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**“COUNSELING RESONANCES ON**  
**MENTAL HEALTH EMERGENCIES AND AWARENESS”**

**IMPLEMENTATION OF PSYCHOEDUCATION AND MINDFULNESS FOR**  
**YOUTH MENTAL HEALTH**

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**ABSTRACT**

*The aim of this study was to determine how well mindfulness therapy and psychoeducation work for adolescent mental health problems. Using the Google Scholar search engine, 7 national and international research articles published in the last 5 years were reviewed as part of the Systematic Literature Review methodology using PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-analyses). Significant benefits of mindfulness interventions on adolescent mental health issues, including improved emotion regulation skills, resilience, and decreased stress, sadness, and anxiety, were found by the research findings from the identification of these seven research papers. This literature review concludes with mental health that can be addressed using mindfulness therapy and psychoeducation.*

**Keywords:** Psychoeducation, Mindfulness, Young Mental Health

## **Implementation Of Psychoeducation And Mindfulness For Youth Mental Health**

### **INTRODUCTION**

The World Health Organization (WHO) suggests that adolescents are the population aged 10-19 years. Adolescence in (Rahmawaty et al., 2022) is a period that can be considered unique because during this period there are physical, emotional, and social changes which can affect the mental health of these adolescents. In this case we can provide insight or knowledge about psychological well-being in adolescents and protect adolescents from bad experiences that can have an impact on the mental health of these individuals in adulthood. Adolescence itself is a period where moods are more prone to rapid change. These rapid mood swings are caused by individual burdens related to homework, problems at home, and daily activities.

The psychological changes experienced by children will increase as they grow up and this is one of the factors for adolescents experiencing mental health disorders. In this case, of course, it will cause a challenge and a new experience which they have not faced before. Their challenges in adapting to this in an individual's environment that begins to change, individual difficulties in managing time and managing finances, and individuals feel lonely in the learning process until they migrate away from their place of residence. From this, adolescents who feel less support from their environment to get pressure from problems in the individual's environment will be one of the triggers for the adolescent's mental health to be disrupted (Ningrum et al., 2022).

Most of the stigmas of people who encounter individuals who are experiencing mental health disorders are very negative. They think that the individual is stressed, crazy, disabled, and an incurable disease. In addition to this kind of stigma, people also think that individuals who experience mental health disorders are terrible, scary and shameful (Ellyana Dwi Farisandy et al., 2023). This kind of stigma makes most mental health sufferers feel discriminated against by their own families so that they choose to be silent and silent regarding the conditions they experience. This of course will make the individual reluctant to get help until it is difficult to recover.

The existence of a negative stigma from the community regarding mental health is caused by a lack of awareness of mental health. This occurs due to misinformation about mental health and a lack of in-depth information related to mental health. Therefore, according to (Wongpy & Virlia, 2020) knowledge and a positive attitude towards mental health conditions need to be improved in order to prevent more serious mental health disorders. One way to increase knowledge and positive attitudes in dealing with mental health is through psychoeducation. So this aims to increase public knowledge and correct information about mental health to reduce the negative stigma of mental health.

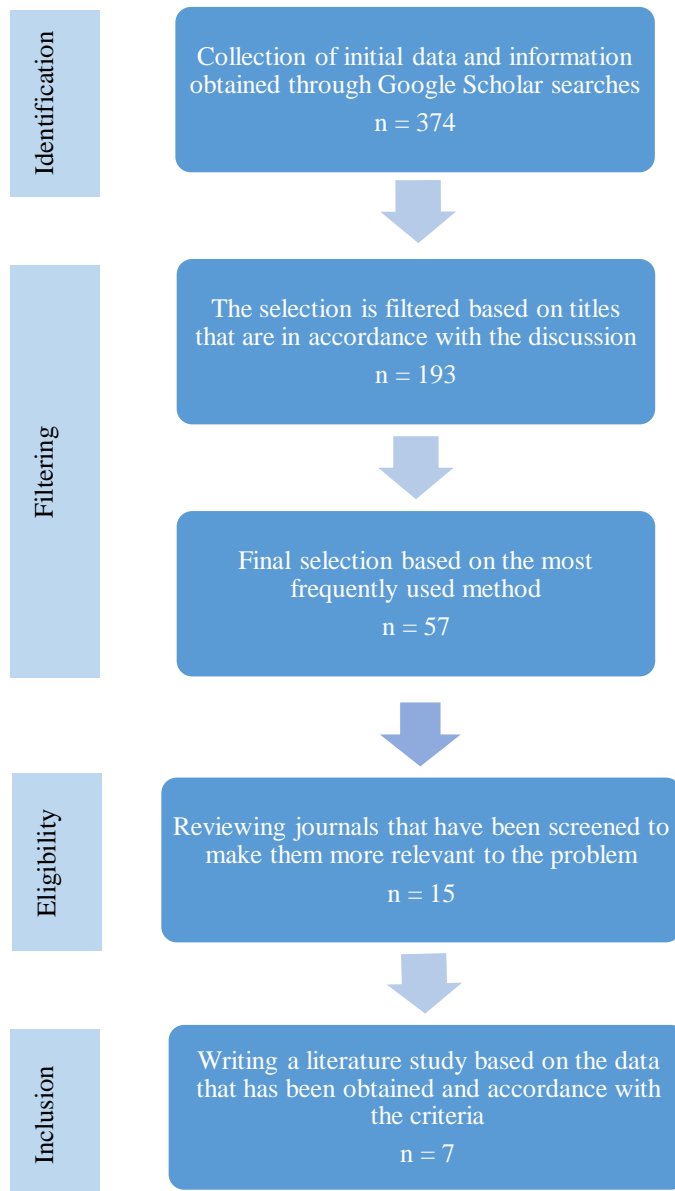
Mindfulness itself in the western psychological world was introduced by Jon Kabat-Zinn, who tried to secularize the method from Buddhist practice and developed a Mindfulness Based Stress Reduction (MBSR) program. This program quickly became known and grew rapidly. Mindfulness itself refers to a non-judgmental awareness by observing and accepting an individual's experiences, emotions, and thoughts. Mindfulness is defined as a skill that can be enhanced through centering thoughts, such as focused attention, awareness of breathing and emotions and feelings (Gál et al., 2021).

