), the role of a guidance and counseling teacher or counselor is as a provider of counseling or therapy services, consultations, and coordinator. Apart from that, guidance and counseling teachers play a role as agents of change, career developers and prevention agents. Some of the roles of guidance and counseling teachers are described in more detail as follows:

a. Guidance teacher as counselor

In this role, the guidance and counseling teacher is referred to as a counselor or therapist, where in the educational aspect the guidance and counseling teacher is an expert in carrying out counseling activities briefly but effectively in achieving service goals. In this role, the guidance and counseling teacher also refers to helping individuals, namely students, in achieving goals both interpersonally and intrapersonally, helping to overcome problems caused by deficiencies and difficulties in developing, making decisions and planning for changes for the better and improving physical and mental health in order to achieve individual happiness and dreams.

b. Guidance teacher as consultant

A consultant is someone who provides consultation. Guidance and Guidance Teachers also act as consultants with the ability to carry out consultations, which is a problem solving process carried out by consultants and consultants to get the desired results. The consultation process is carried out with the involvement of three parties, namely the guidance and counseling teacher as consultant, parents as consultant and students who have a problem.

c. Guidance teacher as coordinator

Apart from making efforts to provide guidance and counseling services, BK teachers also act as coordinators of guidance activities and activities carried out by other schools. Apart from that, guidance and counseling teachers also play a role in the collaboration process with various experts who can help to support the achievement of maximum final results.

d. Guidance teacher as assessor

In the independent curriculum, the guidance and counseling teacher also plays the role of assessor, namely the guidance and counseling teacher identifies the needs of students, which is called an assessment, both test and non-test. Then, the results obtained will be identified and analyzed to obtain data related to needs and problems, as well as the potential and abilities possessed by students.

e. Guidance and Guidance Teachers as career developers

In the educational process, it is very important for students to start planning future career plans. Therefore, in this role, guidance and counseling teachers are really needed to guide and accompany

## **The Role of Guidance and Counseling Teachers in Increasing Achievement Motivation in Selected Subjects**

---

students when determining their career plans. Guidance and Guidance Teachers help students identify supporting factors in career planning, then explore and develop their abilities according to the career choice they want to pursue. In guidance and counseling services there are career guidance services that focus on developing abilities, interests, talents and career planning which can increase students' insight and knowledge.

Apart from that, guidance and counseling teachers are required to know the needs of students, where to achieve this, a needs assessment is carried out through tests and non-tests (Kartilah, 2022). As contained in the Guidance and Counseling Operations Guide (POP BK), the guidance program planning stage and counseling consists of two stages, namely the preparation and design stages (Operational et al., 2016). In the initial stage, namely preparation, guidance and counseling teachers must carry out a needs assessment, which aims to determine the condition of students which will later be used as a reference in designing guidance and counseling programs that are right on target so that they can effectively achieve the goals and desired results.

The same is true in selecting elective subjects, where the guidance and counseling teacher acts as a facilitator for students to identify and explore their talents, interests and abilities as a basis for consideration in selecting elective subjects. After identifying and obtaining the results of identifying talents of interest, the BK teacher provides guidance and counseling services to students to be able to choose elective subjects that suit their talents, interests and abilities. If students are not sure about their choice, of course guidance and counseling teachers also provide services in the form of consultations to provide specific understanding to students and parents. After completing the selection of elective subjects, it is not immediately finished, the guidance and counseling teacher also continues to provide post-selection assistance for elective subjects. As well as acting as a coordinator in collaboration with subject teachers and homeroom teachers in the process of identifying and developing the interests, talents and abilities of students.

In the guide for choosing elective subjects, students can choose elective subjects based on their interests, talents and abilities. Education units can facilitate students to explore their interests, talents and abilities. Interest is interest in an object. In Hurlock's opinion, interest is defined as a source of motivation for individuals to do something. In choosing elective subjects, the interests explored are career interests, where students have the desire and motivation to plan and determine their career choices in the future along with activities that can be explored to support these career choices. Then, talent is an individual ability that is carried out productively, mastered in a short time, and performed better than others. Ability means a person's strength in completing various tasks in an activity or job. Abilities are grouped into two types, namely intellectual abilities and physical abilities (Robbins et al., 2019). In the process of selecting elective subjects, several educational units have their respective roles and responsibilities in the smooth process of selecting elective subjects. The roles and responsibilities of guidance and counseling teachers in the process of selecting elective subjects include: 1) facilitating students in the process of identifying and developing interests, talents and abilities through providing guidance and counseling services; 2) provide guidance and counseling services to students so that they have confidence when choosing elective subjects that suit their talents, interests and abilities; 3) implementing consultation services for students and parents; 4) organize

## **The Role of Guidance and Counseling Teachers in Increasing Achievement Motivation in Selected Subjects**

---

a program to accompany students after selecting elective subjects; and 4) coordinating with subject teachers and homeroom teachers when identifying and developing students' interests, talents and abilities (Ministry of Education, Culture, Research and Technology, 2022).

In addition to the various roles and responsibilities of guidance and counseling teachers that have been mentioned, guidance and counseling teachers also provide career services in selecting elective subjects with the aim of identifying and developing students' interests, talents and abilities both with basic services and responsive services.

Guidance and Guidance Teachers carry out basic services by finding out students' beliefs in choosing elective subjects that suit their talents, interests and abilities. If the results are found that students can determine elective subjects, the next step can be taken, namely determining elective subjects by registering via the elective subjects form. Basic services are provided by focusing on guidance provided to all students to maximize skills in planning and making career decisions. The goals achieved are the ability to know oneself, namely in the form of interests, talents and abilities, being able to plan a career after graduating from high school and being able to choose elective subjects that can make it easier for students to achieve their career plans (Operational et al., 2016).

Several options are used to explore students' talents, interests and abilities with services such as classical guidance which is carried out simultaneously in one class face-to-face, group guidance with a membership of around two to ten students, and finally cross-class or large class guidance. which is held like a workshop or seminar for several groups as one.

However, if students are still found who are unable to choose elective subjects, responsive services are provided to handle problems experienced by students and as immediate assistance in resolving student problems. The implementation of responsive services is based on student volunteerism, but if this is not possible then you can use a summons from the guidance and counseling teacher based on an assessment, observation or report from a party. Responsive services are carried out targeting students who have not been able to determine their career plans or do not have sufficient knowledge and insight regarding their talents, interests and abilities. Forms of strategies carried out in responsive services include: 1) individual counseling, namely services providing assistance from guidance and counseling teachers to individual students which leads to changes in behavior, self-development, the ability to find solutions to problems and the ability to make decisions; and 2) group counseling, namely assistance provided by the guidance and counseling teacher to students with more than two people by utilizing group dynamics to mutually gain knowledge and experience from several other members until they are able to solve the problem.

Apart from providing basic services and responsive services, in selecting elective subjects, educational units can implement special programs to increase students' abilities in identifying and developing their interests, talents and abilities. Several special programs that can be carried out are: 1) industrial visits, the program is aimed at students who want to continue in the world of work, in this program the educational unit can also build cooperation with industry around the educational unit area and introduce several forms of work that can be an alternative student choice; 2) college visits are carried out for students who will continue to college, by making visits to various universities such as PTN, PTS, polytechnics and official services; 3) career fair, which is an activity similar to an exhibition that is held to introduce various

career options in the future and can increase insight regarding various career options that were not previously known so that students are motivated to get to know their interests, talents and abilities in depth; and 4) sharing class, in this activity the school invites several alumni or resource persons who can introduce various professions and stages to achieve them (Ministry of Education, Culture, Research and Technology, 2022) .

Relevant previous research is used in this research to look at the phenomena taken in this research topic so that they can be researched in detail and in detail and see the differences between previous research and this research, so that this research can develop from existing phenomena.

The following is some previous research that is relevant to this research, including:

1. In research (Arumsari & Koesdyantho, 2021) entitled "The Role of Guidance and Guidance Teachers in Preparing Students for the Independent Learning Curriculum" explains the role of guidance and counseling in preparing the independent learning curriculum. The research results using qualitative descriptive methods showed that the guidance and counseling teachers at SMK Negeri 1 Karanganyar, in preparation for the independent learning curriculum, include: 1) having a role in developing students' potential; 2) help students make further study decisions; 3) introduce the world that students will face in the future; 4) provide information services; and 5) conducting outreach regarding the independent curriculum to students.

## **CONCLUSION**

Guidance and Guidance Teachers have an important role in the process of selecting elective subjects, which starts from helping students identify their talents, interests and abilities, guiding students to choose appropriate elective subjects and helping students if there are communication problems with parents and different choices by providing consultation services. So that students can really choose elective subjects according to their talents, interests and abilities so that they are motivated to be the best and achieve what they want in the future.

## **REFERENCES**

Ahmad Susanto, MP (2018). *Guidance and counseling in Schools: Concepts, theories and applications* . Kencana.

Arumsari, NFD, & Koesdyantho, AR (2021). The Role of Guidance and Guidance Teachers in Preparing Students for the Independent Learning Curriculum (Research on Class XI Students of the Tourism Study Program at SMK Negeri 1 Karanganyar Academic Year 2020/2021) By. *Medikons: Journal of the Unisri Surakarta Guidance and Counseling Study Program* , 7 (2).

Kartilah, K. (2022). The Role of Guidance and Counseling Teachers in Implementing the Project for Strengthening the Profile of Pancasila Students at High School Level. *Thalaba Journal of Indonesian Education* , 5 (2), 69–79.

Ministry of Education, Culture, Research and Technology. (2022). *Elective Subject Selection Guide* .

Listianasari, A. (2021). *The Effectiveness of Career Counseling Solution Focused Brief Counseling Through Decision Making Techniques to Develop Career Maturity of Class XI TP2 Students at SMK*

## **The Role of Guidance and Counseling Teachers in Increasing Achievement Motivation in Selected Subjects**

---

*Wisudha Karya Kudus . HOLY IAIN.*

Nursalim, M. (2020). The Role of Guidance and Guidance Teachers/Counselors in Making the Independent Learning Program a Success. *PD Abkin East Java Open Journal System , 1* (2), 11–18.

Nursalim, M., Laksmiwati, H., Syafiq, M., Budiani, MS, Savira, SI, Khairunisa, RN, & Satwika, YW (2007). Educational psychology. *Surabaya: Unesa University* .

Operations, P., Guidance, P., School, K., & First, M. (2016). Operational Guide for Providing *Junior High School Guidance and Counseling* .

Purwanto, E. (2014). The trident model of motivation: a new synthesis of achievement motivation theory. *Journal of Psychology , 41* (2), 218–228.

Schunk, D.H., Meece, J.L., & Pintrich, P.R. (2014). *Motivation in Education: Theory, Research, and Applications* . Pearson.

Susanto, A. (2018). *Guidance and counseling in Schools: Concepts, theories and applications* . Kencana.

Yusuf, SA, & Khasanah, U. (2019). Literature Review and Social Theory in Research. *Sharia Economic Research Methods , 80* .



**THE 2<sup>nd</sup> INTERNATIONAL CONFERENCE ON GUIDANCE AND COUNSELING**  
**“COUNSELING RESONANCES ON**  
**MENTAL HEALTH EMERGENCIES AND AWARENESS”**

---

**IDENTIFICATION OF STUDENTS’ PSYCHOLOGICAL WELLBEING**

**Ari Khusumadewi<sup>1</sup>, Najlatun Naqiyah<sup>2</sup>, Sherin Nurlita<sup>3</sup>, Muwakhidah<sup>4</sup>, Nurhidayah Amin<sup>5</sup>, Vivin Ariyanti<sup>6</sup>, Mayang Pramesti<sup>7</sup>**

<sup>1</sup>State University of Surabaya, Lidah Wetan, Sub-District Lakarsantri, Surabaya, Indonesia,  
[arikhusumadewi@unesa.ac.id](mailto:arikhusumadewi@unesa.ac.id)

<sup>2</sup>State University of Surabaya, Lidah Wetan, Sub-District Lakarsantri, Surabaya, Indonesia,  
[najlatunnaqiyah@unesa.ac.id](mailto:najlatunnaqiyah@unesa.ac.id)

<sup>3</sup>State University of Surabaya, Lidah Wetan, Sub-District Lakarsantri, Surabaya, Indonesia,  
[sherrinwidya@unesa.ac.id](mailto:sherrinwidya@unesa.ac.id)

<sup>4</sup>PGRI University Surabaya, Surabaya, Indonesia, [muwakhidah@unipasby.ac.id](mailto:muwakhidah@unipasby.ac.id)

<sup>5</sup>Sangkhom Islam Wittaya School, Songkhla, Thailand, [nurhidayahamin73@gmail.com](mailto:nurhidayahamin73@gmail.com)

<sup>6</sup>State University of Surabaya, Lidah Wetan, Sub-District Lakarsantri, Surabaya, Indonesia,  
[vivin.22006@mhs.unesa.ac.id](mailto:vivin.22006@mhs.unesa.ac.id)

<sup>7</sup> State University of Surabaya, Lidah Wetan, Sub-District Lakarsantri, Surabaya, Indonesia,  
[mayangpramesti.19015@mhs.unesa.ac.id](mailto:mayangpramesti.19015@mhs.unesa.ac.id)

**ABSTRACT**

*Psychological well-being is a state of being free from stress and mental problems. There is a close relationship between psychological well-being and positive adolescent behavior. Adolescents with a high level of psychological well-being will also have psychological well-being in adulthood and old age and will be protected from juvenile delinquency. Teenagers in Indonesia in the field of education are given various options to choose the school or educational institution they want, one of which is Islamic boarding schools. Pesantren is an educational institution based on the Islamic religion. Education at an Islamic boarding school will increase a teenager's religion and shape the person into a more positive person. The psychological well-being of students is reflected in their polite attitude towards kiai, ustaz, ta'dzim, and parents. The aim of this study to identify the psychological well-being of students at Sangkhom Islam Wiyatta School. This research uses the literature study method to carry out analysis of various sources. The data analysis technique used is content analysis to understand and analyze the text. The research results obtained are that Islamic boarding schools can be the main option for parents when choosing a school. One of the factors that has an important role in the psychological well-being of teenagers is the religiosity factor. Apart from that, based on research results from literature studies, teenagers who are religious will avoid problematic behavior or avoid juvenile delinquencies. One school that can be used as a reference by parents in Thailand is Sangkhom Islam Witayya School.*

Keywords: psychological well-being

## INTRODUCTION

Psychological well-being or psychological well-being is a variety of individual feelings in carrying out their daily activities with the various obstacles they experience. Ryff defines psychological well-being as a useful encouragement to help individuals explore their whole potentials. This encouragement is useful for improving the individual's condition and can increase their psychological well-being (Ryff & Keyes, 1995) . Apart from that, Ryff also defines psychological well-being as a state that is free from stress and mental problems.

Psychological well-being has six dimensions, including the ability to accept oneself and one's past life (self-acceptance), personal growth or development (personal growth), having a purpose in life , being able to establish positive relationships with other people (positive relationships with others), managing their environment and life effectively (environmental mastery), and being able to determine their own actions (autonomy) (Ryff, 1989). Deviana (2023) states that there is a close relationship between psychological well-being and positive adolescent behavior. Adolescents with a high level of psychological well-being will also have psychological well-being in adulthood and old age and will avoid juvenile delinquency (Ryff & Keyes, 1995) . Apart from that, teenagers with high levels of psychological well-being always feel happy, comfortable and able to become more positive individuals.

Teenagers in Indonesia in the field of education are given various options to choose the school or educational institution they want, one of which is Islamic boarding schools. *Pesantren* is an educational institution based on the Islamic religion. According to Daulay (2018), the purpose of establishing Islamic boarding schools was to become a means of spreading Islam in Indonesia. The existence of Islamic boarding schools also coincided with the development or entry of Islam in Indonesia in the 12th century.

Islamic boarding schools as educational institutions have characteristics that differentiate them from other educational institutions. The characteristic in question is Islamic boarding school values as a frame for social interactions between *kiai*, *ustadz* and *santri* (Ma'rufah et al., 2014) . Education at an Islamic boarding school will increase a teenager's religion and shape the person into a more positive person. Islamic boarding school students have the ability to know to what extent they apply what they have learned and know the relationship between *hablun minallah* and *hablun minannas* (Lisnawati & Al Rahmah, 2019) .

The psychological well-being of students is reflected in their polite attitude towards *kiai*, *ustadz*, *ta'dzim*, and parents. Based on previous research, Islamic boarding schools are able to foster a sense of self-acceptance, foster positive relationships with other people, increase the independence of students, are able to make students understand their environment, find a directed purpose in life, and make students become good individuals (*personal growth*) (Arifin, 2003) .

Another research was conducted by Mutiara which examined the relationship between religiosity and psychological well-being. The results of this research stated that as much as 19% of religiosity has had an effect in the psychological well-being of students at a medium category level. The research results also showed that there were 57 *santri* who decided to move from Islamic boarding school in the period from January to July, on the grounds that the students were unable to adapt to Islamic boarding school activities and were unable to control the environment at the Islamic boarding school.

According to Tran (2022), who conducted research on the differences in factors that influence the psychological well-being of students in Thailand and students in Singapore. This research shows that mindfulness has a significant effect on the level of psychological well-being of students in Thailand and Singapore. Resilience in Thai students is the strongest predictor of student autonomy and growth factors, besides that perceived stress is the strongest predictor of cognitive factors. Meanwhile, for students in Singapore, control and support from friends most strongly predict student autonomy and growth factors.

Thailand is a country with a minority Muslim population. There are also few Islamic-based schools in Thailand. One of the Islamic-based schools in Thailand is Sangkhom Islam Wittaya School. Based on this, researchers are interested in identifying the psychological well-being of students at Sangkhom Islam Wittaya School.

## **METHOD**

This research uses a literature study research method by comparing research results obtained from various literature sources found, which are then further identified. The literature sources used are articles, books and references that are appropriate to the research problem. Literature studies have the function of building a concept which later in research will become a basis for study. After the data is collected, data analysis will be carried out to obtain conclusions (Suharsimi, 2006) .

The data collection method used in this research is documentation, which is the collection of data and information from relevant literature. There were nine articles used in this research. Researchers will study the references that will be used, such as articles and journals that are relevant to the research problem.

The data analysis technique used in this research is content analysis to analyze and understand the meaning of the text. Content analysis is a research technique used to draw conclusions from text or material into the context in which the text will be used. Content analysis will provide new insights, inform practical actions, and increase researchers' understanding of a phenomenon (Krippendorff, 2018) .

There are five stages that researchers will carry out in this research. The first stage is looking for an interesting topic to research, the topic in question is identifying psychological well-being in Islamic boarding school students in Thailand. The second stage is formulating the problem, at this stage the researcher provides reasons for deciding on the topic for further research. The third stage, determining the research method, at this stage the researcher chooses literature studies to compare the results. The fourth stage is analyzing and compiling data findings. The fifth or final stage is to provide an interesting conclusion. In this final stage, the researcher will answer the research objectives at a conceptual/theoretical level.

## **RESULTS AND DISCUSSION**

Researchers will present the results of content analysis on various reference sources that have been obtained regarding the identification of psychological well-being among students in Thailand. The following is an analysis table:

Table 1 Articles closely related to psychological well-being among students in Thailand

No	Title of article/book	Publication Year	Journal Publisher Name	Author	Findings
1.	Physically and Psychologically Hazardous Jobs and Mental Health in Thailand	2015	Health Promotion International	Vasoontara Yiengprugsawan et al	From 2005 to 2009, it was found that there was an increase in the burden of poor mental health, including the psychological well-being of students in Thailand who had part-time jobs.
2.	Mental Health Status Among Burmese Adolescent Students Living in Boarding Houses in Thailand: A Cross-Sectional Study	2013	BMC Public Health	Takeshi Akiyama et al	There is no significant relationship between social support and mental health problems for students in Thailand who live in boarding houses (separated from their families)
3.	Mental Health of Muslim Nursing Students in Thailand	2012	International Scholarly Research Notices	Paul Ratanasiripong	Muslim students majoring in nursing have a high level of depression compared to the level of anxiety which is included in the moderate category. It was also found that stress had a positive relationship with anxiety, while self-esteem had a negative relationship with anxiety. Self-esteem and social support were found to have a negative relationship with depression, while stress had a positive relationship with depression.
4.	Exploring The Quality of Life of People in North Eastern and Southern Thailand	2006	Social Indicators Research	Darunee Jongudomkarn & Laura Camfield	Muslim parents support an education system or schools that focus on Islamic religious education in the southern region of Thailand.
5.	Religiosity and Social Problems among Muslim Adolescents in Southern Thailand	2015	Journal of Muslim Mental Health	Suhaimee Sateemae et al	High religiosity (adherence to religion) will be able to reduce teenagers' socially problematic behavior. In addition, it was also found that women are considered more likely to be religious and less likely to engage in socially problematic behavior compared to men.
6.	How is Psychological Well-Being in Teenagers? An analysis related to the Meaning in Life Factor	2020	Diversita Journal	Suryani Hardjo Siti Aisyah Sri Intan Mayasari	Teenagers who have high psychological well-being will consider that they have a life full of meaning and tend not to waste their lives. Conversely, teenagers who consider their lives to be meaningful tend to be psychologically more prosperous.
7.	Meaning in Life and Psychological Well-Being in Spanish Emerging Adults.	2018	Acta Colombiana de Psicología	Joaquín García-Alandete	Teenagers who consider their lives to be meaningful or have meaning in life have good psychological well-being too. The meaning of life also has a significant relationship with the dimensions of psychological well-being (mastery of the environment, self-acceptance, and positive relationships with other people).
8.	Resilience, Religiosity, and Psychological Well-Being in Santri	2024	G-Couns: A Journal of Guidance and Counseling	Suryatiningsih Lely Ika Mariyati Eko Hardi Ansyah	The level of psychological well-being in adolescents can be influenced by religiosity. Teenagers who choose Islamic boarding schools with high religiosity tend to have high levels of psychological well-being as well.
9.	Mental Peace and Psychological Well-Being; Study of Student Students at Islamic Boarding Schools	2022	Journal of Psychology	Nur Fitriyani Hadi	Teenagers who choose an Islamic boarding school of their own accord and receive support from their family will feel comfortable at the boarding school whatever the circumstances. They have a calm soul and will have an impact on psychological well-being.

Psychological well-being among students in Thailand is closely related to psychological burden or pressure and low life satisfaction. This is mostly experienced by *santri* or students who have part-time jobs. They will still choose to work even though they feel disadvantaged both psychologically and physically (Yiengprugsawan et al., 2015).

One of the factors that can influence an individual's psychological well-being is the social support factor (Ariyanti et al., 2023). This is confirmed by research conducted by Prita (2021) by comparing whether there is a relationship between social support and psychological well-being for students at State Senior High School 1 Binjai. The results of this research explain that there is a significant relationship between social support and the level of students' psychological well-being at State Senior High School 1 Binjai. However, in research conducted by Akiyama (2013) with students in Thailand who lived in boarding houses (far from family), it was found that there was no statistically significant relationship between perceived social support and mental health problems for students who chose to live in boarding house so they live separately from their families. The main source of student social support can come from peers, while direct support from family tends to be limited.

Social support has a positive relationship with the level of depression of Thai Muslim students majoring in nursing. The lower the social support that Muslim students majoring in nursing in Thailand have, the higher their level of depression, and vice versa. The research also found that stress levels had a positive relationship with anxiety among Muslim students majoring in nursing in Thailand. If students have a high level of stress, they will also have a high level of anxiety (Ratanasiripong, 2012).

Muslim parents in southern Thailand support a school system that focuses on Islamic Religious Education or what is known as *Pondok*. In addition, the younger generation in the northeastern region chooses to migrate to Bangkok to receive various kinds of training that can improve their quality (Jongudomkarn & Camfield, 2006).

Another factor that can influence the level of psychological well-being of teenagers is religiosity (Ariyanti et al., 2023; Liwarti, 2013; Supriyadi et al., 2020). Based on research conducted by Hidayati & Fadhilah (2021), the results found that religiosity has a significant influence on the psychological well-being of students at the IAIT Kediri Faculty of Da'wah. On top of that, Mariyati & Ansyah (2024) also stated that resilience and religiosity can influence the psychological well-being of Sidoarjo students. This research is align with research conducted by Abdel-Monem & Sateemae (2015) which examined Muslim teenagers in Thailand. The results of this research show that the level of religiosity of Muslim students attending private Islamic schools in Yala Province has a significant relationship with the socially problematic behavior of teenagers. Increased religious adherence mediates involvement in risky behavior. It was also found that women are considered more likely to engage in religious behavior and have a lower level of involvement in social problems compared to men.

Psychological well-being is closely related to the meaning of life, based on research conducted by Hardjo (2020) showing that teenagers who consider their lives to be meaningful and happy will have a high level of psychological well-being and vice versa. These results are in line with research involving 180 Spanish students with the result that there is a significant relationship between the meaning of life and the

dimensions of psychological well-being, the dimensions in question are mastery of the environment, self-acceptance and positive relationships with other people (García-Alandete et al. al., 2018) .

Activities in crowded Islamic boarding schools can affect the psychological well-being of students. Students with good mental peace will also have good psychological well-being, this can be because students who choose an Islamic boarding school of their own accord and receive support from their parents will feel comfortable in the Islamic boarding school environment even though they have to carry out various kinds of activities (Hardi , 2022) .

Based on the results of the literature review, it was found that there was no significant relationship between social support and mental health problems in Thai students living in dormitories. In addition, stress has a positive relationship with anxiety and depression. Other factors related to psychological well-being are religiosity and meaning of life including environmental mastery, self-acceptance, and positive relationships with others.

## CONCLUSION

Islamic boarding schools can be the main option for parents when choosing a school. One of the factors that has an important role in the psychological well-being of teenagers is the religiosity factor. Apart from that, based on research results from literature studies, teenagers who are religious will avoid problematic behavior or avoid juvenile delinquencies.

## REFERENCES

Abdel-Monem, T., & Sateemae, M. (N.D.). *Religiosity And Social Problems Among Muslim Adolescents In Southern Thailand*.

Akiyama, T., Win, T., Maung, C., Ray, P., Sakisaka, K., Tanabe, A., Kobayashi, J., & Jimba, M. (2013). Mental Health Status Among Burmese Adolescent Students Living In Boarding Houses In Thailand: A Cross-Sectional Study. *Bmc Public Health*, 13, 1–12.

Arifin, A. (2003). *Memahami Paradigma Baru Pendidikan Nasional Dalam Undang-Undang Sisdiknas*. Departemen Agama Ri, Direktorat Jenderal Kelembagaan Agama Islam.

Ariyanti, V., Al Habsy, B., Nursalim, M., & Hariastuti, R. T. (2023). Profile Psychological Well-Being High School Students. *Bisma The Journal Of Counseling*, 7(2).

Daulay, H. H. P. (2018). *Sejarah Pertumbuhan & Pembaruan Pendidikan Islam Di Indonesia*. Kencana.

Deviana, M., Umari, T., & Khadijah, K. (2023). Kesejahteraan Psikologis (Psychological Well-Being) Remaja. *Jurnal Pendidikan Dan Konseling (Jpdk)*, 5(1), 3463–3468.

