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PSYCHO-EDUCATION AS AN EFFORT TO IMPROVE PSYCHOLOGICAL
WELL-BEING IN ADOLESCENTS

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ABSTRACT

Psychological well-being is a well-being that should be owned by every individual, including adolescents. Adolescents will feel more dissatisfied and disappointed with their lives if they lack psychological well-being. It is important for adolescents to have psychological well-being because with good psychological well-being, adolescents will have good life satisfaction, which will also increase the ability to behave and think positively in adolescents. Psycho-education is one of the efforts that can be done to improve psychological well-being in adolescents. The method used in this study is a Systematic Literature Review using the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-analysis) search technique. The review was divided into four parts, namely identification, screening, eligibility, and included results. Based on the literature that has been reviewed, psychoeducation has an important role in improving psychological well-being in adolescents. Psychoeducation of psychological wellbeing can help adolescents to know the desires to be achieved and also life goals besides that it also trains them in managing emotions, increasing self-confidence, improving communication skills.

Keywords: Psycho-education, Psychological Well-being, Adolescents

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INTRODUCTION

Psychological well-being according to Ryff in (Yuliani, 2018) is a condition of individuals who have the ability to determine their life decisions independently, are able to control the environment effectively, are able to establish positive relationships with others, are able to determine and carry out life directions and goals, are able to accept themselves positively, and develop their potential continuously from time to time. Psychological well-being is the well-being that every individual should have, including adolescents. It is important for adolescents to have psychological well-being because with the possession of good psychological well-being, adolescents will have good life satisfaction, which will also increase the ability to behave and think positively in adolescents. Adolescents will feel more dissatisfied and disappointed with their lives if they lack psychological well-being. Adolescents with high psychological well-being can be better and feel capable in living life, get support, are satisfied with life and have a happy feeling.

Good psychological well-being is characterized by the acquisition of happiness, life satisfaction, and the absence of symptoms of depression. Happiness is the result of psychological well-being and is the highest goal that every human being wants to achieve. Psychological well-being according to Ryff in (Wulansari & Setiawan, 2019) can be seen from six dimensions, namely self-acceptance, environmental mastery, life goals, positive relationships with others, autonomy, and personal growth. Better physical health is an outcome of psychological well-being, which may be mediated by genetics, neurochemical impacts, and patterns of brain activation. In terms of human conduct, psychological well-being is an important psychological component. It is an idea that includes complete, well-balanced, and well-rounded life experiences (Makama et al., 2019). Judging from the importance of psychological well-being, psychological well-being in adolescents should be improved so that all adolescents are able to have good psychological well-being. There are several efforts that can be made to improve psychological well-being in adolescents, in this article the author wants to focus on psycho-education which is used as an effort to improve psychological well-being in adolescents.

The definition of the term psycho-education is an intervention that can be carried out in individuals, families, and groups that focus on educating participants about significant challenges in life, helping participants develop sources of support and social support in dealing with these challenges, and developing coping skills to deal with these challenges. Psycho-education is a professionally provided treatment that integrates psychotherapeutic and educational interventions (Sahrani & Hastuti, 2018). Psycho-education is considered suitable as an effort to improve psychological well-being. This is because psycho-education has a purpose, which is to provide information related to symptoms, causes, and healing concepts regarding certain psychological issues to the community, clients, or clients' families. Psycho-education also helps individuals who experience psychological issues to deal with existing problems by releasing frustration and emotions due to not knowing what or how to deal with psychological issues. Psycho-education can be used as an educational tool to support individuals who experience psychological problems. The psycho-education provided is expected to be useful in helping oneself understand and deal with psychological problems that occur.

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The author's view is that adolescents who have poor psychological well-being need positive guidance or education to improve their psychological well-being. Therefore, the selection of psycho-education in increasing psychological well-being is appropriate for adolescents. The author's initial thoughts are supported by research conducted by (Rahman et al., 2023) which states that providing psycho-education is effective for making changes to students' understanding of bullying and increasing adolescents' psychological well-being. From the various objectives that will be obtained from psycho-education, in this article, the author will discuss "**Psycho-education as an Effort to Improve Psychological Well-being in Adolescents**".

METHODOLOGY

The method used in this research is Systematic Literature Review using the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-analysis) search technique. The review was divided into four parts, namely identification, screening, eligibility, and included results. The researchers conducted a general search of journals related to psycho-educational services for adolescent psychological well-being. The researchers used keywords found in the Google Scholar and Publish or Perish databases. The keyword used to search for literature was psycho-education for adolescent psychological well-being. The researchers also searched for literature with publication year criteria, between 2018-2024. Furthermore, researchers selected relevant journals from trusted sources, such as Google Scholar, SAGE, Elsevier, Springer, Science Direct, Taylor Francis, and others. In addition, screening was carried out again for journals that have open access and have accuracy with the variables to be discussed.