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### METHOD

This research method uses a literature review. A literature review is a type of research design in which a researcher critically analyzes a particular event, knowledge, or subject matter. Using the PRISMA technique, the researchers searched for journals related to psychoeducation and mindfulness for adolescent mental health. They then screened and selected journals that met the eligibility requirements for inclusion in the study, and screened again to find suitable journals that covered the variables they wanted to discuss.

This study conducted a literature search related to psychoeducation and mindfulness for adolescent mental health with the limitation or keywords Mindfulness AND Mental Health AND with a range of years 2019-2024. Researchers conducted a literature search through the Google Chrome browser application to the Google Scholar literature search database. This article selection uses national / international articles with the theme of psychoeducation and mindfulness for adolescent mental health.



**RESULT AND DISCUSSION**

In the literature review on the topic of this research, which is included in the inclusion criteria, namely related to psychoeducation, mindfulness, and mental health in adolescents. The exclusion criteria or additional criteria in supporting this research topic are guidance and counseling. Basically, mindfulness is the guiding concept of all the programs offered. It is specifically designed to address the issues raised by the respondents and will be the subject of future research.

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Title	Country	Language	Research Objective	Types of Research	Method Data Collection	Population and Numbers	Results
Effects of Mindfulness Based Psychoeducation on the Internalized Stigmatization Level of Patients With Schizophrenia	Turkey	English	The effect of mindfulness-based psychoeducation of patients with schizophrenia.	This research was conducted as a quasi experimental study of pre test and post test control.	Not mentioned	There were 69 schizophrenia patients included; 34 were in the experimental group and 35 were in the control group.	It can be concluded that this effective can reduce stigma in schizophrenia patients
The Role of Five Facets of Mindfulness in a Mindfulness-Based Psychoeducation Intervention for People With Recent-Onset Psychosis on Mental and Psychosocial Health Outcomes	Hongkong	English	This study aimed to examine how five facets of mindfulness	Longitudinal follow-up data from two pragmatic randomized controlled trials of MBPEG	Not mentioned	This analysis covered 124 individuals in all who finished the MBPEG treatment.	The current work contributes to the body of knowledge regarding the value of mindfulness-based therapies for individuals with psychosis.
Being Mindful at University: A Pilot Evaluation of the Feasibility of an Online Mindfulness-Based Mental Health Support Program for Students	Czechia	English	Not mentioned	Quantitative	The subjects were students from Masaryk University recruited	227 students in all took part in the program's initial run.	It concluded if mindfulness-based interventions can be effectively for eHealth form to university students.
Effects of Internet-based psycho-educational interventions on mental health and quality of life among cancer patients: a	China	English	Not mentioned	Qualitative	Not mentioned	1220 participants identified for this anlysis	It concluded if internet based psychoeducational interventions can reduce fatigue and depression in cancer patients.