García-Alandete, J., Martínez, E. R., Sellés Nohales, P., & Soucase Lozano, B. (2018). Meaning In Life And Psychological Weil-Being In Spanish Emerging Adults. *Acta Colombiana De Psicología*, 21(1), 196–216.

Hardi, N. F. (2022). Ketenangan Jiwa Dan Psychological Well-Being: Studi Pada Santri Mahasiswa Di Pondok Pesantren. *Batanang: Jurnal Psikologi*, 1(2), 67–86.

Hardjo, S., Aisyah, S., & Mayasari, S. I. (2020). Bagaimana Psychological Well Being Pada Remaja? Sebuah Analisis Berkaitan Dengan Faktor Meaning In Life. *Jurnal Diversita*, 6(1), 63–76.

Hidayati, B. M. R., & Fadhilah, T. N. (2021). Religiusitas Dan Kesejahteraan Psikologis Mahasiswa Fakultas Dakwah. *Indonesian Journal Of Humanities And Social Sciences*, 2(3), 197–210.

Jongudomkarn, D., & Camfield, L. (2006). Exploring The Quality Of Life Of People In North Eastern And Southern Thailand. *Social Indicators Research*, 78, 489–529.

Krippendorff, K. (2018). *Content Analysis: An Introduction To Its Methodology*. Sage Publications.

Lisnawati, L., & Al Rahmah, I. A. D. (2019). Kesejahteraan Psikologis Ditinjau Dari Spiritualitas Siswa Di Lembaga Pendidikan Berbasis Agama Pesantren Dan Non Pesantren. *Jurnal Psikologi Integratif*, 6(2), 190–212.

Liwarti, L. (2013). Hubungan Pengalaman Spiritual Dengan Psychological Well Being Pada Penghuni Lembaga Pemasyarakatan. *Psychological Journal: Science And Practice*, 1(1).

Ma'rufah, S., Matulessy, A., & Noviekayati, I. (2014). Persepsi Terhadap Kepemimpinan Kiai, Konformitas Dan Kepatuhan Santri Terhadap Peraturan Pesantren. *Persona: Jurnal Psikologi Indonesia*, 3(02).

Mariyati, L. I., & Ansyah, E. H. (2024). Resiliensi, Religiusitas Dan Psychological Well-Being Pada Santri. *G-Couns: Jurnal Bimbingan Dan Konseling*, 8(2), 889–902.

Prita, E., Munir, A., & Hasanuddin, H. (2021). Hubungan Dukungan Sosial Dan Kencenderungan Kepribadian Ekstrovert Dengan Kesejahteraan Psikologis Pada Siswa Sma Negeri 1 Binjai. *Tabularasa: Jurnal Ilmiah Magister Psikologi*, 3(2), 188–195.

Ratanasiripong, P. (2012). Mental Health Of Muslim Nursing Students In Thailand. *International Scholarly Research Notices*, 2012.

Ryff, C. D. (1989). Happiness Is Everything, Or Is It? Explorations On The Meaning Of Psychological Well-Being. *Journal Of Personality And Social Psychology*, 57(6), 1069.

Ryff, C. D., & Keyes, C. L. M. (1995). The Structure Of Psychological Well-Being Revisited. *Journal Of Personality And Social Psychology*, 69(4), 719.

Suharsimi, A. (2006). Prosedur Penelitian. *Jakarta: Rineka Cipta*.

Supriyadi, I., Saifudin, Y., & Hartono, B. (2020). Faktor-Faktor Yang Berhubungan Dengan Psychological Well-Being Remaja Smp Negeri 1 Banguntapan Bantul Yogyakarta. *Jurnal Perawat Indonesia*, 4(3), 437–445.

Tran, M. A. Q., Vo-Thanh, T., Soliman, M., Khoury, B., & Chau, N. N. T. (2022). Self-Compassion, Mindfulness, Stress, And Self-Esteem Among Vietnamese University Students: Psychological Well-Being And Positive Emotion As Mediators. *Mindfulness*, 1–13.

Yiengprugsawan, V., Strazdins, L., Lim, L. L.-Y., Kelly, M., Seubsman, S., & Sleigh, A. C. (2015). Physically And Psychologically Hazardous Jobs And Mental Health In Thailand. *Health Promotion International*, 30(3), 531–541.



THE 2<sup>ND</sup> INTERNATIONAL CONFERENCE ON GUIDANCE AND COUNSELING  
“COUNSELING RESONANCES ON MENTAL  
HEALTH EMERGENCIES AND AWARENESS”

**THE IMPORTANCE OF PSYCHOEDUCATION AS AN EFFORT TO  
PREVENT SEXUAL VIOLENCE IN ADOLESCENTS**

**Ardini Farzana Yurianto<sup>1</sup>, Dyah Amelia Susanti<sup>2</sup>, Mochamad Nursalim<sup>3</sup>**

<sup>1</sup>State University of Surabaya, Lidah Wetan, Sub-District Lakarsantri, Surabaya, Indonesia,  
[ardini.21001@mhs.unesa.ac.id](mailto:ardini.21001@mhs.unesa.ac.id)

<sup>2</sup>State University of Surabaya, Lidah Wetan, Sub-District Lakarsantri, Surabaya, Indonesia,  
[dyah.21006@mhs.unesa.ac.id](mailto:dyah.21006@mhs.unesa.ac.id)

<sup>3</sup>State University of Surabaya, Lidah Wetan, Sub-District Lakarsantri, Surabaya, Indonesia,  
[mochamadnursalim@unesa.ac.id](mailto:mochamadnursalim@unesa.ac.id)

**ABSTRACT**

**Background:** Sexual violence in adolescents is a concern that must be addressed immediately. Based on data from the Ministry of Women's Empowerment and Child Protection (Kemen-PPPA) in March 31, 2024 there were 5,035 cases of violence in Indonesia with details of 1,086 male victims and 4,401 female victims. The victims who experienced the most cases of violence were victims aged 13-17 years, totaling 1,897 people. For this reason, prevention that can be done so that adolescents avoid sexual violence is by providing an understanding of sexual education through psychoeducation. **Method:** The method used in this study is the Systematic Literature Review method with the PRISMA (Protocol Review Systematic and Meta-Analysis) model. The databases used in this study, namely Google Scholar and ResearchGate, are limited to the last 5 years of publication from 2020 to 2024, interventions regarding psychoeducation, related to sexual violence, and adolescent age (10-18 years). The keywords used are "Psychoeducation", "Sexual Violence", and "Adolescent". This systematic review uses 7 articles that fit the inclusion criteria. **Results:** Providing psychoeducation has been proven to be important in preventing sexual violence, especially in adolescents. Psychoeducation activities can be carried out by using the Student-Centered Learning (SCL) approach, distributing digital flyers through WhatsApp and Instagram social media, dissecting short films, using lecture techniques, interactive dialogue, Focus Group Discussion techniques, and training. **Conclusion:** With this psychoeducation activity, adolescents can understand what they should do to avoid sexual violence, including the risks they will receive when they have sexual intercourse.

**Keywords:** Psychoeducation, Sexual Violence, Adolescents

## The Importance Of Psychoeducation As An Effort To Prevent Sexual Violence In Adolescents

### INTRODUCTION

Komnas Perempuan's complaint data throughout 2022 shows sexual violence as the dominant form of violence against women (2,228 cases/38.21%) followed by psychological violence (2,083 cases/35.72%). Meanwhile, data from service institutions was dominated by physical violence (6,001 cases/38.8%), followed by sexual violence (4102 cases/26.52%). Then, CATAHU 2023 recorded the number of violence against women in 2023 as 289,111 cases. CATAHU 2023 noted that cases of non-physical and physical sexual harassment were increasingly reported compared to rape. This means that cases of sexual violence in Indonesia are a topic that needs attention and countermeasures.

Based on data from the Ministry of Women's Empowerment and Child Protection (Kemen-PPPA) in 2023, shows that there were 29,883 cases of violence in Indonesia, the majority of which were adolescents (13-17 years) with 11,324 victims. And sexual violence is the most experienced case, namely 13,156 cases. Then, the data inputted by Kemen-PPA from January 1, 2024, to March 31, 2024, there were 5,035 cases of violence in Indonesia with details of 1,086 male victims and 4,401 female victims. The most common type of violence experienced was sexual violence with 2,351 cases. The victims who experienced the most cases of violence were victims aged 13-17 years, totaling 1,897 people. From the data of the last 2 years, cases of sexual violence, especially in adolescents, have become a serious problem.

Adolescent sexual violence in Indonesia can be compared to an iceberg. There are many incidents of violence, but only a few are clearly visible, and most just disappear without being investigated. This iceberg phenomenon occurs partly because of the negative stigma associated with sexual violence, which causes underage victims to feel afraid and choose to remain silent, or even be 'silenced' by others around them (Situmorang, 2024).

Sexual violence is one of the many problems that often arise in adolescents. According to the World Health Organization (WHO), sexual violence is all acts committed to obtain sexual acts or other acts directed at a person's sexuality by using coercion regardless of the status of his relationship with the victim. This means that the perpetrators of sexual violence are indiscriminate and can be committed by the closest people such as fathers, mothers, uncles, grandfathers, and friends. This is what ultimately makes victims choose to remain silent and are afraid to report the incidents experienced.

Many problems arise due to sexual violence experienced by adolescents such as trauma, depression, and even suicidal thoughts. According to Dr. Yunias Setiawati, dr., Sp.KJ (K), FISCM, sexual violence leaves deep trauma in children, causing feelings of insecurity, phobia of the opposite sex, self-harm, poor learning achievement, and tends to withdraw from the social environment which often causes him to be ostracized. Not only mental trauma, physical trauma is often found in victims of sexual violence such as injuries, sexually transmitted diseases, pregnancy risks, and neurodevelopmental disorders that will have an impact on the character and physical development of children (Situmorang, 2024).

Mental and physical trauma experienced by adolescents can be caused by various forms of sexual violence that have befallen them. There are many forms of sexual violence, not only rape or domestic violence, but sexual violence also includes acts that degrade, humiliate, attack, and other actions against the body related to sexual desire, sexual desire, and reproductive functions carried out by force, against a person's will which causes that person to be unable to give consent in a free state, due to inequality in gender

## The Importance Of Psychoeducation As An Effort To Prevent Sexual Violence In Adolescents

relations which results in or can result in physical, psychological, sexual suffering or misery, economic, social, cultural, and political losses (Kurnia, Lisnawati, Veryudha, Nikmatul, Maidaliza, Desi, and Suminah, 2022).

In addition, Komnas Perempuan also divides forms of sexual violence into 15, namely, rape, forced pregnancy, sexual intimidation including threats or attempted rape, forced abortion, sexual harassment, forced contraception and sterilization, sexual exploitation, sexual torture, trafficking in women for sexual purposes, forced prostitution, sexualized traditional practices that harm or discriminate against women, sexual slavery, sexual control, including through discriminatory rules based on morality and religion, forced marriage, including custodial divorce (Sabrina, 2019). Of the fifteen forms of sexual violence, it cannot be said to be the final form of sexual violence because there is still the possibility of other forms of sexual violence that are not yet known. Not only does physical violence occur a lot but as technology develops non-physical violence has also become a frightening topic in life, especially for adolescent girls (Kurnia, Lisnawati, Veryudha, Nikmatul, Maidaliza, Desi, and Suminah, 2022).

Preventive efforts that can be made so that adolescents avoid sexual violence are to provide an understanding of sexual education. Providing an understanding of sex education to adolescents is very important so that they can protect themselves from sexual violence that can arise from the immediate environment. One way that can be done is through psychoeducation. Sex psychoeducation or sex education itself is an effort to transfer information about sex differences and sexual harassment (Sulistiyowati, 2018). This psychoeducation aims to increase adolescents' understanding of their bodies and how to protect themselves from sexual violence (Siswanti, 2024).

### METHOD

The method used in this study is the Systematic Literature Review method with the PRISMA (Protocol Review Systematic and Meta-Analysis) model. Systematic Literature Review is a scientific study that focuses on specific questions and uses explicit scientific methods that have been determined to identify, select, assess, and summarize findings from similar studies. In principle, a Systematic Literature Review is a research method that summarizes the results of primary research to present more comprehensive and balanced facts (Handayani, 2017). The PRISMA method consists of 5 stages: 1) defining eligibility criteria, 2) determining information sources, 3) data selection, 4) data collection, and 5) data retrieval.

The databases used are Google Scholar and ResearchGate limited to the last 5 years from 2020 to 2024 and full-text articles. The article search process uses keywords that have been determined by the researcher. The keywords used were "Psychoeducation", "Sexual Violence", and "Adolescent". After searching for articles following the keywords, the analysis was carried out following the inclusion and exclusion criteria in this Systematic Literature Review. The inclusion criteria in this Systematic Literature Review are (1) interventions regarding psychoeducation, (2) related to sexual violence, (3) adolescent age (10-18 years), and (4) the last 5 years (2020 - 2024). Exclusion criteria in this Systematic Literature Review are related to age such as the age range of children (5-9 years) and adults (19 years and over). Then the articles used are adjusted to the inclusion and exclusion criteria, and the articles found will be selected according to the theme used. Appropriate articles are then analyzed and discussed based on the points set.

# The Importance Of Psychoeducation As An Effort To Prevent Sexual Violence In Adolescents

## RESULT AND DISCUSSION

The initial literature search yielded 579 articles, of which 389 were obtained from Google Scholar and 190 from ResearchGate. After reviewing the abstracts for relevance and suitability to the inclusion criteria, 7 articles were selected for full-text review.

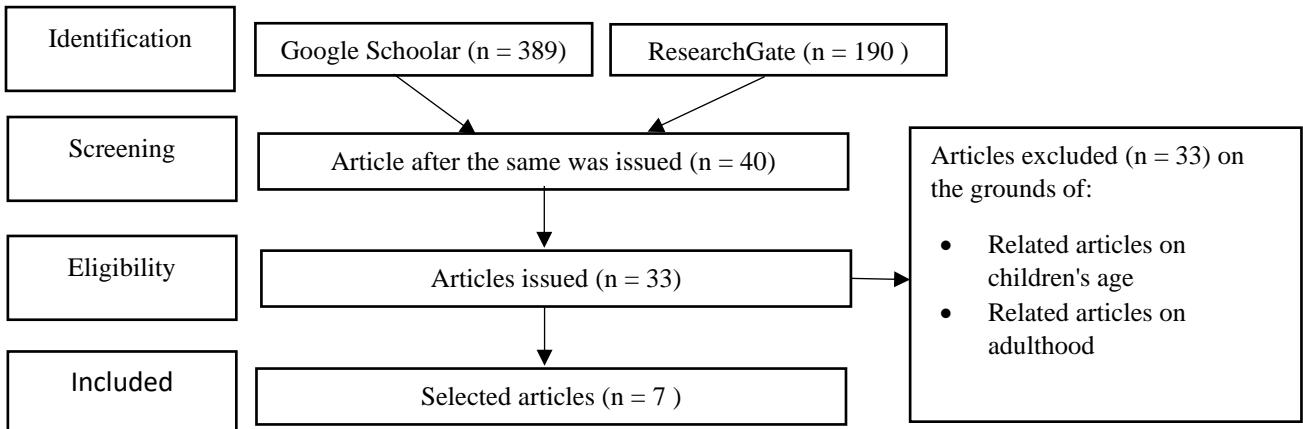


Figure 1: PRISMA flow diagram and article selection

Table 1. Benefits of psychoeducation intervention on sexual violence in adolescents

Author and Year	Benefits
(Lidiawati, Simanjuntak, and Dewi, 2020)	Psychoeducational interventions can help adolescents understand the concept of love, sex, and healthy dating. Providing material by the theme raised and then evaluated to provide information about sexual harassment to avoid sexual harassment and know what to do if a witness/victim of sexual harassment.
(Fridha and Haryanti, 2020)	The Comprehensive Sexuality Education conducted was considered successful to prevent sexual violence against students and increase participants' knowledge related to sexuality issues. students began to understand what they should be able to do so that they can avoid sexual violence, including the risks that will be accepted when they have sexual intercourse.
(Basaria and Setiawati, 2022)	The psychoeducational intervention using the seminar method showed that the knowledge about the sexuality of adolescents in the orphanage became more factual and accurate. In addition, the adolescents in the orphanage gained new knowledge about sexuality, namely relaxation techniques.
(Suhadianto and Ananta, 2023)	The psychoeducation program with the Student-Centered Learning (SCL) approach has been proven to be able to increase participants'

(Sari and Yuliono, 2023)

understanding of what sexual violence is, causal factors, impacts, and strategies to avoid sexual violence. Psychoeducational activities need to be followed up with other activities such as guidance, counseling, and psychotherapy to help victims of sexual violence.

(Mubina, 2023)

Psychoeducational interventions using seminars and short film review methods showed changes in cognitive, affective, and psychomotor levels regarding sexual violence along with efforts to prevent and handle cases in the surrounding environment.

(Myn, Helminasari, and Arfan, 2024)

Based on the results of the psychoeducation on the prevention of sexual violence in Rawasari Village, Cilebar District, Karawang Regency, participants from the village gained a new understanding and knowledge about sexual violence. In addition, psychoeducation participants get steps that need to be taken to anticipate the occurrence of sexual violence including the role of parents as an encourager and good communication or closeness with children.

Psychoeducational interventions can provide knowledge about sexual harassment prevention in a simple and easy apply in everyday life and combat sexual harassment in the surrounding environment.

---

According to the Ministry of Education and Culture, sexual violence is an act that degrades, humiliates, harasses, and attacks a person's body and reproductive function as a result of an imbalance of power or gender, which can result in psychological and physical suffering. Based on data from the Ministry of Women's Empowerment and Child Protection (Kemen-PPPA), most victims of violence are teenagers. According to Suhadianto and Ananta (2023), perpetrators of sexual violence can be people who are still related to the victim (familial abuse) and can be other people who are not related to the victim (extra-familial abuse). For this reason, awareness of knowledge about violence, especially sexual violence, is important. However, in almost all regions of Indonesia sexual violence is a taboo subject to talk about, so information about preventing sexual violence, how to avoid sexual violence, and the impact of sexual violence is not generally socialized (Suhadianto and Ananta, 2023). Sexual knowledge and education is an important discussion needed by adolescents because the lack of knowledge about sexual education can cause adolescents to seek the wrong information (Fridha and Haryanti, 2020). In line with this, Safitri and Wicaksana (2020) stated that adolescents can get the wrong information such as myths about sex, pornographic VCDs, pornographic sites on the internet, and others will make children's understanding and perception of sex wrong.

One way that can be done to provide an understanding of sexual violence is through psychoeducation. Providing psychoeducation about sexual violence is the first step in preventing sexual violence and must be followed up through other activities (Suhadianto and Ananta, 2023). Psychoeducation is the provision of knowledge (direction) delivered by professionals who integrate and synergize between psychotherapy and educational interventions (Luknes et al in Pujiati, 2020). In line with the definition of

## **The Importance Of Psychoeducation As An Effort To Prevent Sexual Violence In Adolescents**

psychoeducation, Fridha and Haryanti (2020) argue that psychoeducation can provide information to help individuals overcome crises, and developmental problems, or prevent problems. With this psychoeducation, it is hoped that it can provide knowledge and understanding to individuals, especially adolescents, in preventing sexual violence, both adolescents as perpetrators and adolescents as victims. In psychoeducation, it is explained that the sexual violence behavior of adolescents in many cases is influenced by cultural norms and customs, sexual orientation and social control issues such as adult age limits in the view of the law (Mubina, 2023).

Psychoeducation activities aim to recognize various types of sexual harassment classifications. There are 4 classifications of sexual harassment and violence including verbal, nonverbal, visual, and physical. And the categories of sexual harassment and violence include 5 categories, namely: (1) Gender Harassment is a category of harassment in general forms such as demeaning, insulting, bullying or cyberbullying, intimidation and physically harming; (2) Seductive Behavior is a category of harassment in general forms such as seducing, flirting, offending, demeaning, humiliation; (3) Sexual Bribery is a category of harassment in the world of work in the form of offering the lure of rank, salary, position, promising compensation, guaranteeing security to the victim, inviting outside of working or school hours with negative intentions, requirements and benefits beyond the limits of reasonable rules; (4) Sexual Coercion is a category of types of sexual harassment in the public environment and in the work environment such as: offering tasks and jobs using subtle methods followed by verbal and non-verbal rudeness to the victim in a coercive manner, disturbing the victim by finding mistakes and errors, showing emotional anger towards the victim and threatening and intimidating the victim; and (5) Sexual Assault is a category of sexual harassment in the form of physical violence in general including: sexual intimidation & threats followed by physical sexual contact (Myn, Helminasari and Arfan, 2024).

From psychoeducational activities, adolescents benefit from various information or knowledge about sexual violence and increase the understanding of activity participants related to what sexual violence is, causal factors, impacts, and strategies to avoid sexual violence. Psychoeducational activities can be carried out using the Student-Centered Learning (SCL) approach by providing opportunities for participants to actively express their opinions and experiences directly. To accommodate participants with various learning modalities, psychoeducation uses media support, such as PowerPoint, LCD Projector, and Video (Suhadianto and Ananta, 2023). Psychoeducation activities can also be carried out by distributing digital flyers that are distributed through WhatsApp and Instagram social media. In addition, psychoeducation activities can also be carried out by dissecting short films (Sari and Yuliono, 2023). The provision of psychoeducation can also be combined with the provision of other interventions such as providing coping skills and relaxation techniques. The provision of this relaxation technique is as new knowledge about how to prevent falling into free sex (Basaria and Setiawati, 2022). In addition, psychoeducation can be carried out using lecture techniques, interactive dialogues, Foucus Group Discussion techniques, and training (Safitri and Wicaksana, 2020).

The material presented in psychoeducation contains material on the understanding of sexual violence, the importance of sexual education, forms of sexual violence, types of sexual violence, the impact of sexual violence, and laws that regulate and protect victims of criminal acts in sexual violence (Sari and

## **The Importance Of Psychoeducation As An Effort To Prevent Sexual Violence In Adolescents**

Yuliono, 2023). Based on the intervention conducted by Basaria and Setiawati (2022), the materials presented include the definition of sexuality, an explanation of the anatomy of the body along with changes that occur in adolescence, types of sexually transmitted diseases, how to properly and correctly care for intimate organs, and how to prevent sexually transmitted diseases.

In the psychoeducation activity, the stages that will be carried out are: (1) Conduct a pretest to determine adolescents' understanding of materials related to sexual education; (2) Provide socialization about sexual education according to age level and understanding of forms of sexual violence; (3) Provide post-tests to measure adolescents' understanding after psychoeducation takes place; and (4) Understanding of sexual violence (Fridha and Haryanti, 2020). Therefore, the implementation of psychoeducation is important for adolescents to protect adolescents from sexual violence and have guidelines for living their sexual lives.

## **CONCLUSION**

Providing psychoeducation has proven to be important to prevent sexual violence, especially in adolescents. Psychoeducation activities can be carried out by using the Student-Centered Learning (SCL) approach, distributing digital flayers through WhatsApp and Instagram social media, dissecting short films, using lecture techniques, interactive dialogue, Focus Group Discussion techniques, and training. The material presented in psychoeducation contains material on the understanding of sexual violence, the importance of sexual education, forms of sexual violence, types of sexual violence, the impact of sexual violence, and laws that regulate and protect victims of criminal acts in sexual violence. With this psychoeducation activity, adolescents can understand what things they should be able to do so that they can avoid sexual violence, including the risks that will be accepted when they have sexual intercourse.

## REFERENCES

Basaria, D., Kelly, M. T., & Setiawati, P. M. (2022). Psikoedukasi Pendidikan Seksual Sebagai Bagian Dari Mengenali Seksualitas Secara Sehat Bagi Remaja. *Jurnal Bakti Masyarakat Indonesia*, 5(2), 284-292.

Fridha, M., & Haryanti, A. (2020). Comprehensive Sexuality Education sebagai Pencegahan Terhadap Kekerasan Seksual Pada Siswa-Siswi SMP 8 Surabaya. *Jurnal Penamas Adi Buana*, 4(1), 53-60.

Handayani, P. W. (2017). *Systematic Review dengan PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-analyses)*. Workshop Riset Sistem Informasi Fakultas Ilmu Komputer UI.

Kemdikbudristek. (2021) Kekerasan Seksual. <https://merdekaadarikekerasan.kemdikbud.go.id/ppks/kekerasan-seksual/> (diakses tanggal 31 Maret 2024).

Kemen-PPPA. (2024). *Kasus Kekerasan di Indonesia*. <https://kekerasan.kemenpppa.go.id/ringkasan> (diakses tanggal 31 Maret 2024).

Komnas Perempuan. (2023). *Kekerasan terhadap Perempuan di Ranah Publik dan Negara: Minimnya Pelindungan dan Pemulihannya*. CATAHU 2023. <https://komnasperempuan.go.id/download-file/949> (diakses tanggal 31 Maret 2024).

Komnas Perempuan. (2024). *Momentum Perubahan: Peluang Penguatan Sistem Penyikapan di Tengah Peningkatan Kompleksitas Kekerasan terhadap Perempuan*. <https://komnasperempuan.go.id/siaran-pers-detail/siaran-pers-komnas-perempuan-tentang-pelemparan-catatan-tahunan-kasus-kekerasan-terhadap-perempuan-tahun-2023> (diakses tanggal 31 Maret 2024).

Kurnia, I. P. S., Lisnawati, N. F., Veryudha, E. P., Nikmatul, K., Maidaliza, M., Desi, A., ... & Suminah, S. (2022). Kekerasan Seksual.

Lidiawati, K. R., Simanjuntak, E. J., & Dewi, W. P. (2020). Psikoedukasi Pendidikan Seksualitas: "Love, Sex And Dating" Pada Remaja. *Prosiding Konferensi Nasional Pengabdian Kepada Masyarakat Dan Corporate Social Responsibility (PKM-CSR)*, 3, 440-445.

Mubina, N. (2023). Psikoedukasi Mengenai Kekerasan Seksual Pada Warga Desa Rawasari. Cilebar, Kabupaten Karawang. *Prosiding Konferensi Nasional Penelitian Dan Pengabdian Universitas Buana Perjuangan Karawang*, 3(1), 1697-1705.

Myn, E. G., Helminasari, S., & Arfan, M. E. (2024). Psikoedukasi Pencegahan dan Penanganan Sexual Harassment pada Siswa Siswi SMA Negeri 1 Sanga- Sanga. *Jurnal Abdimas Mahakam*, 8(1), 168-177.

Pujianti. (2020). Pengaruh Psikoedukasi Terhadap Pengetahuan Dan Kecemasan Orang tua Tentang Oral Hygiene Pada Anak Dengan Leukimia Limfoblastik Akut di Rsud Dr. Soetomo Surabaya. Skripsi, Universitas Airlangga.

Sabrina, T. (2019). 15 Bentuk Kekerasan Seksual Sebuah Pengenalan.

Safitri, C. A., and Wicaksana, B. S. (2020). Psikoedukasi Perilaku Seksual Remaja. *Altruis Journal of Community Services*, 1(1), 57-70.