RESULT AND DISCUSSION

From the results of reviewing and selecting two databases using PRISMA, national and international articles can be found. The selection process is based on the year of publication, which is between 2018 and 2024. After selecting the year of publication, articles were found based on the search results in two databases, namely publish or perish totaling 400 titles and scholar totaling 315 titles and selection was made based on relevant titles found 87 articles, then screening by reading abstracts found 30 articles. After that, based on screening the full text of eligible articles, 24 articles were found that discussed wellbeing psychoeducation and then 5 articles were found that discussed psychoeducation specifically to improve psychological wellbeing in adolescents. Can be seen in the diagram below:

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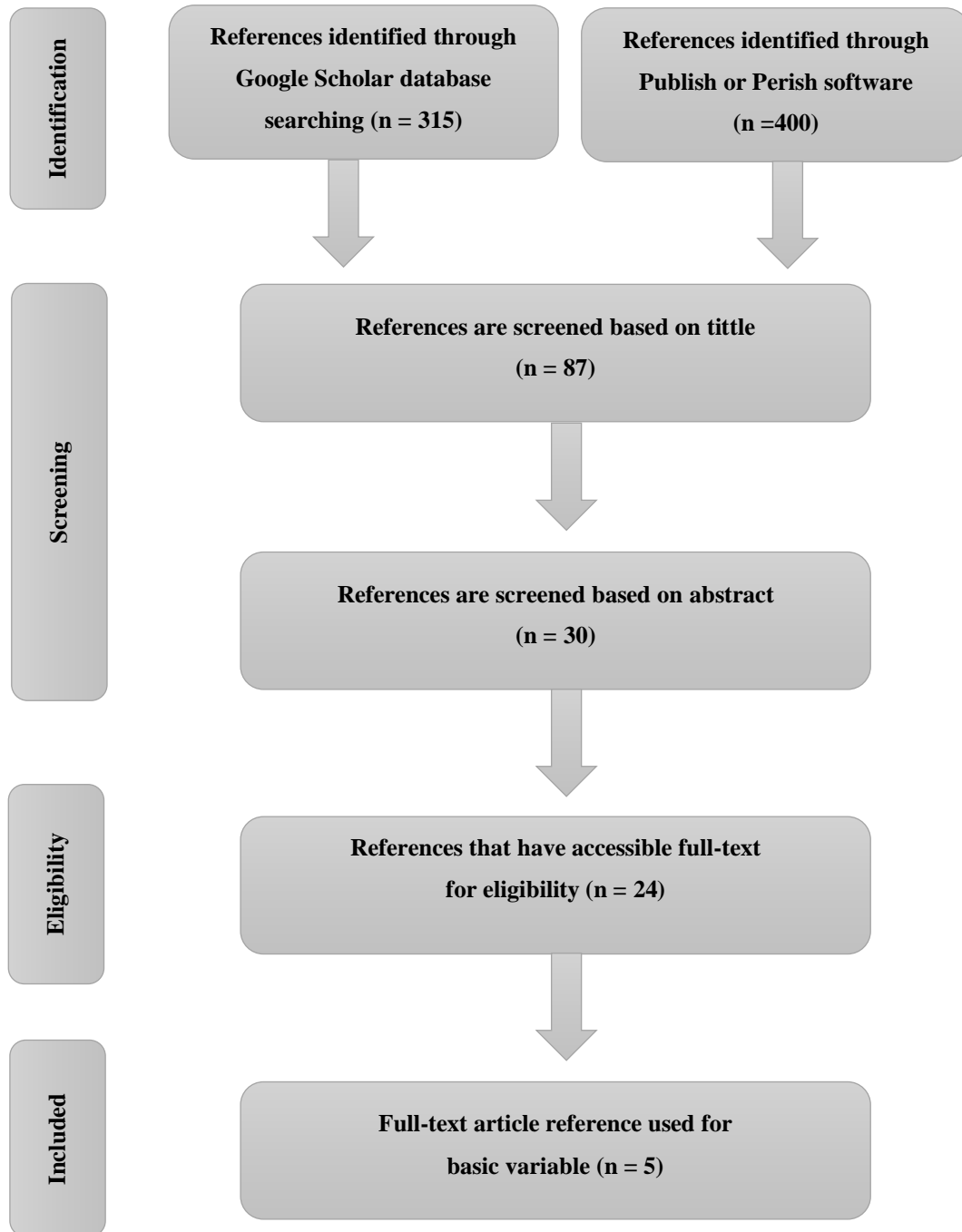