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systematic review and meta-analysis

Adolescents' Empowerment for Mental Health Literacy in School: A Pilot Study on ProLiSMental Psychoeducational Intervention	Portugal	English	This study suggests the important role of mental health and psychiatric in schools.	Quantitative	Not mentioned	A sample of 38 adolescents, 24 females and 14 males	Improvements in knowledge, abilities, and behavioral traits were demonstrated by the ProLiSMental psychoeducational intervention.
School-based psychoeducation and storytelling: Associations with long-term mental health in adolescent survivors of the Wenchuan earthquake	Japan, China	English	To experience of storytelling based psychoeducation for adolescent survivor of the Wenchuan earthquake	Quantitative	Survey	1028 people who experienced trauma during the earthquake were included in the analysis.	It concluded if school based psychoeducation can reduce trauma in adolescent survivor of the Wenchuan earthquake
Measuring the effectiveness of psychoeducation on adherence, depression, anxiety and stress among patients with diagnosis of schizophrenia.	Ukraina	English	This study explores the effects psychoeducation on medication, depression, anxiety and stress	Quasi experimental pilot study.	Inclusion criteria were outpatients, aged older than 23, living with family, have a diagnosis of schizophrenia	Of the 71 patients screened for inclusion criteria	Psychoeducation can be effective for reduce depression, anxiety, and stress for patient with diagnosis of schizophrenia

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Schools themselves often provide programs or services regarding health education but rarely provide insight into mental health. Interventions in psychoeducation itself provide an emotional and motivational focus on an aspect of the problem by increasing the ability to overcome the symptoms of mental illness by providing information about treatment and coping strategies in mental health disorders. Psychoeducation can also be utilized as a universal intervention on certain topics regarding mental health, such as mental health and so on. Some research suggests that providing mental health-related information on anxiety disorders can help individuals improve their understanding of mental health (Onnela et al., 2021). In this case, there is a lot of information about mental health but the knowledge of how this psychoeducation method is structured can influence the recognition and attitudes towards mental health in schools to be effectively directed.

Mindfulness can be defined as the act of deliberately focusing and paying attention to the present circumstances and situations while maintaining an open-minded and non-judgmental attitude (Liu, 2019). This strategy can increase acceptance of current feelings and situations. By doing this, people can respond in a more flexible and efficient way rather than simply reacting without giving serious thought to stressful stimuli. Increased resilience to stress and reduced repression of negative emotions are also associated with higher levels of mindfulness (Hafeman et al., 2020).

Mindfulness intervention programs are typically implemented over 3-12 weeks, lasting 20-90 minutes per session plus a 3-month follow-up (Reangsing et al., 2021). Mindfulness for 7 weeks has been shown in a study to effectively reduce mental distress and improve coping on a smaller scale. In addition, long-term effects of the intervention on mental distress and improved coping were found with long-term mindfulness programs that included follow-up of changes before and after the training. Longer follow-up periods or programs combined with consistent improvements in individuals' ability to actively choose adaptive responses to internal and external stressors were also demonstrated. Higher levels of mindfulness practice were also associated with better mental health, healthier habits, improved non-cognitive abilities, and greater ability to focus in adolescents (Cassar et al., 2022). Additional research shows that short-term application of mindfulness therapy has a greater effect on decreasing negative emotions in people compared to increasing good feelings (Li et al., 2021).

From this study, it is evident that psychoeducation and mindfulness are among the suggested strategies for treating or preventing mental health problems, especially in adolescents. This can also be proven by looking at data from brain activity recordings made after participating in mindfulness programs designed to improve specific mental health issues.

Harmful cognitive lapses are lapses that involve a decline in mental health. Therefore, it is crucial to have interventions that can help adolescents shift from thinking about bad things to thinking about more positive things (Ma et al., 2023). There was a marked difference in the impact of mindfulness interventions on mental health, including depression in adolescents. The findings suggest that treating adolescents with mindfulness-based interventions can lower their depression scores (Zhang et al., 2022).

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### CONCLUSION

Mental health experienced by teenagers is very diverse and has many factors ranging from family factors to environmental factors. Not a few also underestimate the problems of mental health disorders experienced by teenagers even though this can be fatal if not treated immediately. Therefore, it is hoped that the use of psychoeducation and mindfulness services can help teenagers who experience mental health disorders.

This psychoeducation service itself is a service that helps to develop positive behavior in teenagers who experience mental health disorders and can prevent problems that will occur in the future. In this psychoeducation, the first aspect is emphasized, namely cognitive and the second is behavioral. This mindfulness service itself is a type of meditation that is useful for calming the mind and reducing anxiety. Mindfulness itself has the aim of focusing on what is happening now.

Based on the results of this literature review, the evidence for the effectiveness of psychoeducational and mindfulness intervention programs to improve mental health and well-being, particularly in individuals in the adolescent age period, is strengthened. Psychoeducation and mindfulness services can maintain mental health in adolescents if conducted with regular interventions.

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