## The Importance Of Psychoeducation As An Effort To Prevent Sexual Violence In Adolescents

Sari, D., Rahmaniah, S. E., & Yuliono, A. (2023). Edukasi Dan Upaya Pencegahan Kekerasan Seksual Pada Remaja. *Jurnal Pemberdayaan Masyarakat (JP2M)*, 4(1), 48-59.

Siswanti, D. N., Sar, M. N., La Sunra, N. R., Achmas, F. M., & Ilmi, N. (2024). Psikoedukasi “Tubuhku, Milikku” Sebagai Upaya Pencegahan Pelecehan dan Kekerasan Seksual pada Anak Menggunakan Prinsip AJEL. *Jurnal Pendidikan Tambusai*, 8(1), 4896-4905.

Situmorang, D. A. (2024). *Fenomena Gunung Es: Kekerasan Seksual di Kalangan Remaja*. <https://fk.unair.ac.id/fenomena-gunung-es-kekerasan-seksual-di-kalangan-remaja/> (diakses tanggal 31 Maret 2024).

Suhadianto, S., & Ananta, A. (2023). Pencegahan Kekerasan Seksual pada Remaja di Sekolah Menengah Pertama melalui Pemberian Psikoedukasi. *Amalee: Indonesian Journal of Community Research and Engagement*, 4(1), 177-186.

Sulistiyowati, A., Matulessy, A., & Pratikto, H. (2018). Psikoedukasi seks untuk mencegah pelecehan seksual pada anak prasekolah. *Jurnal Ilmiah Psikologi Terapan*, 6(1), 17-27.

World Health Organization (WHO). (2013). *Global and Regional Estimates of Violence Against Women: Prevalence and Health Effects of Intimate Partner Violence and Non-Partner Sexual Violence*.



THE 2<sup>nd</sup> INTERNATIONAL CONFERENCE ON GUIDANCE AND COUNSELING  
“COUNSELING RESONANCES ON  
MENTAL HEALTH EMERGENCIES AND AWARENESS”

**PSYCHOEDUCATION TO IMPROVE ADOLESCENTS MENTAL HEALTH  
AWARENESS**

**Angela Amanda Berlian Hati<sup>1</sup>, Mirza Ghulam Abdullah<sup>2</sup>, Evi Winingsih<sup>3</sup>, Sherrin  
Nurlita Widya<sup>4</sup>**

<sup>1</sup>State University of Surabaya, Lidah Wetan, Sub-District Lakarsantri, Surabaya, Indonesia,  
[angela.21003@mhs.unesa.ac.id](mailto:angela.21003@mhs.unesa.ac.id)

<sup>2</sup>State University of Surabaya, Lidah Wetan, Sub-District Lakarsantri, Surabaya, Indonesia,  
[mirza.21031@mhs.unesa.ac.id](mailto:mirza.21031@mhs.unesa.ac.id)

<sup>3</sup>State University of Surabaya, Lidah Wetan, Sub-District Lakarsantri, Surabaya, Indonesia,  
[eviwiningsih@unesa.ac.id](mailto:eviwiningsih@unesa.ac.id)

<sup>4</sup>State University of Surabaya, Lidah Wetan, Sub-District Lakarsantri, Surabaya, Indonesia,  
[sherrinwidya@unesa.ac.id](mailto:sherrinwidya@unesa.ac.id)

**ABSTRACT**

*Mental health is the condition of an individual who has self-being seen from how he develops through all aspects of himself and is able to deal with the pressures of life in various situations. Based on the amount of data presented by WHO and various other sources, it shows that the mental health crisis is a serious problem and especially occurs in adolescence. Individuals who are experiencing mental health disorders need help from various parties. It is necessary to take preventive measures in order to reduce the number of individuals experiencing mental health disorders. The purpose of the discussion in this article is the implementation of a psychoeducation program as an effort to increase mental health awareness and prevention of mental health disorders in adolescents. The method used is Systematic Review by applying the PRISMA (Protocol Review Systematic and Meta-Analysis) model. The results are that prevention efforts can be carried out through psychoeducation programs with discussion 1) Psychoeducation on Mental Awareness for Adolescents in the Era of Society 5.0 2) Psychoeducation to Help Adolescents Recognize Themselves and Grow Up 3) Psychoeducation to Help Adolescents Have Knowledge about Prevention of Mental Health Disorders. It is hoped that the article can help various parties in dealing with the phenomenon of mental health disorders.*

Keywords: Psychoeducation, Awareness, Mental Health, Adolescent

## **INTRODUCTION**

According to the WHO (World Health Organization) globally, an estimated 1 in 7 (14%) adolescents aged 10-19 years experience mental health disorders (1), yet most remain unrecognized and untreated. From the data presented by WHO, it shows that the mental health crisis is a serious problem and especially occurs in adolescence. Many things cause or factor individuals to experience mental health disorders. Such as inadequate and fragile living environment, congenital chronic diseases owned by individuals, other causes of neurological conditions such as: pregnant teenagers, early or forced marriage, orphans and adolescents with ethnic or sexual minority backgrounds or other discriminated groups. In (Nurhaeni, Marisa and Oktiany, 2022) also presented data regarding adolescents who experience mental health disorders as follows: In adolescence (15-24 years) has a percentage of depression of 6.2%. Severe depression will experience a tendency to self-harm to suicide. As many as 80 - 90% of suicides are the result of depression and anxiety. Suicide cases in Indonesia can reach 10,000 or the equivalent of every one hour there is a suicide case. According to sociologists 4.2% of students in Indonesia have thought of suicide. Among students, 6.9% have suicidal intentions while another 3% have attempted suicide.

Mental health is a condition where individuals have well-being that can be seen from themselves who are able to realize their own potential, have the ability to cope with normal life pressures in various situations in life, are able to work productively and produce, and are able to contribute to their community (Gunatirin, 2018). In the book "Mental Health" by Fakhriyani (2019), it is explained that mental health is a person's condition that allows the development of all aspects of development, both physical, intellectual and emotional, which is optimal and in harmony with the development of others, so that further able to interact with the surrounding environment. According to Noach, Y. M. C., Tandjung, F. L., Puay, J., Funay, T., & Saefatu, D. (2023) it is also discussed that mental health is a condition in which humans can grow and develop mentally, physically, spiritually and socially so that they will realize their potential to overcome demands in carrying out tasks productively and dedicating themselves to their community. Thus, it can be concluded that mental health is a condition of individuals who have self-wellbeing seen from how they develop through all aspects of themselves and are able to deal with the pressures of life in various situations.

Individuals who experience mental health disorders certainly have a lot of confusion and tend to face their problems independently. That way, individuals who are experiencing mental health disorders need help from various parties. Starting from the closest environment that can be a friend or a figure who accompanies and accompanies individuals in their worst times. To professional assistance in helping to alleviate mental health disorders.

Based on the description described above, the author considers it necessary to take preventive measures in order to reduce the number of individuals experiencing mental health disorders. Especially at the adolescent level or age, there needs to be interest and awareness of the importance of self-care, especially in mental health. It is hoped that from prevention efforts, more and more individuals will realize the importance of paying attention to mental health and trying to take care of themselves. So that the number of individuals experiencing mental health disorders will also decrease. Prevention can be done through various ways and efforts. One of them is through education on the importance of mental health awareness. When there is already awareness in the self, then each individual should have the

willingness and desire to maintain and care for themselves so that they can survive in facing the situations and conditions in which they are.

## **METHODOLOGY**

In research using the Systematic Literature Review method. In (Wahyudin & Rahayu, 2020) Systematic review is a term used to refer to a particular research or research methodology, the development of which is carried out to collect and evaluate research related to the focus of a particular topic. The method in this systematic literature review can be carried out systematically but still follows existing protocols, namely the subjectivity of a study (According to R. D Ayu & R. M. Aspiradi (2021) in Arief & Sugiarti (2022). The process of collecting data by analyzing the essence of each discussion point from several valid scientific sources. The analysis was carried out using the PRISMA (Protocol Review Systematic and MetaAnalysis) model. In Al Yasin, Anjani, Salsabil, Rahmayanti & Amalia (2022) the PRISMA systematic review method consists of 1) identification, 2) screening, 3) inclusion and 4) eligibility of articles found and will then be analyzed.

Several articles that have been obtained are selected based on the publication time with a span of the last 5 years (2020-2024) published in Indonesian and English. In searching and analyzing article sources used not only national articles, but also using several international research articles with the language used is English.

The database used to search for sources of scientific articles is Google Scholar with searches based on keywords that have been determined by the author. The keywords used are 1) Psychoeducation, 2) Awareness, 3) Mental Health, 4) Adolescent. Through the keywords that have been set, searching for relevant scientific articles can help the author to discuss further about the topic at hand. After searching and analyzing the articles, the author categorized several appropriate topics, which include: 1) Psychoeducation on Mental Awareness for Teenagers in the Era of Society 5.0 2) Psychoeducation to Prevent Mental Disorders for Adolescents 3) Psychoeducation for Self-Care of Mental Health Disorders. Presentation of results and discussion will be explained in descriptive narrative form. Conclusions regarding the discussion will be drawn after the data is obtained.

## **RESULT AND DISCUSSION**

A search of the literature relevant to the discussion yielded 806 articles. After further analysis and review, 3 articles were found to be suitable and relevant to the criteria and were selected for full-text review.

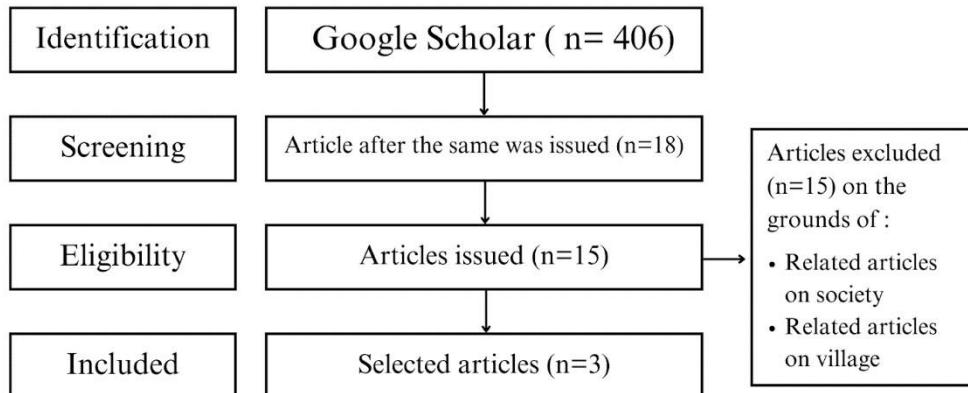


Figure 1. Flowchart and Article Selection

Table 1. Explanation of Psychoeducation to Increase Adolescent Mental Health Awareness

Author and Year	Conclusion
Noach, Y. M. C., Tandjung, F. L., Puay, J., Funay, T., & Saefatu, D. (2023)	Application of Psychoeducation targeting adolescents through several topics of discussion: Psychoeducation on Mental Health Awareness for Teenagers in Era 5.0, Mental Health Awareness for Teenagers, Mental Health Awareness: Make Yourself Priority, Wise Social Media proved to have a positive contribution to increasing understanding of mental health awareness for GMIT Youth of Sion and Betani Camplong Congregations. In addition, the application of psychoeducation that was carried out increased the empathy of adolescents in the GMIT Sion and Betani Camplong congregations.
Safarina, N. A., Safuan, S., Dewi, R., & Zahara, C. I. (2022).	The application of psychoeducation to individuals in the Miftahul Jannah Islamic Education Foundation Orphanage, Tambon Tunong Village, Dewantara District, North Aceh Regency regarding increasing understanding of writing techniques can be an emotional catharsis effort related to preventing mental health disorders. Through writing can also improve one's attitude and behavior, improve social relationships, and increase creativity, memory and motivation. It was explained that when individuals choose to write by pouring what is written in the brain onto paper or books, then it will certainly provide many benefits for themselves.
Mengga, R. C., Ria, N., Mengga, M. J., & Hermanto, Y. P. (2024)	The application of psychoeducation regarding recognition of self-emotion, the process of emotion in oneself, emotion management is one of the preventive efforts in the existence of mental health disorders. Where emotion management is the right effort that can be done in order for individuals to face situations. Through psychoeducation on emotional management material, there is an increased understanding of individual resilience efforts.

#### **Psychoeducation on Mental Awareness for Teenagers in the Era of Society 5.0**

The development of the times at this time is followed by the advancement of existing technology. Through these many developments, of course, it is necessary to be wiser in the process of utilizing and using. The utilization of technological advances is important to support humans in all areas of life. Technological advances can also be utilized as a means of assisting existing knowledge and media to support the implementation of psychoeducation. In Noach, Y. M. C., Tandjung, F. L., Puay, J., Funay, T., & Saefatu, D. (2023) it is discussed that the presence of society 5.0 has benefits for building life, but

## **Psychoeducation To Improve Adolescents Mental Health Awareness**

also has negative effects that can threaten an increasingly competitive world. Thus, the use of technology in the era of society 5.0 can also have an impact that refers to negative things and threatens the world. Keep in mind, the situation where currently in the era of society 5.0 has begun to penetrate or can enter into various fields of life such as: education, social and economic. Existing misutilization does not help humans in knowing the understanding of mental awareness, but instead can cause serious mental health diseases or disorders. Among them are: Anxiety and Depression, Loneliness, Academic and Achievement Stress, Eating Disorders, Identity and Gender Changes, Addiction, Helplessness and Low Self-Esteem. Misuse or unwise use can also not directly experience mental health diseases, but can also have an impact on human life such as: Decreased quality of life, Decreased health risks, Decreased productivity, Increased risk of risky behaviors and Impact on social relationships. These impacts are very influential and can hinder adolescents in carrying out daily activities or activities in their lives. The existence of technology can help individuals, especially adolescents, in various efforts to recognize themselves, expand knowledge about mental health.

Wisely, individuals, especially adolescents who are able to make good use of the existence of technology can feel a myriad of benefits. This of course also supports the existence of Psychoeducation as the right means and forum in providing knowledge to many people about preventive or preventive efforts, especially in the field of mental health. Psychoeducation exists in the world of education to help students in recognizing themselves and knowledge in the field of psychology and help provide understanding in their own growth. With the world becoming more advanced, there will be continuous differences between individuals and generations. This is also related to the provision of materials and media used in the application of Psychoeducation. The materials and media applied in psychoeducation should always evolve along with the world's progress so that students can be comfortable and interested in the discussion in psychoeducation itself.

### **Psychoeducation to Help Teens Recognize Themselves and Grow Up**

According to Haidar, G., & Apsari, N. C. (2020) Adolescence is a period of turmoil due to rapid growth and development such as emotional and intellectual changes from concrete to abstract causes. It is also called an unstable period because individuals are no longer children and cannot be called adults where individuals will experience a process of self-discovery by trying new things including risky behavior. This condition makes teenagers look for information from various sources, supported by the ease of accessing everything they want. That way, adolescence is a transitional period experienced by individuals in experiencing growth. A period where individuals move from childhood to adulthood. Of course, adolescence plays a big role in the majority of an individual's life, because in undergoing adolescence individuals will also determine how the individual will become an individual in the future. There will be a lot of confusion and anxiety experienced by adolescents in undergoing their own adolescence. Through these problems, assistance to adolescents is very necessary in order to guide and provide the right direction for individuals in recognizing themselves and their growth and development. During this time, the majority of adolescents will rebel against parents or some people who are considered to hinder themselves in carrying out existing activities and activities, this is because the portion of parents or other people in providing understanding as well as assistance is still largely inappropriate and even

wrong. Excessive education will also make teenagers think that they are restrained and not free to explore themselves while undergoing adolescence. Adolescents no longer have to be educated in the past or the same way as when they were children, but how adolescents are given assistance in exploring themselves without having to have restrictions that seem restrictive. In particular, how adolescents are assisted in the stage of recognizing themselves and how they are in undergoing their growth.

Self-recognition is the right effort and provision for adolescents when starting their adventure in exploring the world and their lives. By knowing themselves, teenagers can easily determine and choose what decisions are right for them. Teenagers will know where they will go and act in facing situations and circumstances. Self-recognition is not only limited to individuals in knowing the characteristics or uniqueness within themselves, but also how their efforts in developing and continuing to realize the best potential and abilities within themselves. This is of course also relevant to efforts in understanding knowledge of their growth and development. Through an understanding of growth and development, individuals will adjust the stages or phases experienced with the reality conditions that occur. With the harmony between knowledge of growth and development and self-conditions, individuals develop in a balanced manner and according to the existing stages. The absence of harmony between these two things can make individuals "precocious" where the condition of individuals who behave, act and behave earlier than their age. All of these things are done simultaneously, both self-recognition and understanding of growth and development so that individuals will be more optimal in undergoing adolescence. Not to forget, assistance is still needed when adolescents carry out this. One of the assistance that can be done is through the Psychoeducation Program.

Psychoeducation programs exist as a form of providing assistance and support to learners in dealing with the developmental process in order to achieve optimality. Psychoeducation also aims to assist individuals in developing aspects of life both personally and socially. The implementation of psychoeducation is of course also tailored to the needs based on the results of the assessment of the problems needed by students. Therefore, the organization of psychoeducation can include various topics that support the growth and development of students. One topic or material that is seriously discussed is how psychoeducation programs can help individuals recognize themselves. In practice, this topic is commonly referred to as "Self-Development". Self-development is a way to realize one's best potential and abilities through self-development efforts (Haidar, G., & Apsari, N. C. (2020). Explained by (Harum, Aulia & Anas 2023) that self-development is a concrete form of self-actualization where individuals try to achieve the best version of themselves by utilizing their potential. In research conducted by Haidar & Apsari in 2020, it was proven that organizing psychoeducation with the material "Self-Development" was effective in helping the process of adolescents finding their identity. In addition, there is also an increase in students' understanding of themselves. Many understandings can be taken from the implementation of psychoeducation with "Self Development" material such as: recognizing yourself, knowing what your strengths and weaknesses are, and knowing about the use of your strengths and weaknesses as selfcompetence. In an effort to know oneself, many aspects can also be included in the process of recognizing oneself. One of them is about understanding emotions within oneself.

The implementation of psychoeducation focuses on how individuals recognize themselves and develop themselves according to their age and stage of development. Self-recognition can also be through

## **Psychoeducation To Improve Adolescents Mental Health Awareness**

how individuals understand their emotional states. Through research conducted (Mengga, R. C., Ria, N., Mengga, M. J., & Hermanto, Y. P., 2024), a psychoeducation program was conducted by discussing emotional understanding with the aim of increasing social awareness to Church youth. Through this research, psychoeducation is carried out with stages such as: an explanation of the two types of emotions, the process of emotion, how individuals can recognize feelings and understand everyone can regulate emotions and finally, how individuals can manage their emotions. In the first discussion, it is explained how emotions are divided into two types, namely positive emotions and negative emotions. This understanding is done with the aim that individuals can distinguish which emotions arise when individuals respond and act in all situations, so that it relates to how individuals regulate emotions and self-control. The existence of a discussion about emotional management in oneself is certainly a very interesting and useful topic or material because individuals, especially in adolescence, will tend to experience a lot of anxiety and are followed by self-owned rebellion. The existing rebellion is also triggered by one of the existing emotions, so it is very important for each individual to have strong and resilient emotional control and selfcontrol.

### **Psychoeducation to Help Adolescents Have Knowledge about Preventing Mental Health Disorders**

Effective learning is that is balanced between the provision of theory and direct practice. Supported by the existence of various types of individual learning methods, one of which is more effective through practice so that what is discussed can be digested and can be understood by oneself. This of course also applies to the implementation of psychoeducation. Psychoeducation focuses on providing assistance to individuals or groups in an effort to understand the psychological self. Relevant to assistance efforts, especially for adolescents in having knowledge about preventing mental health disorders. In Safarina, N. A., Safuan, S., Dewi, R., & Zahara, C. I. (2022) explained that every individual must want to maintain their mental health to stay healthy and good. This can be realized through various existing prevention efforts. One of them is through self-care. The self-care in question does not refer to physical or visual beauty so that it has an impact on how the self is seen by others. Rather, psychological self-care with the aim of personal self can always be stable and survive in the face of various situations and conditions. This discussion can also be called the resilience of the self that individuals have. Resilience is the resilience that a person has in facing various tough situations in his life (Amelia, S., Asni, E., & Chairilsyah, D. (2014). Not only in facing tough situations in daily life, individuals can also face tough situations in the world of education. This phenomenon is known as academic resilience. Discussed about academic resilience is a person's resilience in facing various academic tasks in an educational environment. According to Sholichah, I. F., Paulana, A. N., & Fitriya, P. (2019) students who have high self-esteem are likely to have high academic resilience as well or it can be said that the two things are interconnected. Some treatments that are carried out are proven to be effective in helping individuals in efforts to both emotional catharsis and psychological health.

Self-care is defined as a practice or activity that a person does to care for and pay attention to the physical, emotional, mental and spiritual needs of each individual. Self-care is carried out with the aim of maintaining individual psychological balance and well-being. The act of self-care involves taking time to prioritize oneself, regarding personal boundaries and taking actions that support health and

happiness. Selfcare is often misinterpreted in several ways such as: Self-care as a form of self-centeredness, self-care is about having fun, self-care is about luxury or expensive things, self-care is about avoiding responsibility and so on. Forms that can be said to be self-care are grouped into: physical actions, mental actions, social actions and emotional actions. In physical actions, self-care is carried out through activities: Regular exercise, healthy diet and adequate sleep. Through mental actions with activities: maintaining positive thoughts, practicing stress management skills and learning new things. Social actions that reflect self-care: maintaining healthy relationships and setting interpersonal boundaries with others. And the last is through emotional actions that can be done by: Providing time for rest and relaxation, limiting exposure to stress and expressing oneself. In the activity of expressing oneself can be done in many ways as well, the activities carried out can be adjusted to the preferences of each individual. These include: painting, playing music, knitting, singing and writing. Writing activities can be one of the manifestations of self-care and this has proven effective as evidenced by research conducted by Safarina, N. A., Safuan, S., Dewi, R., & Zahara, C. I. in 2022.

Writing can be one of the right efforts in expressing oneself or also for emotional catharsis. It is explained that writing is an act of catharsis, namely behavior where individuals can express and vent the emotions we feel freely so that thoughts and feelings become comfortable (Abbas, 2020). In research (Safarina et al, 2022) it is explained that the dedication is carried out as a form of assistance in channeling the ideas, feelings and hopes of the target subject into a medium that is old and makes him feel safe, helps the subject respond according to the stimulus so that the subject does not waste time and energy emphasizing his feelings, then helps the subject reduce the pressure felt so that it can help achieve optimal mental health. The psychoeducation program aims to help individuals reduce the pressure or stress they feel. Through expressive writing, it can have a positive impact on individuals who do it. Writing is an activity to explore and express oneself, writing has its own power that can allow individuals involved to develop a higher awareness of an unpleasant event. It can be concluded that writing is also a form of manifestation of efforts to prevent mental health disorders in individuals.

## **CONCLUSION**

Mental health is a condition of an individual who has self-being seen from how he develops through all aspects of himself and is able to deal with life pressures in various situations. Individuals who experience mental health disorders certainly have a lot of confusion and tend to face their problems independently. That way, individuals who are experiencing mental health disorders need help from various parties. Psychoeducation is one of the strategies that can be applied to prevent mental health disorders and provide an understanding of mental health awareness in adolescents. Through the organization of psychoeducation by discussing: 1) Psychoeducation on Mental Awareness for Adolescents in the Era of Society 5.0 2) Psychoeducation to Help Adolescents Recognize Themselves and Grow 3) Psychoeducation to Help Adolescents Have Knowledge About Prevention of Mental Health Disorders, is expected to be the right assistance in providing understanding to adolescents in order to prevent mental health disorders. The author's suggestion for future researchers is that it is hoped that the writing of this scientific article can be an inspiration and reference in conducting further research with relevant discussions, then suggestions for Counseling Guidance Teachers are that it is hoped that the

presentation of discussion material regarding the implementation of psychoeducation programs can be an inspiration and source of literature for the implementation of psychoeducation programs.

**REFERENCES**

Abbas, E.W. (2020). Ersis Writing Theory : Cara Mudah Menulis. Universitas Lambung: Prodi Studi Pendidikan IPS.

Al Yasin, R., Anjani, R. R. K. A., Salsabil, S., Rahmayanti, T., & Amalia, R. (2022). Pengaruh sosial media terhadap kesehatan mental dan fisik remaja: a systematic review. *Jurnal Kesehatan Tambusai*, 3(2), 83-90.

Amelia, S., Asni, E., & Chairilsyah, D. (2014). *Gambaran ketangguhan diri (resiliensi) pada mahasiswa tahun pertama fakultas kedokteran universitas riau* (Doctoral dissertation, Riau University).

Arief, S. F., & Sugiarti, Y. (2022). Literature Review: Analisis Metode Perancangan Sistem Informasi Akademik Berbasis Web. *Jurnal Ilmiah Ilmu Komputer Fakultas Ilmu Komputer Universitas Al Asyariah Mandar*, 8(2), 87-93.

Fakhriyani, D. V. (2019). Kesehatan mental. *Pamekasan: duta media publishing*, 11-13.

Gunatirin, E. Y. (2018). Kesehatan mental anak dan remaja.

Haidar, G., & Apsari, N. C. (2020). Pornografi pada kalangan remaja. *Prosiding Penelitian Dan Pengabdian Kepada Masyarakat*, 7(1), 136.

Magfirah, S. A., Qarimah, A., & Khaerunnisa, P. (2023). Psikoedukasi Self Development Pada Siswa SMA Negeri 15 Bulukumba. *PESHUM: Jurnal Pendidikan, Sosial dan Humaniora*, 2(6), 10111021.

Mengga, R. C., Ria, N., Mengga, M. J., & Hermanto, Y. P. (2024). Psikoedukasi Emosi dalam Meningkatkan Social Awareness Pemuda Remaja Gereja di Era VUCA. *Real Coster: Jurnal Pengabdian kepada Masyarakat*, 7(1), 45-61.

Noach, Y. M. C., Tandjung, F. L., Puay, J., Funay, T., & Saefatu, D. (2023). Psikoedukasi dalam Upaya Nurhaeni, A., Marisa, D. E., & Oktiany, T. (2022). Peningkatan pengetahuan tentang gangguan kesehatan mental pada remaja. *Jurnal Pengabdian Masyarakat Kesehatan*, 1(01).

Peningkatan Kesehatan Mental Awareness Remaja Era Society 5.0 di Jemaat GMIT Sion dan Betania Camplong, Klasis Fatuleu Barat. *I-Com: Indonesian Community Journal*, 3(4), 22062216.

Safarina, N. A., Safuwan, S., Dewi, R., & Zahara, C. I. (2022). Psikoedukasi writing for happiness “menulis ekspresif untuk mencapai kesehatan mental yang optimal”. *Jurnal Pendidikan dan Pengabdian Masyarakat*, 5(3), 215-219.