Figure 1. PRISMA Flow Chart

Table 1 - Analysis of Literature Review Results

Researcher name, year of publication and country	Title	Research Method	Results
(Dalimunthe et al., 2023) Indonesia	Psikoedukasi Pentingnya Psychological Well-Being pada Siswa SMA XX Kota Medan	It was conducted over 2 days with 1 session per day. The session lasted for 3 hours and was attended by 120	Students felt the benefits of psycho-education such as positive thinking and confidence in what they have

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		students, each from class IX and class X.	achieved. The results of the pretest and posttest showed that students' knowledge increased after the implementation of psycho-education activities.
(Hernawati & Eriany, 2020) Indonesia	The Effect of Self-Regulation-Health Counseling Services in Improving Students' Psychological Well-Being	Using quantitative research methods quasi experiment with randomized pretest post-test comparison group design and supported focus group discussion. With 30 student subjects in the city of Semarang.	Testing the results of the hypothesis shown using the Mann-Whitney U Test analysis where the experimental group and the control group have a gain score U Mann-Whitney U = 0.000 with p = 000 (p < 0.01) indicates a significant difference in control and experimental groups. Subjects feel more confident, able to manage emotions, able to live regularly and have goals, sincerely live life, be productive, happier, grateful for everything they have.
(Rahman et al., 2023) Indonesia	Efektivitas Psikoedukasi terhadap Peningkatan Pemahaman terkait Bullying dan Psychological Well-Being di Pesantren Pondok Madinah	Using pretest and post-test analysis with 54 subjects from grade 7 to grade 10 consisting of 27 santri and 27 santriwati. The instrument used a questionnaire consisting of 10 questions with a duration of 10 minutes.	The results of the study showed that the understanding and knowledge of subjects related to psycho-education after providing material increased by 60%. There was an increase in bullying, psychological wellbeing, and self-harm.
(Hobbs et al., 2024) United Kingdom	Long-term analysis of a psycho-educational course on university students' mental well-being	Using observation, survey, natural experiment, and regression discontinuity design methods. Short Warwick Edinburgh Mental Wellbeing Scale (SWEMWBS). With a sample of 271 undergraduate students from the University of Bristol Class of 2019/2020 and 2020/2021.	The study showed that students who participated in Science of happiness had a higher level of well-being or self-acceptance and had a low level of anxiety compared to other campus students who did not participate.
(Simon Bisji et al., 2019) Nigeria	The effectiveness of psycho education on psychological wellbeing of adolescents in Jos South LGA of Plateau State	Using an experimental design method with a subject of 48 adolescents with 24 women and 24 men who have different beliefs.	From this study, psycho-education is effective in fostering psychological wellbeing in adolescents such as having hope, feeling

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optimistic, and being happier. In addition, those who participated in psycho-education had better communication skills and good time management, had a good level of health, and emotional stability.

Psycho-education is a training or education for individuals to overcome problems and achieve their development, in this article the individuals in question are adolescents. The training or education includes self-understanding, emotional management, independent skills, and the ability to communicate with others (Sutatminingsih, R. Tuapattinaja, 2019). The existence of psycho-education is expected to help adolescents understand themselves, manage emotions, manage skills such as communication skills with others. This shows that psycho-education has an important role in the lives of adolescents, one of which is in improving psychological wellbeing.

Based on the literature mentioned above, the results of the study show that psycho-education has an influence in improving psychological wellbeing in adolescents. The application of psychological wellbeing can help adolescents how to manage emotions and behavior, feel confident, and can determine the desires they want to achieve (Dalimunthe et al., 2023) . Psycho-education on psychological wellbeing has an impact on adolescents as described by the literature above, they become more familiar with themselves, are able to manage thoughts and feelings, are able to live regularly, have goals in life, are able to be at peace and sincere in living life, become more productive and happy (Hernawati & Eriany, 2020). Adolescents with good psychological wellbeing have a high level of health, are happier in living life, are optimistic, and have positive thoughts in managing emotional stability (Simon Bisji et al., 2019). In addition, those with good psychological wellbeing have high self-acceptance and low levels of anxiety and loneliness compared to others (Hobbs et al., 2024).

CONCLUSION

Based on the literature that has been reviewed, psychoeducation has an important role in improving psychological wellbeing in adolescents. Psychoeducation of psychological wellbeing can help adolescents to know the desires to be achieved and also life goals besides that it also trains them in managing emotions, increasing self-confidence, improving communication skills. Adolescents with good psychological wellbeing have a high sense of self-acceptance, more happiness in living life, positive thinking, and low levels of anxiety and loneliness.

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