Sholichah, I. F., Paulana, A. N., & Fitriya, P. (2019, July). Self-esteem dan resiliensi akademik mahasiswa. In *Proceeding National Conference Psikologi UMG 2018* (Vol. 1, No. 1, pp. 191197).

Wahyudin, Y., & Rahayu, D. N. (2020). Analisis metode pengembangan sistem informasi berbasis website: a literature review. *Jurnal Interkom: Jurnal Publikasi Ilmiah Bidang Teknologi Informasi Dan Komunikasi*, 15(3), 119-133.



**THE 2<sup>nd</sup> INTERNATIONAL CONFERENCE ON GUIDANCE AND COUNSELING**  
**“COUNSELING RESONANCES ON**  
**MENTAL HEALTH EMERGENCIES AND AWARENESS”**

**PSYCHOEDUCATION TO IMPROVE MENTAL HEALTH: SYSTEMATIC  
LITERATURE REVIEW**

**Zulfa Huwaiddah Wadlhah<sup>1</sup>, Adelia Kusuma Sriandi<sup>2</sup>, Elisabeth Christina<sup>3</sup>**

<sup>1</sup>State University of Surabaya, Lidah Wetan, Sub-District Lakarsantri, Surabaya, Indonesia,  
[zulfa.21009@mhs.unesa.ac.id](mailto:zulfa.21009@mhs.unesa.ac.id)

<sup>2</sup>State University of Surabaya, Lidah Wetan, Sub-District Lakarsantri, Surabaya, Indonesia,  
[adelia.21020@mhs.unesa.ac.id](mailto:adelia.21020@mhs.unesa.ac.id)

<sup>3</sup>State University of Surabaya, Lidah Wetan, Sub-District Lakarsantri, Surabaya, Indonesia,  
[elisabethchristiana@unesa.ac.id](mailto:elisabethchristiana@unesa.ac.id)

**ABSTRACT**

*Psychoeducation is special education designed as a preventive measure and directed at clients and their families to help prevent relapse. Currently, many cases show an increase in mental health disorders from various ages and groups. In this regard, clients who experience mental health disorders experience difficulties in dealing with stress, an inability to adapt, how to relate to other people, and relating to decision making. This case was motivated by the lack of psychoeducation provided by professional staff to the public regarding the importance of maintaining mental health, resulting in an increase in the number of cases of mental health disorders. The Systematic Review Evaluation will use the PRISMA checklist to determine the selection of studies that have been found. The databases used in this research, namely Google Scholar and ResearchGate, are limited to publications in the last 5 years from 2020 to 2024, interventions regarding psychoeducation to improve mental health. This systematic review used 10 articles that met the inclusion criteria. The results of providing psychoeducation have proven to be important in improving mental health. Psychoeducational activities can be carried out using quantitative, qualitative approaches, and untreated control group design with pretest and posttest samples. With primary data collection methods (interviews, Google form distribution, lectures, e-learning zoom, questionnaires, observations) experimental, experiential, and ANOVA (analysis of variance). The conclusion of this research is that psychoeducation can increase understanding of the importance of maintaining mental health in individuals.*

Keywords: Psychoeducation, mental health, mental disorders

### **INTRODUCTION**

People who experience frequent trauma may also need psychoeducation that addresses their current needs for safety and self-care. It is possible to provide clients with information about how past violence increases the likelihood of being victimized again and the importance of safety planning in the context of trauma rehabilitation. Additionally, clients should be taught alternative coping mechanisms and self-monitoring techniques to deal with high-risk behaviors such as drug addiction, eating disorders, and self-mutilation. Before engaging in more intense trauma treatment, it is important to build stability in the client's life by increasing awareness of how trauma reminders can trigger self-destructive behavior and practicing the use of adaptive coping techniques. Mental disorders are becoming more common and complex in almost all age groups. The World Health Organization (2017) provides statistical data showing that more than 450 million people worldwide suffer from mental illness, including schizophrenia. Meanwhile, mental disorders are the main cause of death in Indonesia according to (IHME, 2017). Psychological intervention is very important during the maintenance period. Additionally, the content and delivery of psychological therapy has a significant impact on its effectiveness. These interventions can be broken down into simple and advanced therapies. Simple therapy does not require a highly developed theoretical foundation, complex training, or a highly experienced therapist. Instead, they target very precise and limited therapeutic goals and are easy to apply in clinical situations. On the other hand, complex therapies usually require advanced training, have a strong theoretical basis, and have their own model of understanding the condition that needs to be treated .

People of all ages may suffer from mental disorders. According to (RISKESDAS, 2018), many mental illnesses, including eating disorders, bipolar disorder, schizophrenia, anxiety, depression, behavioral problems, autism and intellectual disabilities, affect Indonesian society. Mental disorders must be understood, just like physical illnesses. In Indonesia, people with mental disorders are often treated badly and labeled as "crazy" or "mentally disturbed". Nicknames and titles given socially can cause people with mental disorders to feel guilty, hopeless, and even unwilling to ask for and receive help. Increasing stigma in society may have a negative impact and make things worse for individuals who are given that label. According to (Girma et al., 2013), people who experience social stigmatization have difficulty interacting with others and, in the worst situations, may even consider suicide as a result.

Mental health is not a single event. Total health is defined as the absence of disease, an organism in a state that allows it to fulfill all its activities, or a state of balance within oneself as well as between oneself and one's external physical and social environment. This is an important part of overall health. Any of these three criteria may be used, depending on how effectively the basic health conditions are met. These essentials include things like food, shelter, safety, protection, community, social support, and escape from suffering, unnecessary stress, the environment, and all forms of exploitation. A person's mental health is determined by their ideas and sentiments about life and themselves, which in turn influences how they respond to and manage adversity. A person's ability to function, take advantage of opportunities, and interact fully with family, friends, and coworkers is thought to be affected by their mental health. Because they influence each other directly and indirectly, physical and mental health are closely linked. There are several studies that are relevant to this research, including research according to (Sumi Lestari and Martomo Wahyudianto, 2022) with the title "Psychoeducation on Mental Health Literacy: Strategies for Maintaining Mental Health in Tourism Villages" and according to (Vania et al., 2023) with the title "Mental Health Alert Village: Psychoeducation on the Importance of Mental Health for Banyubiru Village Community", from the research the focus

## **Psychoeducation To Improve Mental Health: Systematic Literature Review**

is to provide support and positive contributions regarding psychoeducation with the aim of providing knowledge about maintaining and maintaining the stability of mental and physical health. Apart from that, the two studies also stated that they would continue to provide literacy and maintain and improve people's mental health by providing psychoeducation and free consultation facilities.

In addition, these stigmas are the result of society's discrimination against individuals suffering from mental illness. Individuals who frequently stigmatize others who suffer from mental illness often take actions that make their situation worse. Everyone should have knowledge about mental health. Increasing knowledge can be done through psychological intervention. Psychoeducation is a method of psychological intervention that can be used with everyone. Because psychoeducation tries to improve mental health and reduce the risk of mental disorders in humans, psychoeducation is a more suitable type of psychoeducational intervention. It is also an effort to implement coping mechanisms to stop problems developing in people who are vulnerable to mental health conditions. This intervention is needed to provide alternative coping mechanisms needed to deal with problems that pose a risk to their mental health. According to data from the Center for Reproductive Health (2022, et al ), anxiety is the most common mental health problem among teenagers in Indonesia, namely 26.7% of all mental health problems in teenagers aged 10 to 17 years. However, compared to male adolescents (4.0%), female adolescents (6.7%) showed higher levels of depression. Meanwhile, Populix Survey findings (2022) show that up to 52% of Indonesians aged between 18 and 24 years believe that they have mental health problems. A number of mental health symptoms were also reported by survey participants, including mood swings (26%), adjustments in sleep patterns and eating habits (19%), extreme fear or worry (18%), extreme fatigue (10%), and feeling confused. , forgetful, grumpy (8%).

Based on clinical research, psychoeducation is a teaching method that provides families with mental illness with the information and skills they need to work together with mental health professionals to create a comprehensive clinical treatment plan. Psychoeducation has been shown to benefit people with schizophrenia and other severe mental illnesses and behavioral problems. With an emphasis on social and professional functioning, psychoeducation seeks to ensure that patients with serious mental disorders take their medications as prescribed, prevent the return of their condition, and facilitate their reintegration into society. (Prashant Srivastava and Rishi Panday, 2016). Teenagers and young people often experience mental disorders which are often associated with stigma and bullying. By prioritizing healthy behavior and cultivating a good attitude towards mental disorders, you can play an important role in preventing mental disorders. Providing mental health promotion programs in schools can provide great benefits. Additional psychoeducation can benefit patients with mental disorders in several ways, including improving treatment compliance—which remains one of the most important factors determining the course of the disease—helping better stabilize symptoms, preventing relapse, reducing inter-episode symptoms by improving the patient's condition. stress management skills, and, finally, assisting in the patient's rehabilitation to the highest possible level of functioning. Psychoeducation aids in improving compliance with long-term treatment regimens frequently prescribed for mental health conditions.

According to (Covarrubias and Han, 2011), there are other consequences such as not seeking treatment, lower quality of life, fewer job opportunities, lower chances of getting accommodation, lower standards of health services, and lower levels of self-esteem. . - pride. This is all due to the stigmatization of mental disorders. Whether their condition falls into the category of severe or even moderate mental disorders, almost all victims have experienced stigma. Low knowledge about mental health problems contributes to the negative stigma associated with mental disorders. It is important to compare the defining characteristics of psychoeducation and health education to determine

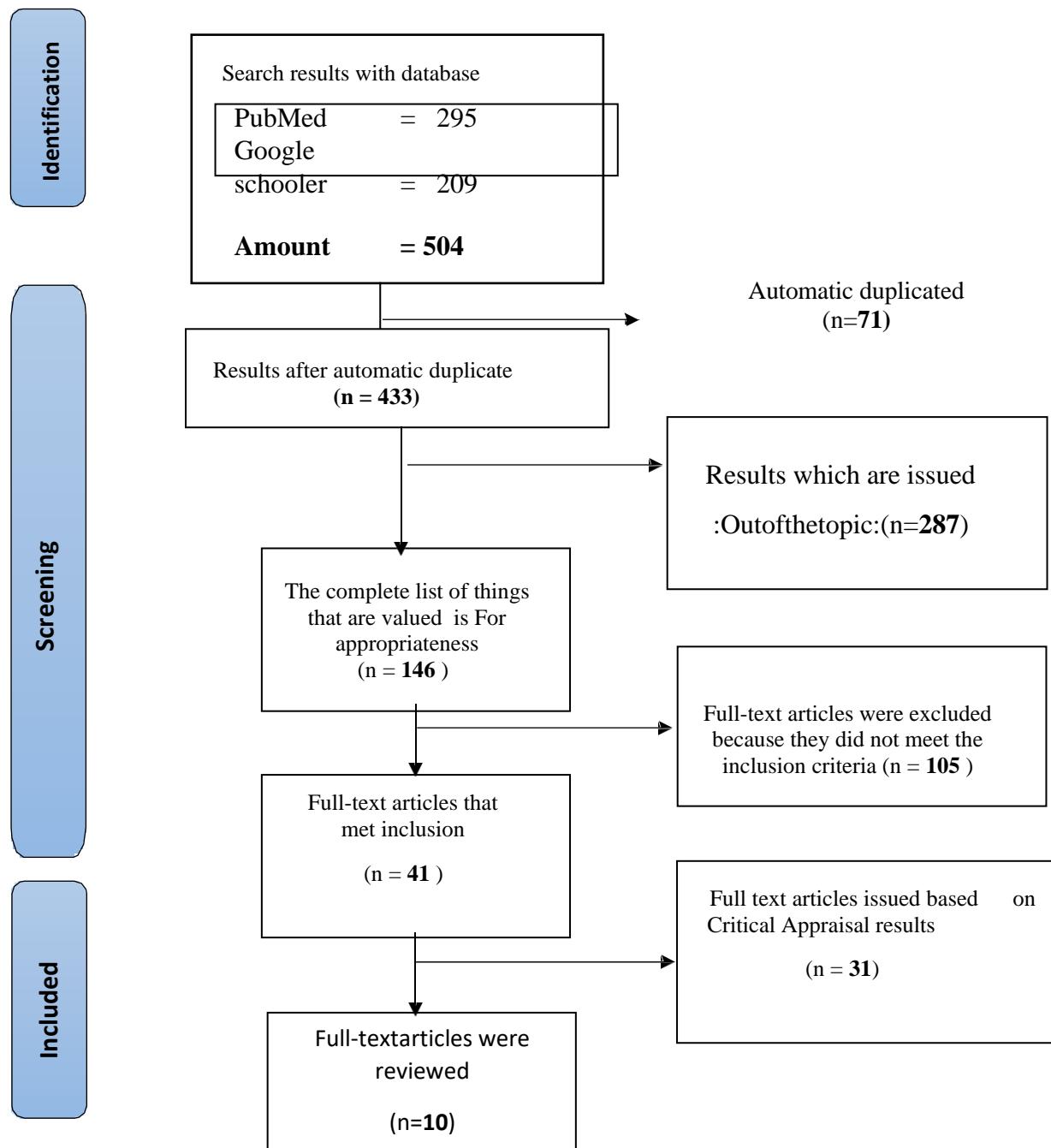
## **Psychoeducation To Improve Mental Health: Systematic Literature Review**

whether psychoeducation should be included as part of health education or not. Health education is described as “a combination of learning experiences designed to facilitate behavioral adaptations conducive to health.” There are reasonable arguments for why psychoeducation meets all the requirements in this definition and more. The three main components of this standard definition are health-promoting behavior, voluntary adaptation, and learning experiences. All three components can be found in psychoeducation. Learning the physiological basis of psychological phenomena, such as mood instability, flashbacks, memory problems, and depression, helps people who suffer from persistent symptoms due to exposure to more severe and prolonged trauma to view these as symptoms, not personal shortcomings. This makes survivors feel less crazy and more compassionate towards themselves when they realize that symptoms such as dissociation or anger developed as an adaptive response in an abusive relationship environment.

### **METHOD**

This research is a systematic review that locates, evaluates and discusses each research finding related to a particular problem. Researchers conducted a general search of journals related to psychoeducation to improve mental health, filtered the results, and selected those that were suitable for study using PRISMA. PRISMA is a tool and guide used to assess a systematic review and/or meta analysis . PRISMA helps writers and researchers in compiling quality systematic reviews and meta-analyses. Utilize and repeat the filtering process to find appropriate journals for the variables discussed. Mental health, psychoeducation, and mental disorders are the three main keywords in this literature survey.

RESULT AND DISCUSSION



Picture 1: PRISMA Flow Diagram

## Psychoeducation To Improve Mental Health: Systematic Literature Review

The initial literature search yielded 504 articles, of which 295 were obtained from PubMed and 209 from Google Scholar. After reviewing the abstracts for relevance and suitability to the inclusion criteria, 10 articles were selected for full-text review.

Title	Writer	Research Purpose	Types Of Research	Research Methods	Research Results
Mental Health Psychoeducation for Tjut Nyak Dhien University Psychoeducation Students	Cut Rafyqa Fadhilah, Indah Sari Liza Lubis, Reny Khaerany Nisfiary, Syiva Fitria, Cut Sarah	Can contribute to society, especially students, regarding the importance of mental health and reducing the number of mental health problems and disorders experienced by Indonesian society, especially the city of Medan	Quantitative	Experiential Method	The results of Mental Health Psychoeducation Activities for Psychology Students at Tjut Nyak Dhien University, it was found that 37 out of 40 Psychology Student Participants gained knowledge and information about Mental Health, and were able to change negative stigma into healthier behavior for themselves and others.
Effectiveness of Online Psychoeducation to Improve Mental Health Literacy	Eka Sufartianingsih Jafar and Rezki Wahyuni Nr	Understanding how the effectiveness of implementing online psychoeducation can increase literacy regarding mental health.	Quantitative	Experimetal Method	The Wilcoxon test output was used to do the analysis with the aid of the IBM SPSS version 21 application. According to the spss results above, there is a significant difference between the pre- and post- tests, as indicated by the asymptotic significance level (2-tailed) of 0.000 <0.05. This demonstrates that each variable's treatment varies due to a significant/meaningful influence.
Mental Health Socialization and Psychoeducation in Surabaya City Communities	Novensia Wongpy and Stefani Virlia	To increase public knowledge regarding mental health in order to reduce negative stigma, increase positive attitudes towards mental health and have awareness of the importance of maintaining a healthy mentality.	Quantitative	Primary data collection (Google form)	From the results of the evaluation of participants' life satisfaction and emotions, it can be seen that providing interventions in the form of mental health psychoeducation and meditation is quite effective in improving participants' mental health conditions. This can be seen from an increase in the

## Psychoeducation To Improve Mental Health: Systematic Literature Review

					quality of life satisfaction as well as an increase in positive emotions felt by participants
School-Based Psychoeducation to Improve Teacher Mental Health Literacy in the Prevention of Adolescent Mental Health	Wahyih Sholeha Erdah, Zidni Nuris Yuhbaba and M. Elyas Arif Budiman.	Train teachers' abilities to recognize and understand mental health problems in their students and be able to provide Appropriate solutions if there are students who have mental health problems.	Quantitative	Primary data collection (lecture method)	The results showed an increase in the average mental health literacy score for teachers before and after being given psychoeducation from 68 points to 81 points.
Psychoeducation to Improve Mental Health Literacy in Teachers and Students at Junior High School "A" Yogyakarta	Erlina Listyanti Widuri and Baiq Fira Dwiyani	Improving mental health and as a preventive measure to reduce the risk of mental disorders in individuals.	Posttest samples and untreated control group design with pretest	Interviews regarding knowledge assessments on mental health and the stigma associated with it.	The research results showed that there were differences in pretest and posttest scores regarding mental health knowledge and Negative stigma after providing psychoeducation to students and teachers at SMPN "A" Yogyakarta. This can be seen from the results of the analysis using the <i>Wilcoxon Signed Rank Test</i> which produces a Z of (- 6.970) with p=(0.000).
Mental Health Psychoeducation for Adolescents Through Social Media	Mulia Marita Lasutri Tama and Marisa Anggraeni	Teenagers can Increase their knowledge about mental health and apply it in everyday life.	Qualitative	Primary data collection (Questionnaire and Google form)	The results also demonstrate that psychoeducation has a good effect on raising participants' awareness of mental health, as indicated by the teens' GHQ-30 scores. By using social media to deliver psychoeducation about mental health to fourteen teenagers, it can also increase participants' insight and self-awareness as seen from the active responses and evaluation questionnaires given to participants after the activity ends.

## Psychoeducation To Improve Mental Health: Systematic Literature Review

<b>Psychoeducation To Maintain the Mental Health of East Cangkerang Residents</b>	<b>King Oloan Tumanggor</b>	<p>Overcoming all forms of anxiety and restlessness that can damage mental Health through psychological consultation.</p>	<b>educational methods (psychoeducation)</b>	<b>Primary data collection (interviews)</b>	<p>Carolus Boromeus Cengkareng residents gain a comprehensive understanding of mental health Maintenance and how to apply it in their daily lives.</p>
<b>Psychoeducation about mental health and psychopathology in society</b>	<b>Puspita Puji Rahayu, Auliya Ulil Irsyadiyah</b>	<p>Initiatives to support the maintenance of mental health in daily life, comprehend mood disorders, and stop suicide.</p>	<b>Qualitative</b>	<b>Primary data collection (E-learning zoom)</b>	<p>Community service activities were held with the theme of mental health and psychopathology with the material presented being in accordance with the topics desired by the participants. This activity provides knowledge benefits for the community, to implement tips and solutions in problems related to mental health in the scope of life as well as mood disorders and suicide. Some of the participants were students with an average age of at most 17-25 years</p>
<b>Psychoeducation about mental health and psychopathology in society</b>	<b>Puspita Puji Rahayu, Auliya Ulil Irsyadiyah</b>	<p>Initiatives to support the maintenance of mental health in daily life, comprehend mood disorders, and stop suicide.</p>	<b>Qualitative</b>	<b>Primary data collection (E-learning zoom)</b>	<p>Community service activities were held with the theme of mental health and psychopathology with the material presented being in accordance with the topics desired by the participants. This activity provides knowledge benefits for the community, to implement tips and solutions in problems related to mental health in the scope of life as well as mood disorders and suicide. Some of the participants were students with an average age of at most 17-25 years</p>

## Psychoeducation To Improve Mental Health: Systematic Literature Review

<p>Application of "M - Health" Psychoeducation to Improve Mental Health Literacy of Pattimura University Fkip Students</p>	<p>Jeanete Ophilia Papilaya and Paul Arianto</p>	<p>building protective factors to reduce the vulnerability of mental health illnesses in individuals.</p>	<p>participant observation</p>	<p>anova (analysis of variance)</p>	<p>The results of this research prove that although there is no significant increase in mental health literacy among Pattimura University FKIP students, it is not significant. The results of analysis using analysis of variance showed that there was no significant interaction between m-health psychoeducation and increased mental health</p>
<p>Psychoeducation Maintains Mental Health during the Covid-19 Pandemic</p>	<p>Ishaq Rahman and Rezky Nurul Fatihah</p>	<p>Public education, particularly in the area of mental health during the COVID- 19 pandemic, was necessary due to the public's ignorance of psychiatric disorders, which also had a significant impact on the epidemic.</p>	<p>Qualitative</p>	<p>Primary data collection (Observation)</p>	<p>The distribution of flayers to the community, which is an individual work program, has a positive impact on society and can change people's Behavior to maintain physical and mental health during the Covid-19 pandemic by implementing several tips that have been explained in the flayers that have been distributed.</p>

**Figure 1:** Flow diagram and article selection.

10 articles publications were found by applying the PRISMA checklist to identify reporting items for systematic reviews and meta-analyses. Based on these standards, ten articles were chosen from this list. Every chosen article focuses on the same thing: offering psychoeducation-based interventions to enhance mental health across all populations. The goal of psychoeducation is to raise people's understanding and consciousness of the value of mental health through education. Anyone with specialized training and experience in mental health can perform this intervention anywhere, in different social circles. Psychoeducation's main objective is to inform and assist persons in need in the hopes of enhancing care and creating the support systems required to enhance mental health.

Recently, adolescent mental health has attracted the public spotlight. In line with the last 2021 survey carried out by the Indonesia-National Adolescent Mental Health Survey (I-NAMS) it was found that one in three teenagers (34.9%), equivalent to 15.5 million teenagers in Indonesia had one mental health problem in the last 12 months . Then, one in twenty teenagers (5.5%) which is equivalent to 2.45 million teenagers in Indonesia has had a mental disorder in the last 12 months. Only 2.6% of young people with mental health problems have ever accessed services that provide support or counselling. Psychoeducation

## **Psychoeducation To Improve Mental Health: Systematic Literature Review**

is an educational method given to a group or community with the aim of providing information related to mental or psychological problems so that it can increase understanding. This psychoeducation can not only be used for individuals who experience psychological problems, but can also be used as a social movement that aims to educate about mental disorders (Natasubagyo & Kusrohmaniah, 2019). Facts about the internet and other social media also state that 9 out of 10 internet users choose to seek information through social media. Delivering psychoeducation through articles, pamphlets/posters, social media and websites will be more effective. Therefore, mental health psychoeducation through social media is expected to be able to provide information about mental health related to symptoms, causes/factors and others and realize the importance of mental health, increase individual willingness to seek help, reduce stigma towards individuals who experience psychological disorders and can also provide knowledge on how to respond appropriately to individuals experiencing psychological disorders. It is also hoped that the education provided will be useful in helping oneself understand and deal with psychological problems that occur.

### **CONCLUSION**

From the results of research using the PRISMA checklist, 10 articles were selected that focused on psychoeducational interventions to improve mental health in various populations. Psychoeducation aims to increase public understanding and awareness of the importance of mental health through education. Anyone with specialized training and experience in the field of mental health can carry out these interventions in a variety of social settings. Through psychoeducation, it is hoped that the support system needed to improve mental health care will be formed.

Recent surveys show that many teenagers in Indonesia experience mental health problems, but few seek help or counselling. Therefore, psychoeducation through social media is important to increase awareness of mental health. By spreading information about the symptoms, causes and importance of mental health through social media, it is hoped that it can reduce stigma and help individuals overcome the psychological problems they experience. In conclusion, psychoeducation through social media can be an effective tool in helping to improve the mental health of society at large. Psychoeducation services can have a big influence in improving mental health in all groups, because many people from all walks of life, from children to adults, still have mental health problems. Therefore, it is important to provide education regarding improving mental health through psychoeducation services.

### **REFERENCES**

Anggraeni, M., & Tama, M. M. L. (2023). Psikoedukasi Kesehatan Mental Bagi Remaja Melalui Sosial Media. *Bantenese : Jurnal Pengabdian Masyarakat*, 5(2), 493–504. <https://doi.org/10.30656/ps2pm.v5i2.7306>

Center for Reproductive Health, University of Queensland, & Johns Bloomberg Hopkins School of Public Health. (2022). Indonesia – National Adolescent Mental Health Survey (I-NAMHS): Laporan Penelitian. Pusat Kesehatan Reproduksi.

Covarrubias, A., & Han, S. (2011). Stigma and mental health: A review of the literature. *Journal of Mental*

## Psychoeducation To Improve Mental Health: Systematic Literature Review

Health.

Dwiyani, B. F., & Widuri, E. L. (2020). Psikoedukasi untuk Meningkatkan Literasi Kesehatan Mental pada Guru dan Siswa di SMPN "A" Yogyakarta. *Prosiding Seminar Nasional Magister Psikologi Universitas Ahmad Dahlan*, 1–7. <http://seminar.uad.ac.id/index.php/snmpuad/article/view/5698>

Fadhilah, C. R., Sari, I., Lubis, L., Nisfiary, R. K., Fitria, S., Sarah, C., Cot, I., Langsa, K., & Ushuluddin, F. (2024). *Psikoedukasi Kesehatan Mental Pada Mahasiswa Psikologi Universitas Tjut Nyak Dhien Universitas Tjut Nyak Dhien Medan, Fakultas Psikologi Universitas Medan Area, Fakultas Psikologi Permasalahan terkait Kesehatan Mental di Indonesia semakin meningkat seti*. 3(1), 1–12.

Girma, E., Tesfaye, M., Froeschl, G., Möller-Leimkühler, A. M., Dehning, S., & Müller, N. (2013). Facility based cross-sectional study of self stigma among people with mental illness: Towards patient empowerment approach. *International Journal of Mental Health Systems*, 7(1), 1–8. <https://doi.org/10.1186/1752-4458-7-21>

*Global Burden of Disease Study 2017*. (2017). file:///C:/Users/Harrison/AppData/Local/Mendeley Ltd./Mendeley Desktop/Downloaded/Unknown - 2017 - Global Burden of Disease Study 2017.pdf

Jafar, E. S., & NR, R. W. (2023). Efektivitas Psikoedukasi Online Untuk Meningkatkan Literasi Kesehatan Mental. *HEALTHY: Jurnal Inovasi Riset Ilmu Kesehatan*, 2(1), 23–28. <https://doi.org/10.51878/healthy.v2i1.1963>

Lestari, S., & Wahyudianto, M. (2022). Psikoedukasi Literasi Kesehatan Mental. *Jurnal Pelayanan Kepada Masyarakat*, 4(2), 146–157.

Oloan Tumanggor, R. (2023). Psikoedukasi untuk Menjaga Kesehatan Mental Warga Cengkareng Timur. *Sabdamas*, 2(1), 79–84. <https://doi.org/10.25170/sabdamas.v2i1.5021>

Papilaya, J. O., & Arjanto, P. (2021). Penerapan Psikoedukasi "M-Health" Untuk Meningkatkan Literasi Kesehatan Mental Mahasiswa Fkip Universitas Pattimura. *Prosiding Seminar Nasional Bimbingan* .... <https://ojs.unpatti.ac.id/index.php/semnasbk/article/view/1265>

Prashant Srivastava, & Rishi Panday. (2016). Psychoeducation an Effective Tool as Treatment Modality in Mental Health. *International Journal of Indian Psychology*, 4(1). <https://doi.org/10.25215/0401.153>

Populix. (2022). Survei Populix: 1 dari 2 Penduduk Indonesia Punya Masalah Kesehatan Mental. <https://databoks.katadata.co.id/datapublish/2022/10/27/>.

Rahayu, P. P., & Irsyadiyah, A. U. (2022). Psikoedukasi Tentang Kesehatan Mental Dan Psikopatologi Pada Masyarakat. *Jurnal Pengabdian Masyarakat (Abdira)*, 2(2), 73–81. <https://doi.org/10.31004/abdira.v2i2.135>

Rahman, I., & Fatihah, R. N. (2022). Psikoedukasi Menjaga Kesehatan Mental. *Journal Unhas*, 3(1), 33–37.

Sawin, J., Martinot, E., & Appleyard, D. (2010). Global Status Report. *Renewable Energy World*, 13(5), 24–31. <http://ra.ocls.ca/ra/login.aspx?url=http://search.ebscohost.com/login.aspx?direct=true&db=enr&AN=56097888&site=ehost-live> 3(1), 105–111. <https://doi.org/10.31849/dinamisia.v3i1.2729>

Suswati, W. (2024). Psikoedukasi Berbasis Sekolah Untuk Meningkatkan Literasi Kesehatan Mental Guru Dalam Pencegahan Masalah Kesehatan Mental Remaja. *Jurnal SADEWA*, 2(1), 39–44.

## **Psychoeducation To Improve Mental Health: Systematic Literature Review**

Veda, V. Y., Laalah, T. E. E., Langie, A. M., Kristiawan, A., Mahastya, & Wibowo, H. D. (2023). Psikoedukasi kesehatan mental di banyubiru. *Magistrorum Et Scholarium : Jurnal Pengabdian Masyarakat*, 3(3), 451–460.

Wongpy, N., & Virilia, S. (2020). Sosialisasi Dan Psikoedukasi Kesehatan Mental Pada Masyarakat Kota Surabaya. *Jurnal LeECOM (Leverage, Engagement, Empowerment of Community)*, 2(2). <https://doi.org/10.37715/leecom.v2i2.1591>



**THE 2<sup>nd</sup> INTERNATIONAL CONFERENCE ON GUIDANCE AND COUNSELING**  
**“COUNSELING RESONANCES ON**  
**MENTAL HEALTH EMERGENCIES AND AWARENESS”**

**SYSTEMATIC LITERATURE REVIEW: PSYCHOEDUCATION FOR THE  
PREVENTION OF BULLYING IN STUDENTS**

**Rania Putri Mustikaningtyas<sup>1</sup>, Fyrza Mariska Adelia<sup>2</sup>, Evi Winingsih<sup>3</sup>**

<sup>1</sup>State University of Surabaya, Lidah Wetan, Sub-District Lakarsantri, Surabaya, Indonesia,  
[rania21010@mhs.unesa.ac.id](mailto:rania21010@mhs.unesa.ac.id)

<sup>2</sup>State University of Surabaya, Lidah Wetan, Sub-District Lakarsantri, Surabaya, Indonesia,  
[fyrza21018@mhs.unesa.ac.id](mailto:fyrza21018@mhs.unesa.ac.id)

<sup>3</sup>State University of Surabaya, Lidah Wetan, Sub-District Lakarsantri, Surabaya, Indonesia,  
[eviwiningsih@unesa.ac.id](mailto:eviwiningsih@unesa.ac.id)

**ABSTRACT**

*Bullying behavior is abusive behavior that is carried out continuously and repeatedly with the aim of hurting which has an impact on the physical and mental health of individuals. Based on the results of the literature search, it can be found that bullying is not only found at the secondary school level, currently children who are still in elementary school also often carry out bullying behavior. Seeing this phenomenon, the prevention of bullying must be done immediately by instilling an understanding of students about bullying behavior. Psychoeducation is one form of effort to help students understand bullying behavior through education. This research is based on the lack of understanding and knowledge of students regarding the prevention of bullying behavior that often occurs in the school environment. This study aims to prevent bullying behavior through psychoeducation to students. This study uses a systematic literature review method with the prism model (Protocol Review Systematic and Meta-Analysis), which is a review to summarize previous studies, test hypotheses, and expand theory and evaluate existing research. The result of this study is the effectiveness of the use of psychoeducation in helping students to prevent bullying behavior, this can be seen from the results of a literature search that has been carried out from 8 articles that have passed the screening stage. The overall results of the article show that there is a significant effect of psychoeducation activities in preventing bullying behavior, namely, most articles state that the provision of psychoeducation services is proven to be able to increase understanding and is considered effective as a preventive effort in preventing students' bullying behavior.*

Keywords: *Prevention, Bullying, Psychoeducation, Learners*

## **INTRODUCTION**

Adolescence is a transition period from childhood to adulthood, where the transition period will be identified with a period of self-discovery (ego identity) and adolescents will experience an identity crisis phase. The identity crisis phase will cause problems for adolescents such as unstable emotions, resistance, anxiety because they cannot fulfill their desires, like exploration, and like to do group activities (Isnawati 2020). However, adolescents have different ways of showing their identity, one of which is by showing bad behavior such as being involved in a fight, bullying, and mocking or ridiculing (Irwantini and Haq 2023).

Bullying is a problem that must be addressed immediately and prevented before it occurs. Bullying is often found in the education sector. Sadly, at this time bullying is not only carried out and experienced by adolescents at the junior or senior high school level but also experienced by children who are sitting in elementary school. In bullying, there are 3 parties involved in it, namely, bullies (perpetrators), victims (victims), bystanders (people who witness bullying behavior) (Jafar et al. 2023). Bullying perpetrators do not choose and sort out victims either through the type of gender or age of the victim. Usually the victim is someone who is considered weak, shy and quiet, as well as special (having a disability, a closed child, clever, beautiful, or someone who has certain body characteristics) so that it becomes a subject of ridicule for the bully.

LSM Plan International and the International Center for Research on Women (ICRW) in (Riskinanti and Buntaran 2017) explained that there were 84% of Indonesian students who experienced violence at school. This is even higher than the trend in the Asian region with a percentage of 70%. This research was conducted in 5 Asian countries namely, Vietnam, Cambodia, Nepal, Pakistan, and Indonesia (Jakarta and Serang, Banten). The figures in the research show that there are still many students who experience violence in schools. Schools should be a safe and comfortable place for students to study, if these cases of violence continue to occur then, the quality of education in Indonesia will decrease not only that, according to Amawidyawati and Fadhlia in (Amawidyawati galuh and Muhammad Hana 2017) explained that victims of bullying can have serious impacts, such as, having sleep disorders, psychosomatic disorders, high anxiety levels, and having suicidal thoughts and victims of bullying tend to refuse to return to school (school refusal) where this will result in a decrease in academic achievement of these students.

Learners who do not have qualified knowledge will be vulnerable to becoming perpetrators or victims. This is because the better the knowledge of students, the less bullying will occur because this must be prevented as early as possible, through cultivating empathy, providing information and understanding students about bullying behavior. Providing education about bullying is done with the hope that students can increase knowledge and awareness to protect themselves and prevent these students from bullying other students. Through psychoeducation efforts will help students to better understand information about bullying along with the impact that will be caused with the aim of minimizing the occurrence of behavior. In a study conducted by SMPN 15 kendari students in (Marha et al. 2022) when a screening test was conducted, it was found that there was low knowledge of bullying in students, where most students did not realize that the actions taken were a form of bullying, did not understand how to

## **Systematic Literature Review: Psychoeducation For The Prevention Of Bullying In Students**

behave when seeing bullying behavior and, there were students who did not have the courage to report bullying actions that occurred. Bullying behavior can be carried out by a group of learners and when the bullying occurs in class most friends tend not to help the victim for fear of becoming a victim of bullying like the victim.

The hope of providing this psychoeducation is that students can be more aware and understand and have an understanding of the information on the dangers of bullying for both perpetrators and victims so that bullying behavior in the school environment can gradually decrease so that students can get education in schools with a safe and comfortable environment and Indonesia is able to create the next generation that has a good attitude with quality education and is ready to compete because, if bullying behavior still often occurs, there is an error in the education system that occurs and the lack of awareness of educators and society to see the phenomenon of violence.

### **METHOD**

This study uses the systematic literature review method with the prism model (Protocol Review Systematic and Meta-Analysis). The Systematic Literature Review method is a review to summarize previous studies, test hypotheses, and expand theory and evaluate existing research. Meanwhile, the Prisma model (Protocol Review Systematic and Meta-Analysis) is used as a tool and guide to carry out the assessment of systematic reviews. The data in this article were collected using databases from google scholar and garuda portal using the keywords "Psychoeducation", "Bullying Prevention" and "Adolescent". Based on some of these keywords the author gets 500 articles to be analyzed. In the process of selecting articles, inclusion and exclusion criteria are required, the following are the inclusion and exclusion criteria of the systematic literature review:

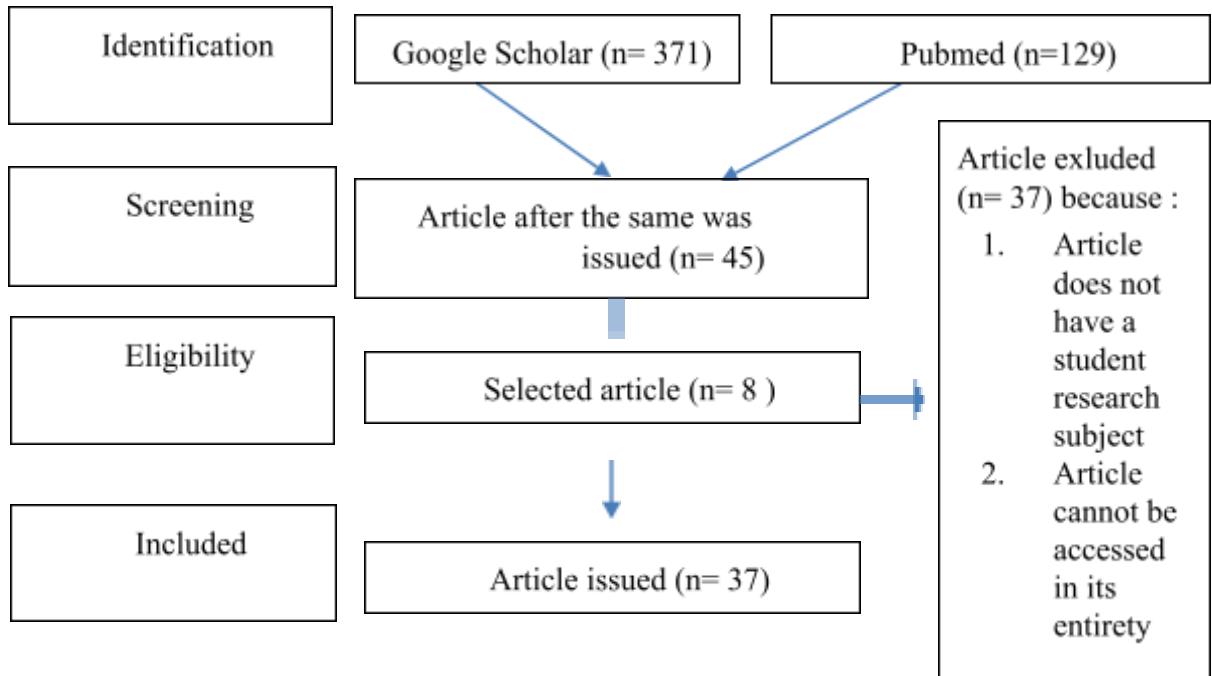
**Table 1. Exclusion and Inclusion Criteria**

Exclusion Criteria	<ol style="list-style-type: none"><li>1. Article not fully accessible paid for</li><li>2. Incomplete abstract</li><li>3. Not of from of bullying prevention</li><li>4. Study subjects were not adolescents</li></ol>
Inclusion Criteria	<ol style="list-style-type: none"><li>1. Articles are published with a period of 5 years 2020-2024</li><li>2. Topics include psychoeducation on bullying prevention</li><li>3. Research subject are adolescents</li><li>4. Articles are in the from of proceedings of journal articles of research result</li></ol>

## Systematic Literature Review: Psychoeducation For The Prevention Of Bullying In Students

This systematic literature review data analysis uses the prism model (Protocol Review Systematic and Meta-Analysis), which is as follows:

**Figure 1. Flow Diagram**



## RESULT AND DISCUSSION

**Table 2. Article Results**

Author's Name and Years	Title	Place of Research	Result
(Rahmadani et al., 2023)	Psychoeducation to Prevent Bullying Behavior in Students of SD Muhammadiyah 3 Gresik "Say No To Bullying"	SD Muhammadiyah 3 Gresik	Bullying behavior can be prevented by providing psychoeducational services, such as understanding as early as possible for students so that they can avoid bullying victims and bullying perpetrators, as much as possible to prevent, not only when those who have a role in a child's character.
(Yuli & Ahmad Efendi, 2022)	Psychoeducation to Prevent and Fight Bullying (Bullying and Cyberbullying) at Habibulloh Unggulan Junior High School	SMP Unggulan Habibulloh Banyuwangi	Psychoeducation to Prevent and Fight Bullying and Cyberbullying can increase knowledge, provide understanding and awareness of the dangers of bullying and cyberbullying. Through this psychoeducation method, a school climate that is conducive and free from violent practices is created.
(Amaliyah et al., 2023)	Peduli Sayangi: Psychoeducation for Bullying Prevention in Inclusive Elementary School SDN Karanganyar Gunung 02	SDN Karanganyar gunung 02	Community service through psychoeducation to prevent bullying with the theme "care about love" can increase students' understanding of the meaning of bullying, the negative impacts caused, and how to prevent bullying in the school environment.

## Systematic Literature Review: Psychoeducation For The Prevention Of Bullying In Students

	Semarang		
(Cholilah & Prafitralia 2023)	Psychoeducation Services as an Effort to Prevent Bullying at Vocational School	SMK 02 Islam 45 Ambulu Jember	The provision of psychoeducational services as a school effort to prevent bullying cases, it was concluded that students understand the phenomenon of bullying and how to prevent bullying. In addition, students also know that they need to show an assertive attitude when they see bullying at school.
(Raudhoh et al., 2023)	Psychoeducation for Bullying Prevention at Junior High School of State 7 Muara Jambi	SMPN 7 Muara Jambi	There is a significant difference between the pretest and posttest scores of bullying prevention psychoeducation participants, this shows that there is an increase in students' knowledge after participating in bullying prevention psychoeducation. This shows that psychoeducation is considered successful in increasing students' knowledge related to bullying
(Bakar et al., 2024)	Psychoeducation on Bullying Understanding and Prevention for Students of SMA 1 Muhammadiyah UNISMUH Makassar	SMA 1 Muhammadiyah Makassar	The results of this analysis confirm that the psychoeducation sessions had a positive impact on participants' understanding, recognition of signs and knowledge of steps that can be taken to address or report cases of bullying. This improvement reflects the effectiveness of the psychoeducation approach and provides a strong basis to support bullying prevention efforts in the school setting.
(Westalia et al., 2022)	Efforts to Prevent Bullying Behavior in "XYZ" High School Students Through Psychoeducation Activities	SMA "XYZ" Bengkulu	Psychoeducation activities provide students with knowledge about bullying. The results of psychoeducation show that students have an increased understanding of bullying behavior and understand bullying prevention.
(Dzikrulloh et al., 2024)	Prevention of Bullying Behaviour through Psychoeducation Program Based on Islamic Moral Values at Darussalam Kepanjen Junior High School	SMP Darussalam Kepanjen	Empowering learners who can later become cadres to prevent bullying behavior in schools. The results of Islamic moral psychoeducation show that students have an understanding of the behavior that includes bullying and understand how to prevent bullying behavior based on Islamic moral values.

Based on the results of the literature search, 8 articles were obtained that were in accordance with the topic the author chose. The results of all articles show that there is a significant effect of psychoeducation activities to prevent bullying behavior, where most state that the provision of psychoeducation services or sessions is proven to be able to increase students' understanding of bullying.

Bullying is not a case that can be taken lightly, the impact of bullying or other acts of violence can have long-term effects on victims. Victims not only feel the physical impact but also have an impact on the victim's psychology such as low self-esteem, feeling afraid to go to school, causing depression, feeling lonely, and having thoughts of ending their lives (Bachri et al. 2021). The type of bullying behavior that is often carried out is verbal and social or relational, the existence of an imbalance of power between the victim and the bully proves that bullying does not involve 2 equal parties (older, bigger, stronger, more verbally adept, has a higher social status, and has racial differences between the two) (Saraswati and Hadiyono 2020). This should not be allowed to continue to happen and there must be

## **Systematic Literature Review: Psychoeducation For The Prevention Of Bullying In Students**

prevention efforts made such as informing students about bullying. Strong understanding and knowledge can help learners to think, develop skills and reduce bad behavior such as bullying.

Psychoeducation can be used as an effort to prevent bullying behavior, especially those that occur in students, it can be seen from research conducted at SMPN 7 Muara Jambi that there is a difference in pre post test and post test of bullying prevention psychoeducation participants which shows that there is an increase in the knowledge of students who have participated in psychoeducation, so that the psychoeducation conducted is considered successful in increasing students' knowledge in bullying prevention (Raudhoh et al., 2023). In line with this research, research conducted at SMA 1 Muhammadiyah Makassar also obtained the same results where after being given psychoeducation sessions students showed an increase in understanding and knowledge of the steps that can be taken to overcome or report cases of bullying. This improvement reflects the effectiveness of the psychoeducation approach and provides a strong basis to support bullying prevention efforts in the school environment (Bakar et al., 2024).

The provision of psychoeducational sessions, activities or services is carried out in various ways such as those carried out at SD Muhammadiyah 3 Gresik, Habibulloh Banyuwangi Unggulan Junior High School, SMA "XYZ" Bengkulu, SMK 02 Islam 45 Ambulu Jember where students are given an understanding as early as possible about bullying material used as a preventive effort for cases and instill an understanding for students to realize the dangers of bullying and the steps that can be taken to overcome or report bullying cases. In some of these studies, it is stated that the provision of psychoeducational services through the provision of bullying material can increase students' awareness, understanding and knowledge of bullying including understanding, impact, and steps taken (Rahmadani et al., 2023), Yuli & Ahmad Efendi, 2022, Vestalia et al., 2022, Cholilah & Prafitralia, 2023).

In addition to psychoeducational materials, psychoeducational services can be carried out by providing a specific theme such as "caring for love" which was carried out at SDN Karanganyar Gunung 02 Semarang and empowering students who can later become cadres for preventing bullying behavior in schools through Islamic moral psychoeducation (preventing bullying behavior based on Islamic moral values) conducted at SMP Darussalam Kepanjen is also considered effective for instilling students' awareness that they need to show an assertive attitude when they see bullying at school as well as an understanding of the behavior that includes bullying and understanding how to prevent bullying behavior based on Islamic moral values (Amaliyah et al., 2023, Dzikrulloh et al., 2024), 2023, Dzikrulloh et al., 2024).

## **CONCLUSION**

Bullying is a problem in the education sector that cannot just be ignored but must be addressed immediately and make prevention efforts as early as possible so that students can take part in learning well and feel safe and comfortable in the school environment, providing psychoeducation can be one way that has proven effective as a preventive effort to prevent bullying in students in the school environment.

The findings from this literature search show that psychoeducation is effectively used as an effort to prevent bullying in students. Each study that has been traced shows that there is a difference in the results of the pre-post test and the post-test results where the results show that there is an increase in

## **Systematic Literature Review: Psychoeducation For The Prevention Of Bullying In Students**

students' understanding of understanding about preventing bullying behavior, starting from understanding, impact, assertive attitude when seeing bullying behavior, to how steps can be taken to overcome or report bullying cases. In addition, psychoeducation services can be provided through the delivery of material using interesting themes or forming students to become cadres to prevent bullying behavior in schools.

### **REFERENCES**

Amaliyah, S., Irsyadiyah, A. U., & Mayasari, I. (2023). Peduli Sayangi: Psikoedukasi Pencegahan Tindakan Bullying di Sekolah Dasar Inklusi SDN Karanganyar Gunung 02 Semarang. *Dedication : Jurnal Pengabdian Masyarakat*, 7(1), 59–66. <https://doi.org/10.31537/dedication.v7i1.1026>

Amawidyawati galuh, Adi Sukma, and Amri Muhammad Hana. 2017. “PROGRAM PSIKOEDUKASI BULLYING UNTUK MENINGKATKAN EFKASI DIRI GURU DALAM MENANGANI BULLYING DI SEKOLAH DASAR.” 9(3):258–66.

Bachri, Yasherly, Marizki Putri, Yuli Permata Sari, and Ropika Ningsih. 2021. “Pencegahan Perilaku Bullying Pada Remaja.” *Jurnal Salingka Abdimas* 1(1):30–36. doi: 10.31869/jsam.v1i1.2823.

Bakar, R. M., Syam, R., Nur, M., Siti, H., & Auliannisa, H. (2024). *Psikoedukasi Pemahaman dan Pencegahan Bullying bagi Siswa SMA 1 Muhammadiyah UNISMUH Makassar*. 4(2), 325–334.

Cholilah, I. R., & Prafitralia, A. (2023). Layanan Psikoedukasi sebagai Upaya Pencegahan Perundungan di Sekolah Menengah Kejuruan(Psychoeducation Services as an Effort to Prevent Bullying at Vocational School). *Jurnal Pengabdian Psikologi*, 2(1), 26–35.

Dzikrulloh, M. H. A., Abadi, D. P., & ... (2024). Pencegahan Perilaku Bullying Melalui Psikoedukasi Berbasis Nilai Moral Islami di SMP Darussalam Kepanjen. ... *Pusat Publikasi Hasil* ..., 2(1).

<https://journal.aripi.or.id/index.php/Pandawa/article/view/460%0Ahttps://journal.aripi.or.id/index.php/Pandawa/article/download/460/473>

Irwanti, Renita Uki, and Aniq Hudiyah Bil Haq. 2023. “Efektivitas Psikoedukasi Dalam Peningkatan Pengetahuan Tentang Bullying Pada Remaja.” *Journal of Islamic and Contemporary Psychology (JICOP)* 3(1s):214–20. doi: 10.25299/jicop.v3i1s.12362.

Isnawati, Rusila. 2020. *Pentingnya Problem Solving Bagi Seorang Remaja*. Surabaya: CV. Jakad Media Publishing.

Jafar, Eka Sufartianinsih, Nurlina Sari, Nurul Aulya, and Al Mukharramah. 2023. “Efektivitas Psikoedukasi Dalam Meningkatkan Pemahaman Bullying Sebagai Upaya Pencegahan Bullying Pada Siswa Sekolah Dasar.” 3(1):32–41.

Marha, Citra, Asria Yunita, Yuliastri Pambudhi Ambar, Ida Sunarjo Sriwatyi, Laode Qalbi Surazal, and

## **Systematic Literature Review: Psychoeducation For The Prevention Of Bullying In Students**

Muhamad Abas. 2022. "Program Psikoedukasi Dalam Meningkatkan Pengetahuan Pencegahan Bullying Bagi Remaja." 3(2).

Rahmadani, A. S., Pavita, D. F., & Qibtiyah, M. (2023). *Psikoedukasi Untuk Mencegah Perilaku Bullying Pada Siswa-Siswi Sd Muhammadiyah 3 Gresik "Say No To Bullying."* 1–23.

Raudhoh, S., Pramudiani, D., Annisa, V., Periantalo, J., & Hafizah, N. (2023). Psikoedukasi Pencegahan Perundungan Di Sekolah Menengah Pertama Negeri 7 Muara Jambi. *Medical Dedication (Medic) : Jurnal Pengabdian Kepada Masyarakat FKIK UNJA,* 6(2), 122–128. <https://doi.org/10.22437/medicaldedication.v6i2.28753>

Riskinanti, Karisma, and Firman Alamsyah Ario Buntaran. 2017. "Psikoedukasi Pencegahan Perundungan (Bullying) Pada Siswa SMP Yadika 11 Bekasi." *Jurnal Abdi Masyarakat (JAM)* 2(2):26–33.

Saraswati, Rika, and V. Hadiyono. 2020. "Pencegahan Perundungan/Bullying Di Insititusi Pendidikan: Pendekatan Norma Hukum Dan Perubahan Perilaku." *Jurnal Hukum, Politik Dan Kekuasaan* 1(1):1. doi: 10.24167/jhpk.v1i1.2670.

Vestalia, D., Sukmawati, S., & Wibowo, D. H. (2022). Upaya Pencegahan Perilaku Bullying Pada Siswa SMA "XYZ" Melalui Kegiatan Psikoedukasi. *Patria : Jurnal Pengabdian Kepada Masyarakat,* 4(2), 95–105. <https://doi.org/10.24167/patria.v4i2.3394>

Yuli, Y. F., & Ahmad Efendi. (2022). Psikoedukasi Upaya Mencegah dan Melawan Perundungan (Bullying & Cyberbullying) di SMP Unggulan Habibulloh. *Jompa Abdi: Jurnal Pengabdian Masyarakat,* 1(3), 15–23. <https://doi.org/10.55784/jompaabdi.v1i3.182>



**THE 2<sup>nd</sup> INTERNATIONAL CONFERENCE ON GUIDANCE AND COUNSELING**  
**“COUNSELING RESONANCES ON**  
**MENTAL HEALTH EMERGENCIES AND AWARENESS”**

**PREVENTING TIKTOK SOCIAL MEDIA ADDICTION THROUGH  
PSYCHOEDUCATION SERVICES FOR STUDENTS**

**Natasya Artamefila Rahmiawan<sup>1</sup>, Azzahro Firdaus<sup>2</sup>, Denok Setiawati<sup>3</sup>**

<sup>1</sup>State University of Surabaya, Lidah Wetan, Sub-District Lakarsantri, Surabaya, Indonesia,  
[natasya.21012@mhs.unesa.ac.id](mailto:natasya.21012@mhs.unesa.ac.id)

<sup>2</sup>State University of Surabaya, Lidah Wetan, Sub-District Lakarsantri, Surabaya, Indonesia,  
[azzahro.21022@mhs.unesa.ac.id](mailto:azzahro.21022@mhs.unesa.ac.id)

<sup>3</sup>State University of Surabaya, Lidah Wetan, Sub-District Lakarsantri, Surabaya, Indonesia,  
[denoksetiawati@unesa.ac.id](mailto:denoksetiawati@unesa.ac.id)

**ABSTRACT**

*The negative effects of using TikTok social media have occurred a lot in students, such as the number of irresponsible, excessive and inappropriate students using social media so that it can affect their behavior. therefore it is important to provide understanding and increase knowledge about the correct and effective use of TikTok social media through psychoeducation in an effort to prevent TikTok social media addiction in students, This literature uses Systematic Literature Review (SLR) with the PRISMA technique. Researchers will collect articles through the PRISMA method and will screen the final results of the articles obtained based on predetermined qualifications, From the review of existing journals, it is found that psychoeducation services are effective in preventing tiktok social media addiction in students, the activities carried out will invite parents to take care of their children so that they are not indicated as addicted.*

Keywords: TikTok social media addiction, psychoeducation services, students

## **INTRODUCTION**

In conditions of rapid technological transformation, the development of science has a central position in contributing to technological development in the world. Technology makes it easier for users to access various information and change people's lifestyle. In this case, people will interact more often using cellphone media than having to interact with their peer groups directly. According to a survey by the Indonesian Internet Service Providers Association (APJII) related to internet users in Indonesia in 2024, there were 221 million (79.5%), which increased by 1.31% in 2023. Users access the internet to update information through social media, so the younger generation considers cellphones and their set of features to be their best friends (Septania, 2018). TikTok social media users in Indonesia according to the Databoks survey in 2024 amounted to 73.5%. High intensity will lead users to social media addiction. (Septiani, 2018).

According to Brown (in Melok, et al 2020) the characteristics of social media addiction behavior are uncontrollable use, an increase in the frequency of social media use, mood swings, causing adverse effects on the surrounding environment such as conflicts that occur on social media, and the emergence of a sense of worry if away from the cellphone which causes someone to have to keep carrying their cellphone wherever they are, even encouraging someone to always check their cellphone continuously. (Melok, et al 2020)

The development of social media is growing rapidly, various new applications have emerged to provide facilities for users to express themselves, share information and pour their ideas into social media. One of them is the TikTok platform, this application offers features that are different from other social media, such as creating short videos that can be seen by everyone both domestically and abroad. According to Javier (2021) the download of the TikTok application worldwide in 2021 is more than 1 billion users, which makes TikTok the fastest growing social media. The development of features on TikTok continues to be updated which causes users to access it more frequently and increases the chance of addiction for its users.

So that. in today's teenagers, learners face various challenges and demands in life. Starting from the bottom of the family, the demands at school, socializing, and socializing in daily life in the community. The responses and dynamics of peer relationships, as well as societal norms and values from parents, become factors that affect learners' mental health. All of these can be contributing factors to the emergence of social, emotional, psychological and academic difficulties among students. A survey conducted by Setyo (2022) states that the younger generation uses the TikTok application more often than the YouTube application. They spend 91 minutes per day accessing TikTok, while YouTube is accessed 56 minutes per day. This indicates that the TikTok application has been widely used by the younger generation and has replaced previous applications. Young people who are indicated to be addicted to tiktok will have less selfcontrol, so that dopamine levels in the body will stimulate them to want more and more. Technological advances make it easier for us to communicate with each other in social interactions without wasting time, space and energy.

Wherever and whenever we are, we can communicate with anyone. Conversely, a plethora of social media platforms make it easy to engage in social interactions through various means. Social media is also

## **Preventing Tiktok Social Media Addiction Through Psychoeducation Services For Students**

a barrier for the younger generation, especially those who are in their early teens and need to cultivate their identity. Users of social media such as Instagram, TikTok, Twitter and other platforms are usually preoccupied with what is trending or being seen by many. Through these social media platforms, they express their abilities, fears, desires and difficulties.

By looking at situations like this, efforts are needed from counselors to prevent addiction from social media, especially tiktok for the younger generation. The need for parental involvement in keeping children within their reach and can achieve their developmental tasks according to their age. because Tiktok social media addiction is one type of addiction in the field of technology. Someone who uses a smartphone compulsively and blindly may be more vulnerable to social media (Lopez-Fernandez, Manikko, Kaariainen, Griffith & Kuss, 2018). Individuals can express their dependence on social media if the initial use of social media causes social problems that interfere with daily activities so that Psychoeducation becomes one of the solutions to deal with someone in psychological problems that have a function for treatment. (Kwon & Paek, 2016).

According to Griffith (in Novita, et al, 2022), psychoeducation is carried out to a person or group of people to educate and train in order to undergo challenges that occur in their lives, collaborate with supporters to help individuals increase their ability to face challenges and improve coping skills. Interventions in the cognition aspect are expected to add new knowledge to strengthen individuals in taking action to prevent tiktok social media addiction. Psychoeducation provides provisions for the younger generation to understand the problems that exist in themselves and minimize things that will lead to the formation of tiktok social media addiction behavior.

### **RESEARCH METHOD**

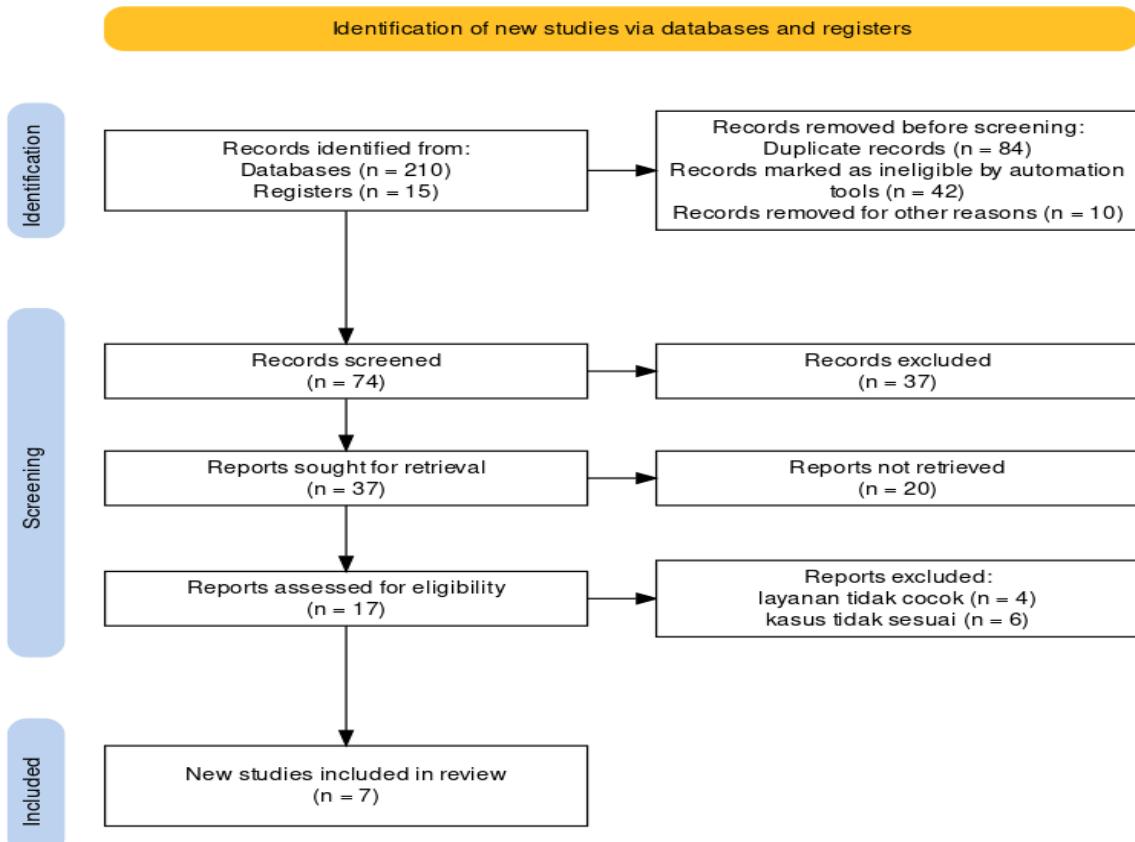
The method used in this research is called Literature Systematic Literature Review (SLR), in which researchers review literature related to psychoeducational services for high school students in preventing tiktok social media addiction using journal search engines such as SAGE, Science Direct, and Proquest. There are 3 stages in the research, namely: a) collecting data, b) analyzing data, c) drawing conclusions. The primary data used in this study are scientific articles. Data were collected through electronic databases indexed by Sinta, Google Scholar, and so on. Next, selecting articles that are relevant and meet the criteria to be analyzed. Only selected articles were used as references for this study. (Dadang Juandi & Tamur, 2020). Inclusion criteria are used to obtain data that is in accordance with the research objectives. The following are the inclusion criteria used: a) The study evaluates the field of electronic addiction, b) The study must make student subjects who are experiencing addiction, c) The study contains programs to prevent addiction in students. Primary studies that do not meet the inclusion criteria will not be used. At this stage, screening was carried out to select articles that were eligible for use and re-screening to get the right journal with the variables to be discussed.

### **RESULT AND DISCUSSION**

From the results of the review conducted using the Systematic Literature Review (SLR) method with the PRISMA technique, the results obtained from the identification of scientific articles related to

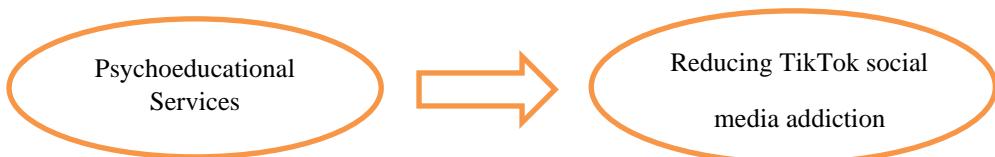
## Preventing Tiktok Social Media Addiction Through Psychoeducation Services For Students

psychoeducational services to reduce tiktok social media addiction. Databases 210 titles, Registers 15 titles with selection of similar titles totaling 265 titles. Then, the title through the screening process results in 17 titles. Then, the titles that will be discussed regarding psychoeducation to reduce addiction are 7 titles. The PRISMA flow in this study is as follows:



**Figure 1. PRISMA Flow Diagram**

Providing psychoeducational services to overcome tiktok social media addiction: Systematic Literature Review. There are two variables in this discussion, psychoeducational services and reducing social media addiction as dependent variables. With the following description:



**Figure 2. The role of psychoeducation in overcoming tiktok social media addiction**

**Table 1. Analysis of Literature Review Results**

Title	Country	Language	Research Objectives	Data Collection Method	Population and Number	Result
Psychoeducation to a Overcome Gadget Addiction in Children	Indonesia	Indonesia	Provide information to children about the impact of overuse, strategies for appropriate use of gadgets	Implementation of psychoeducation in the school environment involving parents of students	35 parents 5 man 30 women	<ul style="list-style-type: none"> <li>Understand the strategy of using gadgets at home</li> <li>Parents anxiety levels increase for gadget-addicted children</li> <li>Understanding the role of parents in protecting children from gadget addiction, namely with digital literacy.</li> </ul>
<b>Psychoeducation on a Prevention of Cell Phone Addiction Among Teenagers Around RPTRA</b>	Indonesia	Indonesia	Preventing cell phone addiction in adolescents	Lectures, discussions, questions and answers, screening of education videos.	25 participants	Increase participants' knowledge on mobile phone addiction prevention
Mardani Asri Cempaka Putih Central Jakarta Mental Health Psychoeducation on Gadget & Social Media Addiction at SDN 1 Kutakarya	Indonesia	Indonesia	Provide education to fifth grade students at SDN Kutakarya 1 to know the negative impact that can be caused by addiction to the use of gadgets in accessing social media by providing Psychoeducation in Kutakarya Village, Kutawaluya District, Karawang Regency.	Collect data by interviewing informant directly		Positive child responses such as how there are many things to do that are more useful and more fun than just playing gadgets all day. Demonstration of interest and change in the child Knowing the positive and negative impacts of using social media

## Preventing Tiktok Social Media Addiction Through Psychoeducation Services For Students

<b>KKN- a Thematic Socialization of Psychoeducation to Overcome Gadget Addiction in Children in Dewi Village, Bayan District, Purworejo Regency</b>	<b>Indonesi a</b>	<b>Indonesia</b>	<p>Provide insight into the characteristics of child development, motives for children to play gadgets, strategies for using gadgets in children so that children can use gadgets for positive purposes.</p>	<p>Socialization with the activity stages are coordination and preparation of activities, delivery of information and psychoeducation al socialization</p>	<p>30 parents</p>	<p>Can provide insight to parents about the characteristic of child development,th e motives of children playing gadgets through psychoeducatio n</p> <p>Children can use gadgets only for positive purposes incresing parents knowledge of gadget use strategies for children</p>
<b>Efforts to Reduce Gadget Addiction for Children and Adolescents Through Family Psychoeducation in Plantation Areas</b>	<b>Indonesi a</b>	<b>Indonesia</b>	<p>Provide understanding and increase knowledge about the correct use of gadgets through psychoedu cation in an effort to prevent gadget addiction in children and adolescents in the plantation area</p>	<p>Lectures, discussions and question and answers in accordance with standard operating procedures for psychoeducation , using X-banners, leaflets and banners. Audio media such as microphones and speaker sets.</p>	<p>Children and adolescents in Wonokitri Village, Tosari Subdistrict, Pasuruan</p>	<p>Understand the importance of managing the use of gadgets for children and adolescents so that there is no addiction to their use</p> <p>Provide adequate understanding to families in an effort to properly manage the use of gadgets of their family members.</p>
<b>Psychoeducation on the Effects of Gadgets on Students in Vocational High School Education</b>	<b>Indonsia a</b>	<b>Indonesia</b>	<p>Increase knowledge on the use of gadgets, especially in education so that students can use gadgets responsibly and not depend on them.</p>	<p>Pretest activities, then in the second activity, namely psychoedu cational activities and the third activity,namely posttests.</p>	<p>35 students, 3 graduates, and 3 Psychology lecturers</p>	<p>Can increase their awareness of the function of gadgets so that they can use gadgets in positive ways for students</p>
<b>Prevention of Gadget Addiction in Primary School Students</b>	<b>Indonesi a</b>	<b>Indonesia</b>	<p>Intervene to prevent addition to use gadgets in primary</p>	<p>Self-mangement and structurin g daily activities for learners</p>	<p>Class 5A learners. total of 37 students/part icipants</p>	<p>There is a change in the learners cognitive level.</p>

school  
learners.

Planning of  
new behaviors  
and supported  
by the creation  
of commitment  
to a behavioral  
contract to  
limit gadget  
use

---

In the literature review on the topic, the main criterion in this topic is psychoeducation to deal with addiction. A person who is indicated to be addicted to social media will affect personal development, both from the psychological and physical aspects. Social media addiction will make individuals become indifferent to their social environment. They will more often use social media to interact with others. Social media provides negative information that cannot be sorted out first, so minors have the potential to watch things that are not suitable for their age. In their development period, children need help from parents to provide education related to self-management, controlling the use of social media. because, parents are the closest members of the child so they have an important role to prevent gadget addiction in children (Aliya & Irvansyah, 2018) Before that, it is necessary to provide training and psychological education to face challenges and develop coping skills.

## **CONCLUSION**

Psychoeducational services show their achievement in increasing students' understanding of gadget use. By providing effective services in preventing excessive use of Tiktok social media. Appropriate use of social media will improve life skills as social beings and no longer ignore their environment. In addition, providing education related to self-management to control the use of social media for each student.

## **REFERENCES**

Abdul Latif Syafwan, & Nurussakinah Daulay. (2023). Pengaruh Stres Akademik Terhadap Kecanduan Media Sosial Dan Implikasinya Terhadap Bimbingan Dan Konseling. G-Couns: Jurnal Bimbingan Dan Konseling, 7(03), 441–449. <https://doi.org/10.31316/gcouns.v7i03.4624>

Alexander, A. D., & Ridfah, A. (2023). Psikoedukasi Dalam Upaya Pencegahan Fear of Missing Out (FoMO) Pada Siswa SMA X. Joong-Ki: Jurnal Pengabdian Masyarakat, 3(1), 174–179. <https://doi.org/10.56799/joongki.v3i1.2558>

Ariati, C., & Juandi, D. (2022). Kemampuan penalaran matematis: systematic literature review. LEMMA: Letters Of Mathematics Education, 8(2), 61–75.

Aulia, F., Magistarina, E., & Sukma, D. (2023). Psikoedukasi literasi media sosial untuk meningkatkan parental awareness terhadap cyber threats pada orangtua dan guru. Pendidikan Tambusai, 7(1), 3866–3872.

## Preventing Tiktok Social Media Addiction Through Psychoeducation Services For Students

Hermansyah, D. C. M. (2023). Psikoedukasi Kesehatan Mental Mengenai Adiksi Gadget & Sosial Media Di SDN 1 Kutakarya. *Abdima Jurnal Pengabdian Mahasiswa*, 2(2), 4557-4565.

Iramadhani, D., Julistia, R., & Muna, Z. (2021). Psikoedukasi Pengaruh Gadget Terhadap Pelajar Didunia Pendidikan Sekolah Menengah Kejuruan. *Jurnal Penelitian Pendidikan, Psikologi Dan Kesehatan (JP3K)*, 2(2), 96–101. <https://doi.org/10.51849/j-p3k.v2i2.70>.

Jalal, N. M., Syam, R., Irdianti, I., & Piara, M. (2022). Psikoedukasi Mengatasi Kecanduan Gadget pada Anak. *PaKMas: Jurnal Pengabdian Kepada Masyarakat*, 2(2), 420-426.

Kinanthi, M. R., Kusristanti, C., Listiyandini, R. A., Pratiwi, A. E., Fatahillah, M., Salsabila, S., & Syafitri, A. (2022). Psikoedukasi Pencegahan Adiksi Telepon Seluler Pada Remaja Di Sekitar Rptra Mardani Asri Cempaka Putih Jakarta Pusat. *Batuah: Jurnal Pengabdian kepada Masyarakat*, 2(2), 97-102.

Lingga, A. I., Pesau, H. G., & Sastaviana, D. (2023). Pencegahan Adiksi Penggunaan Gadget Pada Siswa Sekolah Dasar. *Community Development Journal*, 4(4), 7080–7084.

Novita Maulidya Jalal, Rahmawati Syam, St.Hadjar Nurul Istiqamah, Irdianti, I., & Muhrajan Piara. (2022). Psikoedukasi Mengatasi Kecanduan Gadget pada Anak. *PaKMas: Jurnal Pengabdian Kepada Masyarakat*, 2(2), 420–426. <https://doi.org/10.54259/pakmas.v2i2.1311>

Nurhidayah, I., Ramadhan, J. G., Amira, I., & Lukman, M. (2021). Peran orangtua dalam pencegahan terhadap kejadian adiksi gadget pada anak: literatur review. *Jurnal Ilmu Keperawatan Jiwa*, 4(1), 129-140.

Nurul Fitriani, Adhim Vayla Rahmadio Mijaya, Ad'ha Ramadhani, Iqlimatul Inayah Ya'kub, Muhrajan Piara, & Irdianti, I. (2023). Intervensi Psikoedukasi Kecanduan Gadget Pada Murid Sit Al-Fathanah. *Joong-Ki : Jurnal Pengabdian Masyarakat*, 2(3), 662–668. <https://doi.org/10.56799/joongki.v2i3.2086>

Pertiwi, A. R., & Sihotang, H. (2023). Upaya Sekolah Meningkatkan Kesehatan Mental Peserta Didik di Era Digital. *JURNAL PSIKO EDUKASI: Jurnal Pendidikan, Psikologi, dan Konseling*, 21(2), 1412-9310.

Puspitasari, W., & Fikry, Z. (2023). Kontribusi Kontrol Diri terhadap Kecanduan Media Sosial Tiktok pada Remaja di Kabupaten Bekasi. *Jurnal Pendidikan Tambusai*, 7(2), 13958-13964.

Ratna Estria, S., & Nurjanah, S. (2020). Jurnal Keperawatan Muhammadiyah Pengaruh Intervensi Psikoedukasi Berbasis Audio Visual Terhadap Internet Addiction. *Jurnal Keperawatan Muhammadiyah*, 5(1), 85–95



**THE 2<sup>nd</sup> INTERNATIONAL CONFERENCE ON GUIDANCE AND COUNSELING**  
**“COUNSELING RESONANCES ON**  
**MENTAL HEALTH EMERGENCIES AND AWARENESS”**

**THE INFLUENCE OF PSYCHOEDUCATION TO INCREASE MENTAL  
HEALTH LITERACY IN ADOLESCENTS**

**Zelma Setya Kasih<sup>1</sup>, Fawwas Firdaus Khaelani<sup>2</sup>, Muhammad Afifuddin Ghozali<sup>3</sup>**

<sup>1</sup>State University of Surabaya, Lidah Wetan, Sub-District Lakarsantri, Surabaya, Indonesia,  
[zelma.21013@mhs.unesa.ac.id](mailto:zelma.21013@mhs.unesa.ac.id)

<sup>2</sup>State University of Surabaya, Lidah Wetan, Sub-District Lakarsantri, Surabaya, Indonesia,  
[fawwas.21068@mhs.unesa.ac.id](mailto:fawwas.21068@mhs.unesa.ac.id)

<sup>3</sup>State University of Surabaya, Lidah Wetan, Sub-District Lakarsantri, Surabaya, Indonesia,  
[muhammadghozali@unesa.ac.id](mailto:muhammadghozali@unesa.ac.id)

**ABSTRACT**

*Adolescent mental health is an issue of growing global concern due to its significant impact on individual and societal well-being (Fatimah, 2023). Psychoeducation has been recognized as one of the effective approaches in improving mental health literacy in adolescents (Syarifuddin, Mariskha, & Umaroh, 2021). In this study, we conducted a systematic analysis using the PRISMA method to evaluate the effect of psychoeducation on improving adolescent mental health literacy. A number of relevant studies were selected and synthesized to obtain a comprehensive overview of the findings. Findings from this study suggest that psychoeducation is effective in improving adolescents' knowledge, attitudes and emotion management skills related to mental health. A structured and goal-oriented psychoeducation program helps adolescents to recognize the importance of mental health care and overcome the stigma attached to mental health problems. In addition, psychoeducation was also shown to improve adolescents' attitudes towards mental health, by reducing negative attitudes and increasing empathy towards individuals experiencing mental health problems. The implications of these findings are the importance of integrating effective psychoeducation programs in formal and informal education, as well as efforts to provide wider access to mental health services for adolescents. Consistently, the studies we reviewed showed that psychoeducation is effective in improving adolescents' knowledge about various aspects of mental health, including symptoms of mental disorders, risk factors, and emotion management strategies.*

Keywords: Psychoeducation, Literacy, Mental Health, Adolescents.

### INTRODUCTION

The number of people with mental disorders in Indonesia continues to increase significantly from year to year. The results of the Basic Health Research (Risikesdas) show that the prevalence of people with mental emotional disorders in Indonesia in 2013 was 6%, then increased to 9.8% in 2018. This increase led Indonesia to become the 6th in overall mental health and psychiatric disorders and the 4th for the rate of depressive mental disorders globally (Global Health Estimates, 2018). Survey results from I-NAMHAS that as many as 1 in 20 adolescents reported feeling more depressed, more anxious, more lonely, and more difficult to concentrate compared to before the COVID-19 pandemic, they also stated that only 2.6% of adolescents with mental health problems used mental health facilities or counseling to help them cope with their emotional and behavioral problems in the past 12 months. This figure is still very small compared to the number of adolescents who actually need help in overcoming their mental problems.

According to (Lestari, Rahmawati, Faizah, Risqi, & Feraihan, 2021) the application of a healthy lifestyle and awareness of maintaining mental health stability is a form of mental health literacy, mental health literacy is closely related to individual knowledge, understanding and awareness of mental disorders, thus helping individuals to recognize, regulate or control, and prevent the possibility of mental problems in themselves and others around them. Adolescence is a unique and formative period of physical, emotional and social changes, including exposure to poverty, abuse or violence, which makes adolescents vulnerable to mental health problems. Promoting psychological well-being and protecting adolescents from adverse experiences and risk factors that may affect their potential to thrive is critical to their physical and mental health well-being in adulthood. (Mustamu, Hafni Hasim, & Khasanah, 2020)

Adolescence is a time of emotional turmoil (Ragita & Fardana, 2021). At this point, emotions may change drastically in an instant. Severe mood swings in adolescents are often caused by stress in daily activities at home or schoolwork. Although mood swings are common among adolescents, it is not always clear whether this is a sign of a psychological problem. Teenagers experience significant changes in self-awareness during adolescence, which affects their ability to understand themselves. Because they believe that others value or condemn them just as much as they do, they are particularly vulnerable to the opinions of others. Adolescents are forced to examine their self-reflection and themselves closely as a result of this assumption (self-image).

To prevent mental illness, mental health needs to be maintained and cared for as much as possible. A disturbed mental condition will make life uncomfortable, such as being easily agitated, tired, or bored. If a person does not show symptoms of mental illness, psychosis, neurosis, or other mental illnesses, they may be considered mentally healthy. The psychoeducation provided is also expected to be useful in helping oneself understand and deal with psychological problems that occur. Psychoeducation can also be used not only for individuals experiencing psychological problems, but also as a social movement that aims to educate about mental disorders (Natasubagyo & Kusrohmaniah, 2019).

By actively engaging adolescents in the learning process, psychoeducation not only increases their knowledge about mental health, but also assists in the development of essential skills needed to maintain overall mental health (Pertiwi & Sihotang, 2023). Although the immense potential of psychoeducation

## The Influence of Psychoeducation to Increase Mental Health Literacy in Adolescents

has been recognized, more research is needed to further evaluate its effectiveness in improving adolescents' mental health literacy. Therefore, in this article, we further examine the effect of psychoeducation on improving adolescents' mental health literacy, with the aim of providing a better understanding of the importance of this intervention in supporting young people's mental well-being. It is hoped that the results of this review will provide a strong basis for efforts to develop more effective psychoeducation programs in the context of adolescent mental health.

### RESEARCH METHOD

The method in this study uses Systematic Literature Review (SLR) with PRISMA (Preferred Reporting Items For Systematic Reviews And Meta-Analyses) which is carried out in a systematic way or following stages. Systematic review is one method that uses evaluation, review, categorization, structured, classification and evidence-based reviews that have been obtained previously. The implementation of a systematic review has very planned and structured steps, so the method is very different from the use of methods that only convey literature studies (Sastypratiwi & Nyoto, 2020). The literature studies used in this study were 17, 15 literature studies were selected from the research problems and the second stage of selection was carried out according to the research questions as many as 10 titles. Each literature study consists of relevant journals. Literature studies obtained from google scholar as many as 20 literature studies from 2014-2024 with two reviewers.

#### *Systematic Review Process*

**Table 1. Explanation of the Review Protocol**

No	Process	Description
1	Data Search	Data search refers to Google Scholar by using keywords that have been adjusted to the research title.
2	Data Screening	This process includes the selection of data that matches the research title and is accompanied by the key to the research problem.
3	Data Quality Assessment	Based on full text data that has met the inclusion and exclusion criteria in table 2.
4	Data Search Result	All data met the criteria and will be analyzed further.

**Table 2. Inclusion and Exclusion Criteria**

Criteria	Inclusion	Exclusion
Types of Literatur	Article from Google Scholar	Citations, repositories, blogs
Publication Years	2014 – 2024	Before 2014
Language	Indonesian	English

# The Influence of Psychoeducation to Increase Mental Health Literacy in Adolescents

## RESULT AND DISCUSSION

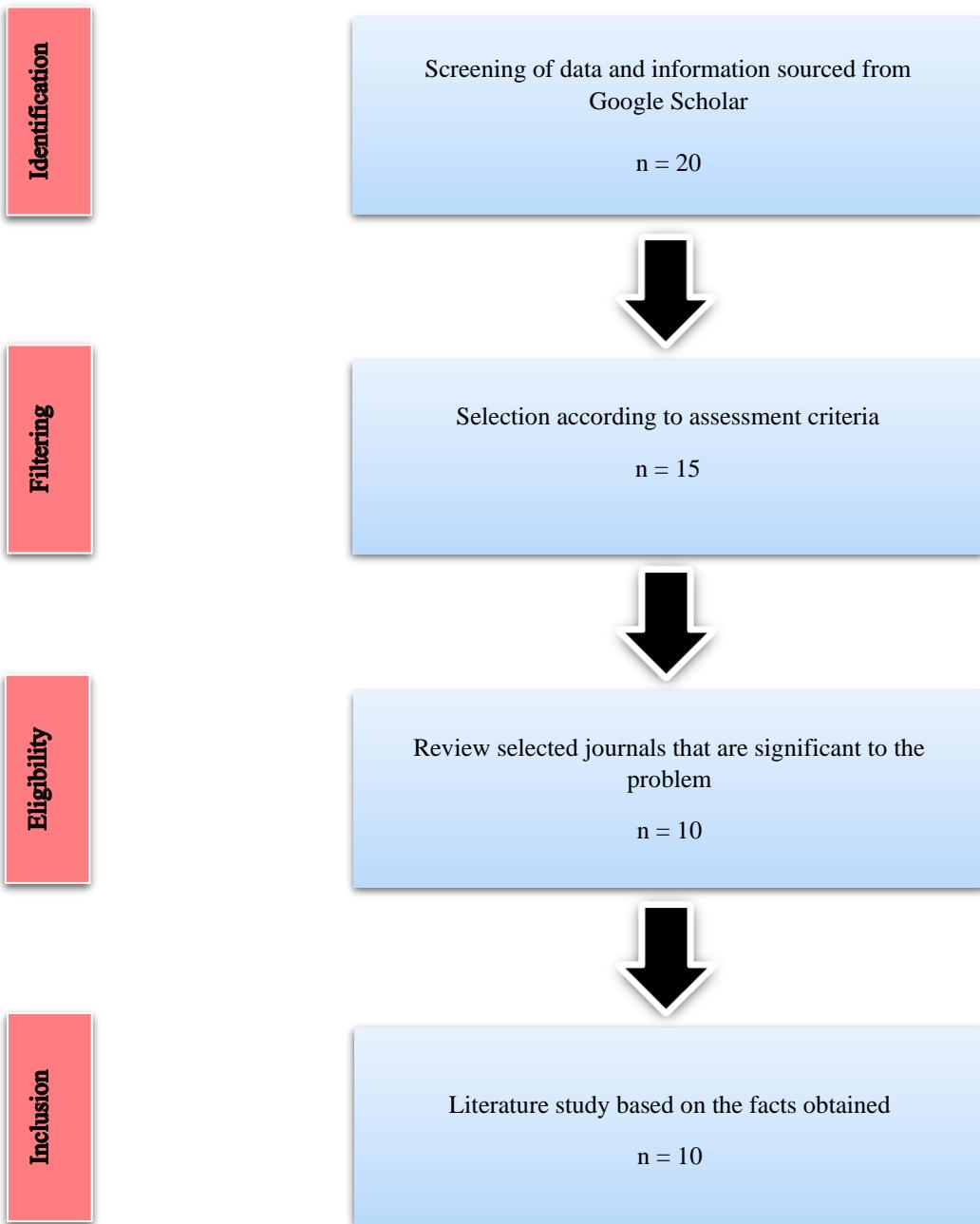


Figure 1. PRISMA Method

## The Influence of Psychoeducation to Increase Mental Health Literacy in Adolescents

**Table 3. Overview of research related to the effect of psychoeducation on mental health literacy in adolescents**

No	Title	Author/Year	Method	Research Results
1	Adolescent mental health initiative	(Puspitasari & Rohmah, 2021)	SWOT Analysis	The success of the adolescent psychoeducation program is only known from qualitative data, which is based on the participants' evaluation of the program, either written on the evaluation sheet or verbally. Participants felt that the psychoeducation increased their knowledge about changes during adolescent development, the importance of knowing themselves and maintaining mental health. Psychoeducation made intervention participants aware of the importance of recognizing and acknowledging their strengths and weaknesses, so that the adolescent development period can be lived well by optimizing their potential so that later they can achieve success as expected. Participants also considered that psychoeducation provided new insights, especially regarding the various.
2	The Effect of Islamic Mental Health Psychoeducation as an Effort to Improve Mental Health Literacy in Adolescents	(Norhayatun, Musfichin, & Mulyani, 2023)	Quantitative experimental with one group pre-test post-test design.	Based on the hypothesis test data in the paired sample T test hypothesis analysis results table, it was found that the $t$ value = -10.555 and $p$ value $<0.05$ ( $0.000 <0.05$ ), which indicates a significant difference between before and after the Islamic mental health psychoeducation training. The results concluded that Islamic mental health psychoeducation has a significant effect in improving mental health literacy in adolescents in class XI MAN 1 Banjarmasin. In addition, the training evaluation showed that after participating in the Islamic mental health literacy psychoeducation training, participants have a better understanding of mental health problems and mental disorders. Their views on the function and role of psychologists also changed, and participants were more knowledgeable in overcoming mental disorders in general and in accordance with Islamic teachings.
3	EFEKTIVITAS PSIKOEDUKASI ONLINE UNTUK MENINGKATKAN KAN LITERASI KESEHATAN MENTAL	(JAFAR & NR, 2023)	Pre-test and post-test	SPSS results show that the value of Asymp. Sig. (2-tailed) value of $0.000 <0.05$ which indicates a significant difference between the pre-test and post-test. This shows that there is a significant / meaningful effect on the difference in treatment given to each variable. So it can be concluded from the results that there is an increase in participants' knowledge in the lite intervention.
4	Psikoedukasi untuk Meningkatkan Literasi Kesehatan Mental pada Guru dan Siswa di SMPN "A" Yogyakarta	(Dwiyani & Widuri, 2020)	Quasi-experiment using untreated control group design with pretest and posttest samples.	Based on the pretest and post test of mental health literacy of students and teachers at SMPN "A" Yogyakarta that has been done shows the mean post test is higher than the pre test which is 24.28 with $SD = 2.119$ . The results of the Wilcoxon Signed Rank Test analysis obtained were $-6.970$ with $p = (0.000)$ which showed that there was a significant difference between the pretest and posttest groups of knowledge about mental health and mental health stigma before and after being given psychoeducation.
5	Penerapan Psikoedukasi "M-Health" Untuk Meningkatkan Literasi Kesehatan Mental Mahasiswa Fkip Universitas	(Papilaya & Arjanto, 2021)	Descriptive Statistics Analysis of Variance	The results of the calculation of the average pretest knowledge in the experimental group were lower ( $M = 10.67$ , $SD = 2.093$ ) compared to the control group ( $M = 11.73$ , $SD = 1.438$ ). However, at the time of the posttest, the average knowledge of the experimental group was higher ( $M = 11.93$ , $SD = 1.534$ ) compared to the control group ( $M = 11.13$ , $SD = 1.552$ ). In the experimental group, there was an increase in the average mental health knowledge score by 1.26

## The Influence of Psychoeducation to Increase Mental Health Literacy in Adolescents

	Pattimura			
6	Psikoedukasi Untuk Meningkatkan Literasi Kesehatan Mental Pada Kalangan Mahasiswa Di Universitas 17 Agustus 1945 Samarinda	(Syarifuddin et al., 2021)	Quasi-experiment using untreated control group design with pretest and posttest samples.	<p>points. While in the control group, there was a decrease in students' mental health knowledge score by an average of 0.6 points. The pretest score of students' mental health literacy showed that in the experimental group the average pretest was higher than the control group by 8.40. As for the control group, the pretest score was lower at 7.53. In the posttest, the mental health literacy score was higher in the experimental group, which remained higher than the experimental group, which amounted to 8.20 compared to the control group of 8.07. However, there was a decrease in students' mental health literacy scores in the experimental group by 0.2 points and an increase in the control group by 0.53 points.</p> <p>The results of the analysis with ANOVA showed no interaction between the time (pre-post-test) and each group (experimental control) (<math>F = 0.188</math>, <math>p = 0.668 &gt; 0.01</math>). The results of the analysis to see the difference in the experimental group compared to the control group showed that there was no difference in mental health literacy in the experimental group compared to the control group (<math>F=0</math>, <math>640</math>, <math>p = F=0</math>, <math>640</math>, <math>p = 0.01 &lt; 0.431</math>).</p> <p>The results of this study prove that although there is no significant increase in mental health literacy in FKIP Pattimura University students, it is not significant. The results of the analysis by analysis of variance showed no significant interaction between m-health psychoeducation and increased mental health literacy in the experimental group (<math>F = 0.601</math>, <math>p = 0.445 &gt; 0.01</math>)</p>
7	Peningkatan Literasi Kesehatan Mental Remaja Selama Pandemi COVID-19 Melalui Psikoedukasi Online	(Wahyuni & Fitri, 2022)	Quantitative with descriptive statistics using percentages regarding mental health literacy	<p>Based on the results of statistical testing with a simple t test analysis test, it can be concluded that psychoeducation is effective for increasing mental health literacy among students at the University of 17 August 1945 Samarinda. This can be seen from the average pre-test score the results are in the medium category, then in the posttest score the average results are in the high category. The results of the hypothesis test also showed significant results in the pre and posttest for the experimental group who received psychoeducational treatment. So, it can be concluded that psychoeducation is effective in improving mental health literacy. For the control group, the results of the hypothesis test showed significant even though they were not given psychoeducational treatment, it is possible that when giving the pre and posttest there was a self-learning process from the control group respondents because it was done online and was not directly supervised by the researcher.</p> <p>The condition of students' mental health after participating in online psychoeducation activities in whatsapp groups shows that the average mental health of students is 125 out of 150. This means that students' mental health literacy is in the high category. Students have knowledge about mental health, have low false beliefs about mental health, have first aid and help-seeking skills and have self-help strategies. Based on the results of the evaluation of the implementation of psychoeducation activities, the results showed that most students reported experiencing an increase in mental health, only 1 person reported experiencing a slight increase in mental health literacy.</p>
8	Program Peningkatan	(Hal, Syafitri, & Rahmah, 2024)	One-group experiment with	The results of this study generally show that the program can improve participants' mental health

## The Influence of Psychoeducation to Increase Mental Health Literacy in Adolescents

	Literasi Kesehatan Mental pada Siswa SMA Islam Sultan Agung 3 Semarang Mental Health Literacy Program for Students in Sultan Agung Islamic High School 3 Semarang	pretest and posttest design	<p>literacy. As explained above, mental health literacy consists of the ability to recognize mental disorders, as well as how to help oneself and others when experiencing mental health problems. As can be seen from the mental health literacy questionnaire scores, there was an increase in the mean on the posttest. In addition, from the evaluation results, many participants felt that there were many benefits gained from this activity, both in terms of increased knowledge, ways to help themselves or others, and changes in perspective towards people with mental disorders.</p> <p>From the results of this study, the average increase in mental health literacy was relatively small, namely 1.7 points between pre and posttest, although statistical analysis showed that the change was very significant.</p>	
9	PENINGKATA N LITERASI KESEHATAN MENTAL REMAJA MENGENAI TOXIC RELATIONSHIP MELALUI PSIKOEDUKASI SI ONLINE	(Rohayati, Dimala, & Mora, 2023)	Pretest-posttest	Based on the table of mean differences in knowledge before and after psychoeducation, it can be seen that the pretest mean value is 55.47 with a standard deviation of 10.11. After being given health education, the posttest mean value increased to 77.91 with a standard deviation of 8.23. Adolescents can avoid this toxic relationship by providing knowledge. Adolescents are at the optimal age range in receiving and remembering the knowledge or information they receive. Green (1991 in Notoatmodjo, 2014) states that knowledge will change a person's attitude and behavior. The knowledge that adolescents have is expected to change their attitudes in carrying out relationships with others. The attitude is also expected to change the behavior of adolescents in building relationships with the surrounding environment. The post-test and pretest results of the online psychoeducation participants can be seen to be different. The pretest mean score was 55.47 with a standard deviation of 10.11. After being given health education, the average posttest value increased to 77.91 with a standard deviation of 8.23, this is in line with the research of Aldi (2017) and Handayani (2019) regarding the effect of health education on respondents' knowledge regarding gastritis management. The increase in knowledge is because adolescents as webinar participants can answer the questionnaires distributed after receiving information from resource persons regarding toxic relationships, there is an increase in knowledge because adolescents are the optimal age in receiving new information. Providing online psychoeducation about toxic relationships during webinars is also accompanied by providing media such as powerpoints and videos about mental health and toxic relationships so that adolescent knowledge increases.
10	Psikoedukasi Literasi Kesehatan Mental Pondok Pesantren Al'Atsar Quranic Caturharjo, Pandak, Bantul. Di. Yogyakarta	(Yuniasih, Widiana, Iriyanti, Amirullah, & Suhendra, 2023)	Pretest, presentation/lecture on mental health, discussion and psychological consultation of the students, and ended with a posttest.	The pretest results showed an average mental health literacy score of 10.885, with a standard deviation of 3.755. While the posttest results showed an average mental health literacy score of 14.395 with a standard deviation of 3.304. From the pretest and posttest results, it can be concluded that there was an increase in the average mental health literacy score of 3.510. This shows that psychoeducational activities aimed at improving mental health literacy in students are achieved, seen from the increase in posttest scores compared to pretest scores. The

## The Influence of Psychoeducation to Increase Mental Health Literacy in Adolescents

---

decrease in the standard deviation of the posttest score compared to the pretest score indicates that the variation in students' mental health literacy is lower, meaning that the mental health literacy of students after getting psychoeducation becomes more uniform than before getting psychoeducation.

---

### RQ 1: What was the level of knowledge of adolescents on mental health before psychoeducation?

Based on the ten articles collected, it can be concluded that prior to psychoeducation, adolescents' knowledge of mental health tended to vary. However, based on previous studies, many adolescents have a limited understanding of mental health. The results of the survey and preliminary study showed that most adolescents had incomplete or even erroneous knowledge about mental disorders, their symptoms, and the factors that influence them. Some adolescents may only have a generalized or stereotypical understanding of mental disorders, gained from not always accurate information from mass media or their personal experiences. They may be aware of some common mental disorders such as depression or anxiety, but not have a deep understanding of their clinical features or underlying causes.

### RQ 2: Why are adolescents not practicing mental health literacy?

From the ten articles that have been evaluated, the reasons why adolescents do not do mental health literacy are due to not having adequate knowledge about the importance of mental health and also lack of support from family, friends, or the surrounding environment. It is also supported by the absence of facilities related to mental health literacy, such as the unavailability of fees can also be a barrier for adolescents who want to seek professional help. .

### RQ 3: What is the impact of adolescents not practicing mental health literacy?

The impact of not implementing mental health literacy is the emergence of mental health problems, such as undiagnosed mental health problems, negative effects on emotional and social well-being, impairment in academic performance and productivity and the risk of dangerous behaviors that can cause mental health problems to become more severe.

### RQ 4: Is psychoeducation effective in improving adolescents' knowledge about mental health?

Studies have shown that psychoeducation is effective in improving adolescents' knowledge about mental health. Through structured and goal-oriented counseling sessions, adolescents were provided with clear and comprehensive information on various aspects of mental health, including types of mental disorders, risk factors, symptoms, and ways to cope. Pre-and-post test survey results showed a significant increase in adolescents' knowledge after attending the psychoeducation program.

### RQ 5: How does psychoeducation affect adolescents' attitudes towards mental health?

Psychoeducation has a positive impact on adolescents' attitudes towards mental health. Previously, adolescents may have had negative or stigmatizing attitudes towards people with mental

health problems. However, through psychoeducation, they gain a deeper understanding of the complexities and vulnerabilities of mental health, and are able to develop a more empathetic and caring attitude towards people who experience such problems. In addition, psychoeducation also helps to reduce stigma and spread awareness about the importance of mental health care.

## **CONCLUSION**

Based on the results of the literature review, it can be concluded that this article shows that psychoeducation has a significant impact in improving adolescents' understanding, attitudes, and emotion management skills related to mental health. Consistently, the studies we reviewed showed that psychoeducation is effective in improving adolescents' knowledge about various aspects of mental health, including symptoms of mental disorders, risk factors, and emotion management strategies. Structured and interactive psychoeducation programs help adolescents to recognize the importance of mental health care and overcome the stigma attached to mental health problems .

In addition, psychoeducation has also been shown to improve adolescents' attitudes towards mental health, by reducing negative attitudes and increasing empathy towards individuals experiencing mental health problems. Through practice and active engagement in psychoeducation sessions, adolescents also develop the skills necessary to manage emotions, cope with stress, and solve everyday problems. Nonetheless, there are some shortcomings in the existing literature, such as variations in the methods of implementing psychoeducation and the need for further research to explore the long-term effects of psychoeducation.

Overall, the findings from this study suggest that psychoeducation is an approach with great potential in improving mental health literacy in adolescents. The implications of this article are the need for effective integration of psychoeducation programs in formal and informal education, as well as efforts to provide wider access to mental health services for adolescents. By doing so, it is hoped to improve adolescents' mental well-being and reduce the burden of mental illness in the future.

## **REFERENCES**

Dwiyani, B. F., & Widuri, E. L. (2020). Psikoedukasi untuk Meningkatkan Literasi Kesehatan Mental pada Guru dan Siswa di SMPN "A" Yogyakarta. *Prosiding Seminar Nasional Magister Psikologi Universitas Ahmad Dahlan*, 1–7. Retrieved from <http://seminar.uad.ac.id/index.php/snmpuad/article/view/5698>

Fadhilah, C. R., Lubis, I. S. L., Nisfiary, R. K., Fitria, S., & Sarah, C. (2024). Psikoedukasi Kesehatan Mental Pada Mahasiswa Psikologi Universitas Tjut Nyak Dhien. *Jurnal Pengabdian Masyarakat Tjut Nyak Dhien*, 3(1), 1-12.

Fatimah, Fatimah. (2023). Perpustakaan sebagai pusat kesehatan mental: studi kasus pusat research and innovation center of graduate school program pascasarjana uin imam bonjol. *Maktabatuna*, 5(2), 145–157.

Hal, Februari, Syafitri, Diany Ufieta, & Rahmah, Laily. (2024). *Aksiologi : Jurnal Pengabdian Kepada Masyarakat Program Peningkatan Literasi Kesehatan Mental pada Siswa SMA Islam Sultan Agung*

3 Semarang Mental Health Literacy Program for Students in Sultan Agung Islamic High School 3 Semarang Fakultas Psikologi Univ. 8(1), 16–25.

JAFAR, EKA SUFARTIANINSIH, & NR, REZKI WAHYUNI. (2023). Efektivitas Psikoedukasi Online Untuk Meningkatkan Literasi Kesehatan Mental. *HEALTHY: Jurnal Inovasi Riset Ilmu Kesehatan*, 2(1), 23–28. <https://doi.org/10.51878/healthy.v2i1.1963>

Jayanti, H. K. (2012). *Pemberian Psikoedukasi Tentang Gangguan Mental Untuk Meningkatkan Mental Health Literacy Pada Tenaga Kesehatan Di Puskesmas Rangkah* (Doctoral dissertation, UNIVERSITAS AIRLANGGA).

Norhayatun, Musfichin, & Mulyani. (2023). The Effect of Islamic Mental Health Psychoeducation as an Effort to Improve Mental Health Literacy in Adolescents. *Interdisciplinary Journal of Social Science and Education (IJSSE) Norhayatun, Musfichin, Mulyani Interdisciplinary Journal of Social Science and Education (IJSSE)*, 1(1), 1–16. Retrieved from <https://doi.org/10.53639/ijssse.v1i1.6>

Papilaya, J. O., & Arjanto, P. (2021). Penerapan Psikoedukasi “M-Health” Untuk Meningkatkan Literasi Kesehatan Mental Mahasiswa Fkip Universitas Pattimura. *Prosiding Seminar Nasional Bimbingan* .... Retrieved from <https://ojs.unpatti.ac.id/index.php/semnasbk/article/view/1265>

Pertiwi, A. R. Citra Evrista, & Sihotang, Hotmaulina. (2023). Upaya Sekolah Meningkatkan Kesehatan Mental Peserta Didik Di Era Digital. *Jurnal Psiko Edukasi* □, 21(2), 180–195. <https://doi.org/10.25170/psikoedukasi.v21i2.4946>

Puspitasari, Siska, & Rohmah, Faridah Ainur. (2021). Adolescent mental health initiative. *Community Empowerment*, 6(8), 1450–1462. <https://doi.org/10.31603/ce.5068>

Ragita, Syarifa, & Fardana, Nur. (2021). Keterlibatan ayah dalam pengasuhan dan kematangan emosi. *Buletin Riset Psikologi Dan Kesehatan Mental*, 1(1), 417–424.

Rohayati, Nita, Dimala, Cempaka Putrie, & Mora, Linda. (2023). PENINGKATAN LITERASI KESEHATAN MENTAL REMAJA MENGENAI TOXIC RELATIONSHIP MELALUI PSIKOEDUKASI ONLINE Abstrak. *Konferensi Nasional Penelitian Dan Pengabdian (KNPP) Ke-3 Universitas Buana Perjuangan Karawang*, 2350.

Syarifuddin, Nur Maulita, Mariskha, Silvia Eka, & Umaroh, Siti Khumaidatul. (2021). Psikoedukasi Untuk Meningkatkan Literasi Kesehatan Mental Pada Kalangan Mahasiswa Di Universitas 17 Agustus 1945 Samarinda. *Motivasi*, 9(1), 24–32.

Wahyuni, Eka, & Fitri, Susi. (2022). Peningkatan Literasi Kesehatan Mental Remaja Selama Pandemi COVID-19 Melalui Psikoedukasi Online. *CARADDE: Jurnal Pengabdian Kepada Masyarakat*, 4, 393–398. Retrieved from <https://garuda.kemdikbud.go.id/documents/detail/2778601>

Yuniasih, Dewi, Widiana, Herlina Siwi, Iriyanti, Annisa Furqon, Amirullah, Abdul Karim, & Suhendra, Suhendra. (2023). Psikoedukasi Literasi Kesehatan Mental Pondok Pesantren Al’Atsar Quranic Caturharjo, Pandak, Bantul. Di.Yogyakarta. *Abdimas Galuh*, 5(1), 29. <https://doi.org/10.25157/ag.v5i1.8771>



**THE 2<sup>nd</sup> INTERNATIONAL CONFERENCE ON GUIDANCE AND COUNSELING**  
**“COUNSELING RESONANCES ON**  
**MENTAL HEALTH EMERGENCIES AND AWARENESS”**

**PSYCHOEDUCATION ON PERSONAL BOUNDARIES TO FOSTER SELF-  
PROTECTIVE BEHAVIOR IN PRESCHOOL CHILDREN**

**Durrotun Nafisah<sup>1</sup>, Sheilawaty Arum Fathira<sup>2</sup>, Evi Winingsih<sup>3</sup>**

<sup>1</sup>State University of Surabaya, Lidah Wetan, Sub-District Lakarsantri, Surabaya, Indonesia,  
[durrotun.21015@mhs.unesa.ac.id](mailto:durrotun.21015@mhs.unesa.ac.id)

<sup>2</sup>State University of Surabaya, Lidah Wetan, Sub-District Lakarsantri, Surabaya, Indonesia,  
[sheilawaty.21081@mhs.unesa.ac.id](mailto:sheilawaty.21081@mhs.unesa.ac.id)

<sup>3</sup>State University of Surabaya, Lidah Wetan, Sub-District Lakarsantri, Surabaya, Indonesia,  
[eviwiningsih@unesa.ac.id](mailto:eviwiningsih@unesa.ac.id)

**ABSTRACT**

*Sexual violence is a problem faced by the entire world. Perpetrators of sexual violence can be anyone, including acquaintances, family members, or strangers. Based on reports collected from various reliable channels, ranging from direct complaints, hotline services, to electronic messages, the number of reports of 1,915 reports received throughout this year. Therefore, the purpose of this research is to discuss psychoeducational personal boundaries to shape self-protective behavior. Through psychoeducation, teaching has increased from the previous year. The most dominant cases are those of sexual violence, with a total personal boundaries as a tool for self-protection in children becomes fundamental when discussing the prevention of sexual violence against children. This study reviews scientific literature relevant to the discussion of psychoeducational personal boundaries to enhance self-protective behavior in preschool children. The research employs a systematic method (LSR), supplemented with the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) method. Keywords such as "Psychoeducation," "Personal Boundaries," "Formation of self-protective behavior," and "Preschool" were used to search for literature on Google Scholar, Crossref limited to the last 5 years from 2020 until 2024. After selecting 241 initial articles using inclusion and exclusion criteria, the PRISMA method was applied. From the final results of these articles, after review and selection, 10 relevant articles were found concerning the variables discussed. Current journal reviews indicate that understanding personal boundaries to shape self-protective behavior in preschool children can be achieved through psychoeducation.*

Keywords: Psychoeducation, Personal Boundaries, Formation of self-protective behavior, Preschool.

## **INTRODUCTION**

Sexual violence is a problem currently faced by all countries in the world. The American Academy of Child and Adolescent Psychiatry notes that 1 in 3 girls and 1 in 13 boys in the United States have experienced sexual violence during childhood. This sexual violence is perpetrated by someone they know or someone within the family (AACAP, 2020). In Asia, victims of sexual violence at a young age occur in private settings at a rate of 6.1% - 41.9%. Victims also often know the perpetrators of this sexual violence closely because they are in internal environments. (Pramesti, 2021).

The National Commission for Child Protection Indonesia revealed that there were 3,547 reports of violence against children received throughout 2023. These reports were gathered from various channels, ranging from direct complaints, hotline services, to electronic messages. The number of reports has increased from the previous year. The most dominant cases are those of sexual violence, with a total of 1,915 reports received throughout this year. In (Margareta and Sari Jaya, 2020), it's explained that violence against young children is an action that can harm a child's development, both physically, psychologically, and sexually, which can affect the future development of the child's life.

Violence against children is still prevalent in society, ranging from abuse, murder, persecution, and other forms of criminal acts that negatively impact a child's psyche. Ideally, a child should be provided with high-quality education and supported with familial love to ensure their mental well-being remains undisturbed. This occurs because many parents consider violence against children as normal. They believe violence is part of disciplining a child. They forget that parents are the most responsible for ensuring the welfare, protection, development, and optimal growth of their children. The family is the first place where a child learns about applicable rules, whether intentional or unintentional, which are aimed at harming or damaging the child, whether through physical or mental attacks. (Margareta and Sari Jaya, 2020).

Through psychoeducation, teaching personal boundaries as a means of self-protection to children becomes fundamental when discussing the prevention of sexual violence against children. The main goal of providing material on the prevention of sexual violence against children, especially in the field of education, is to help children become skilled in identifying potentially dangerous situations that could lead to sexual violence so that they can prevent and know what steps to take. The personal boundaries taught include forms of inappropriate touching, refusing or ending interactions, and seeking help if in a dangerous situation. (Joni and Surjaningrum, 2020).

In doing self-protection there are several ways to do it, here are ways to protect yourself as a prevention of sexual violence : 3 R (*Recogn, Resist, Report*). (a) *Personal Safety Skills*, consist of three skill. Firstly, *Recognize*, which is the ability for children to identify characteristics of individuals who potentially commit sexual violence (Predators). (b) Secondly, *Resist*, which is the ability children must possess to resist acts or instances of sexual violence. (c) Thirdly, *Report*, which is the ability children must possess to disclose any intimate discomfort they experience from adults, and children should be open with their parents so that parents can monitor their well-being. (Saputra, Candra , Lastri Rosanna, Bayu Azhar, 2021).

There are 8 concepts of teaching personal safety skills, in the book healt and wellbeing childhood by (Gravis and Pendergast, 2017), it's explained that eight concepts are taught in personal safety skills to

## **Psychoeducation On Personal Boundaries To Foster Self- Protective Behavior In Preschool Children**

avoid sexual violence in children : (1) Body ownership. Full body ownership where children are taught that they have full rights over their bodies including private parts, the right to control their bodies so that not everyone can touch see and take pictures of their bodies. (2) Touch. Children can be taught to distinguish between touch by others including touch that leads to sexual violence. (3) Assertiveness. Children are taught strategies to be assertive towards behaviors that lead to sexual violence. (4) The No Go Tell sequence. Children are taught to say "no" clearly and loudly if someone is going to touch them inappropriately and then "go" from the situation followed by "tell" a helpful adult. (5) Secretary. Children can be taught to tell stories about events they have experienced that should not be a secret. (6) In tuition. This is a controversial part especially for early childhood because children are taught to trust their feelings when they feel threatened. (7) Support system. Teaching about trustworthy adults is the stage of recognizing support systems for children.

In this phenomenon, education is necessary, so that children can learn personal boundaries and how to apply personal safety skills with psychoeducation. Psychoeducation can be preventive role in addressing child sexual abuse. Psychoeducation involves providing information, understanding, and skills to children on topics such as personal boundaries, dangerous situations, how to recognize early signs of abuse, and how to address or report such situations. Therefore, psychoeducation can serve as an appropriate and effective step in combating child sexual abuse.

### **RESEARCH METHOD**

The study employs a qualitative approach using a Literature Systematic Review (LSR) method. The qualitative approach is selected for its aim to comprehend and interpret the meanings derived from various literature sources concerning psychoeducation on personal boundaries to foster self-protective behaviors in preschool children. Literature was obtained from journals research engineers such as Google Scholar and Crossref limited to the last 5 years from 2020 until 2024.

The focus of this research is on the concept and application of psychoeducation on personal boundaries in preschool-aged children, encompassing the understanding of personal boundaries, self-protection, factors influencing the formation of personal boundaries, psychoeducational content, and its implementation.

The data analysis technique utilized in this study is the prism technique, where the author conducted a general search on journals related to the topic. After a general research journal and articles that were eligible for review were screened. The result of the screening process will then be filtered again until the correct journal was found.

**Table 1. Explanation of the Review Protocol**

<b>No</b>	<b>Process</b>	<b>Description</b>
1	Data Search	Data refers to Google Scholar and Crossref using publish or perish v.8 and using keywords that have been adjusted to the research title.
2	Data Screening	This process includes the selection of data that match the research title and is accompanied by the key to the research problem.
3	Data Quality Assessment	Based on full text data that has met the inclusion and exclusion criteria in table 2.

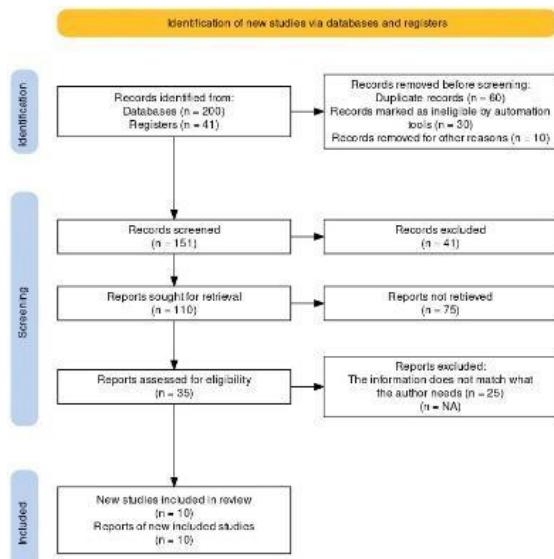
4. Data Search Result	All data met the criteria and will be analyse further
-----------------------	---

**Table 2 Inclusion and Exclusion Criteria**

No	Criteria	Inclusion	Exclusion
1	Type of literature	Literature from Google Scholar and Crossref	Citation, repository, blog
2	Publication years	2020 until 2024	Before 2020

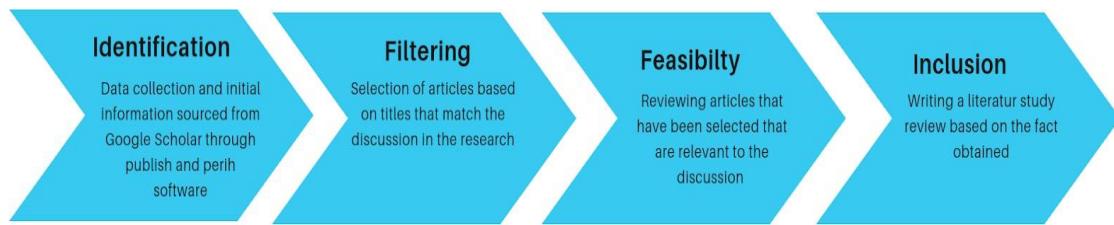
## RESULT AND DISCUSSION

The initial literature search yielded 241 articles, 41 of which were obtained from Google Scholar and 200 from Crossref. After reviewing the relevance and appropriateness of the abstracts to the inclusion criteria, 10 articles were selected for full-text rev



Based on the result of the review conducted by the author using LSR (Literature systematic review) method and the PRISMA (Protocol Review Systematic and MetaAnalysis) analysis technique, and used google scholar and for literature on Google Scholar and Crossref limited to the last 5 years from 2020 until 2024. The following results were obtained: identification and analysis results, journal and articles related to psychoeducation on personal boundaries to foster self protective behavior in preschool children is 241 titles of articles. The results are then selected based on titles that were in accordance with the result discussion, so that 151 that were obtained. The 151 titles of the literature were given further screening to obtain literature results that were truly in accordance with the research variable developed as 35 titles . In the development of the method used with the PRISMA analysis technique. In the end, the authors obtained 10 articles specifically discussing psychoeducation on personal boundaries to foster self protective behavior in preschool children. The flow of PRISMA in this research is a shown below:

## Psychoeducation On Personal Boundaries To Foster Self- Protective Behavior In Preschool Children



**Tabel 1. Analysis of Literature Review Result**

Title	Country	Language	Research Objective	Type of Research	Data Collection Method	Population and Number	Result
The Phenomenon Of Psychological Boundaries	Rusia	English	The article presents an analysis of foreign and Russian approaches to understanding the essence, content and parameters of psychological boundaries.	Quantitative and Qualitative analysis	Questionnaire	The total number of 150 students of the faculty of psychology of Bashkir State Pedagogical University.	The category or term of "boundary" is associated with many meanings. At this time many people are starting to become aware of terms such as "life world", "psychological time and space", "personal space", "contact boundaries" even boundaries used to "protect oneself".
Development of a Personal Boundaries Awareness Package to Shape Self-Protective Behavior in Early Childhood	Indonesia	Indonesia	This research aims to produce a product in the form of a personal boundaries awareness package that meets the criteria of accessibility from experts consisting of usefulness, feasibility, accuracy, and appropriateness.	Research and development (R&D)	Data collection, planning, initial product development, initial field trial, and major product revision.	One teacher from the research location, namely Tunas Mulya Jaya Surabaya Kindergarten and one student guardian.	The personal boundaries taught include inappropriate forms of touch, refusing or ending interactions, and seeking help if in a dangerous situation.

**Psychoeducation On Personal Boundaries To Foster Self- Protective Behavior In Preschool Children**

Implementation Of Symbolic Modeling Techniques In Efforts To Improve Personality Safety Skills	Indonesia	Indonesia	Efforts to Improve Personality Safety Skill using tutorial services through symbolic modeling methods	Society service is carried out with training and therapy	Training and Therapy	There are 35 students and parents at SDN 019 Pandau Jaya Pekanbaru City.	<i>Personal Safety Skills</i> , consist of three skill. Firstly, <i>Recognize</i> , Secondly <i>Resist</i> , Thirdly <i>Report</i> .
Book Health and Wellbeing in Childhood	Inggiris	Inggiris	This book will assist educators, academics, pre-service student teachers and teachers in their quest to develop and implement effective practices for children's health and wellbeing.	-	-	-	8 concepts of teaching personal safety skills, in the book health and wellbeing childhood by Garvis&Pendergast (2017) :Body ownership, Touch, Assertiveness, The No Go Tell sequence, Secrecy, Intuition, Support system.
Psychoeducation on Mental Health in the Quarter Life Crisis Phase in Mekarmukti Village	Indonesia	Indonesia	The article's purpose is to raise awareness related to mental health, provide understanding to participants who are having a quarter-life crisis.	Psychoeducation	FGD	27 youth, and 12 members of KKN Group, 315 joined	Psychoeducation can provide both popular psychological information and specific information used to influence people's psychosocial well-being.
The Effect of Psychoeducational Intervention to Increase Goal Achievement in a Group of Underachiever Girls.	Indonesia	Indonesia	The purpose of this study is to improve the achievement goals of a group of underachiever female students who enjoy playing together and selling in class through the provision of psychoeducational interventions.	experiment	Pretest and post test	A group of 5 underachiever students from class V of XX Elementary School in West Jakarta.	The results showed an increase in achievement goals in goal setting, planning, time management and self-evaluation of the underachiever group of female students which also had an impact on improving academic achievement after being given an intervention using psychoeducation.

## Psychoeducation On Personal Boundaries To Foster Self- Protective Behavior In Preschool Children

Design a hand puppet video psychoeducational intervention to prevent early childhood sexual violence	Indonesia	Indonesia	The purpose of this research is describe about design of intervention psychoeducation through video	RnD	Learner analysis with FGD, task analysis, concept	Preschool children with age range of 3-6 y.o with full assistance from parents or other adults	This research produces a learning media from video that are in accordance with the target, background, and cognitive development children
Preventive of child sexual abuse through media-based reproductive healthy education for PUD school student	Indonesia	Indonesia	This research aims to introducing as well as primary prevention for child sexual abuse through education	extension	-	The project was conducted at sardis Preschool, Maulafa Subdistrict, Kuang city with 20 student and 2 teachers participated	<p>This research shows that 100% of children participate in reproductive health education for children's knowledge and skills after media-based counseling increased by 92%, while in non-media counseling it was only 63%. At the end of the activity, children</p> <p>were able to point out certain body parts that should not be touched by other people and</p> <p>practiced it by singing a sexual violence prevention song using the correct move</p>
Prevention of sexual violence in early children through of the teaching of the song “sentuhan boleh sen tuhantidakboleh” through of the teaching of the song “sentuhanboleh sen tuhantidakboleh”	Indonesia	Indonesia	This study aims to describe the implementation of prevention in early childhood through the simulation of singing	Qualitative with descriptive method	Observation, interview, and documentation studies	One teacher, three parents, and three young children in TK Kartika Siliwangi 39, Serang City, Banten	<p>This article result showed that</p> <p>teaching song “sentuhanbolehsentuhantidakboleh” has 8 step of teaching, the role of teacher is guide and mediator, the role of parents is motivator, guide, and reflector, teaching the song “sentuhanbolehsentuhantidakboleh” is considered to have positive impact</p>

## **Psychoeducation On Personal Boundaries To Foster Self- Protective Behavior In Preschool Children**

Early childhood sexual education through audio visual media and body mapping in Bina Ana Prasa III Kindergarten	Indonesia	Indonesia	Aims to provide understanding and awareness to protect themselves from sexual crime	Counseling with science and technology simulation		20 student of Bina Ana Prasa III Kindergarten	The results of the activity show that audio-visual media and body mapping, which is a method of simulating science and technology is very effective in delivering information and education to children.
---	-----------	-----------	---	---	--	---	--

### **The Importance of Personal Boundaries**

The category or term of "boundary" is associated with many meanings. Boundaries are lines that divide territories, borders, edges, alignments, lines and those that separate various fields of activity, even human feelings and beliefs. A limit can be considered an extreme manifestation of something, a limit, a measure. The ambiguity and range of application of the term "limit" leads us to think about its underlying essence, namely the nature of the "root" of this idea. (Moiseeva, Gantseva and Lyamina, 2020). At this time many people are starting to become aware of terms such as "life world", "psychological time and space", "personal space", "contact boundaries" even boundaries used to "protect oneself". Boundaries are considered in their social aspect – as oppositions between oneself to others and society. Another definition of personal boundaries are the limits and rules set in a relationship to openly and without coercion say "no" to inappropriate things (Moiseeva, Gantseva and Lyamina, 2020).

Quoting from the University of South Africa's website, here are the types of boundaries and examples:

- a. Physical. Offering a handshake instead of a hug when meeting someone new or asking for a break from a gym trainer when feeling fatigued.
- b. Sexual. There is a lot of abuse of children, especially children who cannot protect themselves.
- c. Emotional. Declining invitations to meet that you do not want and avoiding things that trigger sadness or anger
- d. Material. Refusing requests to borrow money or items that you do not want and setting boundaries on returns if you agree to lend them.
- e. Time. Asking others not to call during work hours or limiting visitation time when friends come over.
- f. Intellectual. Rejecting others' ideas, accompanied by sensible reasons.

Reviewing the explanation above, in accordance with the focus of this research, it is about teaching children how to protect themselves by setting personal boundaries. This is fundamental when discussing the prevention of sexual abuse against children. The primary goal of providing material on preventing child sexual violence, especially in the field of education, is to assist children in being skilled at identifying potentially dangerous situations that could lead to sexual violence, thus preventing it and knowing what steps to take. The personal boundaries taught include inappropriate forms of touch, refusing or ending

## **Psychoeducation On Personal Boundaries To Foster Self- Protective Behavior In Preschool Children**

interactions, and seeking help if in a dangerous situation. (Pramesti, 2021).

### **Self Protection Personal Safety Skills**

In the realm of self-protection skills, children need to be encouraged to speak to trusted adults when they feel uncomfortable, to go with known or trusted adults when walking or riding in a car, and to ask trusted adults when unsure about how to do something (Bortolussi & Vicki, 1997) in Nessa, Mutmainnah and Kurniawati, 2022)).

In doing self-protection there are several ways to do it, here are ways to protect yourself as a prevention of sexual violence:

a. 3 R (*Recogn, Resist, Report*)

*Personal Safety Skills*, consist of three skill. Firstly, *Recognize*, which is the ability for children to identify characteristics of individuals who potentially commit sexual violence (Predators). Secondly, *Resist*, which is the ability children must possess to resist acts or instances of sexual violence. Thirdly, *Report*, which is the ability children must possess to disclose any intimate discomfort they experience from adults, and children should be open with their parents so that parents can monitor their well-being. (Saputra, Candra , Lastri Rosanna, Bayu Azhar, 2021)

b. 8 concepts of teaching personal safety skills, in the book healt and wellbeing childhood by (Gravis and Pendergast, 2017), it's explained that eight concepts are taught in personal safety skills to avoid sexual violence in children :

- 1) Body ownership. Full body ownership where children are taught that they have full rights over their bodies including private parts, the right to control their bodies so that not everyone can touch see and take pictures of their bodies.
- 2) Touch. Children can be taught to distinguish between touch by others including touch that leads to sexual violence.
- 3) Assertiveness. Children are taught strategies to be assertive towards behaviors that lead to sexual violence.
- 4) The No Go Tell sequence. Children are taught to say "no" clearly and loudly if someone is going to touch them inappropriately and then "go" from the situation followed by "tell" a helpful adult.
- 5) Secrery. Children can be taught to tell stories about events they have experienced that should not be a secret.
- 6) Intuition. This is a controversial part especially for early childhood because children are taught to trust their feelings when they feel threatened.
- 7) Support system. Teaching about trustworthy adults is the stage of recognizing support systems for children.

In this phenomenon, education is necessary, so that children can learn personal boundaries and how to apply personal safety skills. Psychoeducation can be preventive role in addressing child sexual abuse.

## **Psychoeducation On Personal Boundaries To Foster Self- Protective Behavior In Preschool Children**

Psychoeducation involves providing information, understanding, and skills to children on topics such as personal boundaries, dangerous situations, how to recognize early signs of abuse, and how to address or report such situations. Therefore, psychoeducation can serve as an appropriate and effective step in combating child sexual abuse.

### **Psychoeducation content**

Psychoeducation is one of the intervention techniques applied as community group education, developing and providing information related to popular psychology or specific information used to influence people's psychosocial well-being (Mahmud *et al.*, 2021). According to (Putra and Soetikno, 2018) psychoeducation is a deductive method to provide information and training to change an individual's mental or psychological understanding. Psychoeducation can be applied in an effort to provide an understanding of personal boundaries to shape self-protective behavior in preschool children. The importance of understanding personal boundaries to shape self-protective behavior for preschool children can be provided in the form of psychoeducation by covering the following content:

- a. Introduction to male and female body anatomy is a very important provision. The introduction of body anatomy can be done by teaching children the correct names of body parts including genitals, helping children understand the differences between men and women, introducing children to body parts that can be seen by others and those that cannot, and providing an understanding for children not to touch other people's private body areas without permission.
- b. Personal boundaries are an important aspect that should be understood and introduced early on. Both teachers and parents can introduce personal boundaries by providing an understanding of personal boundaries as rules about how others treat us, teaching to respect other people's personal boundaries, and teaching children to say "no" when someone violates their personal boundaries.
- c. Introduce children to various kinds of unsafe behaviors such as being touched in private body parts (covered by clothes) without permission, invited by unknown people, given gifts or money in return, asked to touch other people's private body parts, threatened or forced to do something unwanted. By knowing the behavior of unsafe behavior, it is hoped that children can be careful and avoid if anyone treats them in this way.
- d. Teaching children strategies to deal with dangerous situations as a preventive measure to prevent sexual violence. Teach children to say "no" if someone touches their private areas, provide information on how to get help if they feel threatened or are victims of sexual abuse, teach children to tell a trusted adult if they feel threatened or uncomfortable by providing a safe environment and open communication.

### **Implementation of Psychoeducation**

Psychoeducation for pre-school children is essential for understanding themselves and others and for developing social-emotional skills. These are ways to implement effective psychoeducation for preschoolers:

- a. Educational videos can help children learn about specific topics in an interesting way through

## **Psychoeducation On Personal Boundaries To Foster Self- Protective Behavior In Preschool Children**

visual and auditory. This is in line with research (Ardinanta, et al) on the design of hand puppet video psychoeducational interventions as an effort to prevent early childhood sexual violence, showing that psychoeducation can be applied in the form of videos. In the study, the video contains the story of a child with a case of verbal abuse and the actions that must be taken when dealing with it, then also contains an introduction to the parts of the child's body that can and cannot be touched by others. The video is also equipped with songs to liven up the psychoeducational atmosphere. The video ends with an advocacy so that children become more aware of the parts of the body that should not be touched as a lesson that can be taken from this story and the message can be conveyed well.

- b. Role play accompanied by songs is an effective way to help children learn about a topic and learn about various social situations and how to behave in these situations. Role play can be sourced from storybooks, folklore, or self-made stories. This is in line with research (Tedjuhingga, Indriati Andolita, 2019), namely on reproductive health counseling with lecture methods followed by discussions, video drama screenings, and then role play accompanied by music and involving teachers and parents or guardians to create a family environment, child-friendly schools as an effort to prevent sexual violence. After this counseling, the results showed that 92% of children's knowledge and skills increased after media-based counseling.
- c. Educational songs are one of the learning media that can help children learn in a fun and memorable way and contain a variety of topics. In line with research (Maharani, Nadia 2023) that teaching through singing "touch may, touch may not" for early childhood is considered to have a positive impact, especially related to understanding sexual education material.
- d. Audio visual media and body mapping. This is in line with research (Qalbina and Wati, 2023) regarding counseling and simulation of science and technology using audio-visual with the title "I take care of myself" is very effective for preschool children, students sing and move according to the video played. Animation is able to help children maintain focus and attention on the source of information so that children can understand information in a fun atmosphere and the messages conveyed are more embedded in children's memories (Suhadi et al, 2020 in (Qalbina and Wati, 2023). Meanwhile, body mapping is also relevant and appropriate to the age and stage of development of a person. In this activity, participants are asked to attach correct stickers to parts of the body that can be touched and wrong stickers to parts of the body that cannot be touched. Body mapping offers an easier way to describe events that are difficult to express.
- e. Hand puppets. As a medium for student learning, hand puppets involve 3 main aspects in themselves, namely as a medium for introducing self-awareness through stories, stimulating imagination, and emotional involvement and communication development. This hand puppet media aims to instill a sense of introspection and self-awareness through storytelling (Firmansyah, M.R. *Et al.* 2023). This media is able to attract children's attention and focus and is able to direct learning messages that are easy to understand and not boring. .

These methods can be implemented as a method of delivering personal boundary psychoeducation to foster self-protective behavior for children. Based on the review articles mentioned, it is true that

## **Psychoeducation On Personal Boundaries To Foster Self- Protective Behavior In Preschool Children**

psychoeducation can shape self-protective behavior.

### **CONCLUSION**

Based on the PRISMA method used in this study, it was found that education on personal boundaries and personal safety skills is a crucial step in preventing child sexual abuse. Through a psychoeducation approach and the application of relevant concepts, children can be empowered to recognize red flags, reject inappropriate behavior, and report adverse events. The implementation of audio-visual and body mapping methods in preschool education has also proven effective in delivering information and education to children. Thus, this approach can be an effective preventive measure in addressing child sexual abuse.

### **REFERENCES**

Adriananta, et.al. (2022). Rancangan Intervensi Psikoedukasi Video Boneka Tangan Sebagai Upaya Pencegahan Kekerasan Seksual Anak Usia Dini. Seminar Nasional Psikologi, 2962-2492

American Academy of Child and Adolescent Psychiatry (AACAP): [www.aacap.org](http://www.aacap.org)

Firmansyah, M.R. *Et al.* (2023) 'Menumbuhkan Self Awareness Dengan Media Hand Puppet Show Sebagai Upaya Preventif Tindak Penculikan Anak', *community development journal*, , 4(2), 4408-4414

Gravis, S. and Pendergast, D. (2017) *Health and Wellbeing in Childhood*. Third Edit, *Cambridge University Press*. Third Edit. United Kingdom. doi: 10.1017/9781316780107

Jaya, M. P. (2020) 'Kekerasan Pada Anak Usia Dini (Study Kasus Pada Anak Umur 6-7 Tahun Di Kertapati)', *Wahana Didaktika : Jurnal Ilmu Kependidikan*, 18(2), p. 171. doi: 10.31851/wahanadidaktika.v18i2.4386.

Joni, I. D. A. M. and Surjaningrum, E. R. (2020) 'Psikoedukasi Pendidikan Seks Kepada Guru dan Orang Tua Sebagai Upaya Pencegahan Kekerasan Seksual Pada Anak', *Jurnal Diversita*, 6(1), pp. 20–27. doi: 10.31289/diversita.v6i1.3582.

Maharani, Nadia. (2023). Upaya Pencegahan Kekerasan Seksual Pada Anak Usia Dini Mealui Pengajaran Nyanyian “Sentuhan Boleh Sentuhan Tidak Boleh”. Skripsi. UPI Repository

Mahmud, A. *et al.* (2021) 'Psikoedukasi Mengenai Kesehatan Mental Pada Fase Quarter Life Crisis di Desa Mekarmukti', *Proceedings Uin Sunan Gunung Djati Bandung*, 1(88), pp. 71–81. Margareta, T. S. and Sari

Moiseeva, N., Gantseva, E. and Lyamina, L. (2020) 'The Phenomenon Of Psychological Boundaries', pp. 715–725. doi: 10.15405/epsbs.2020.11.73.

Nessa, R., Mutmainah, M. and Kurniawati, R. (2022) 'Upaya Meningkatkan Pemahaman Keterampilan Perlindungan Diri pada Anak Usia Dini Melalui Audio Visual di TK IT Al-Azhar Banda Aceh', *Jurnal Pendidikan Tambusai*, 6(1), pp. 3257–3272.

Pramesti, M. (2021) 'Pengembangan Paket Personal Boundaries Awareness Untuk Membentuk Perilaku

## **Psychoeducation On Personal Boundaries To Foster Self- Protective Behavior In Preschool Children**

Melindungi Diri Pada Anak Usia Dini', *e-Journal UNESA*, pp. 559–564.

Putra, A. S. and Soetikno, N. (2018) 'Pengaruh Intervensi Psikoedukasi Untuk Meningkatkan Achievement Goal Pada Kelompok Siswi Underachiever', *Jurnal Muara Ilmu Sosial, Humaniora, dan Seni*, 2(1), p. 254. doi: 10.24912/jmishumsen.v2i1.1514.

Qalbina, Z. A. and Wati, M. (2023) 'Pendidikan Seksual Anak Usia Dini melalui Media Audio Visual dan Body Mapping untuk Siswa TK Bina Ana Prasa III', *Jurnal Pengabdian Pada Masyarakat*, 8(1), pp. 251-257. doi: 10.30653/jppm.v8i1.211.

Saputra, Candra , Lastri Rosanna, Bayu Azhar, S. D. G. (2021) 'Implementasi teknik symbolic modeling dalam upaya peningkatan personality safety skill', *JCES (Journal of Character Education Society)*, 4(3), pp. 562–572.

Tedjuhingga, Indriati Andolita. (2019). Pencegahan Kekerasan Seksual Pada Anak Melalui Edukasi Kesehatan Reproduksi Berbasis Media Pada Murid Sekolah Pendidikan Anak Usia Dini. *GEMASSIKA*, 3(1),