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

**THE INFLUENCE OF PSYCHOEDUCATION TO INCREASE MENTAL**  
**HEALTH LITERACY IN ADOLESCENTS**

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**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.

# **The Influence of Psychoeducation to Increase Mental Health Literacy in 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 (Riskesdas) 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

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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	Aritcle from Google Scholar	Citations, repositories, blogs
Publication Years	2014 – 2024	Before 2014
Language	Indonesian	English

RESULT AND DISCUSSION

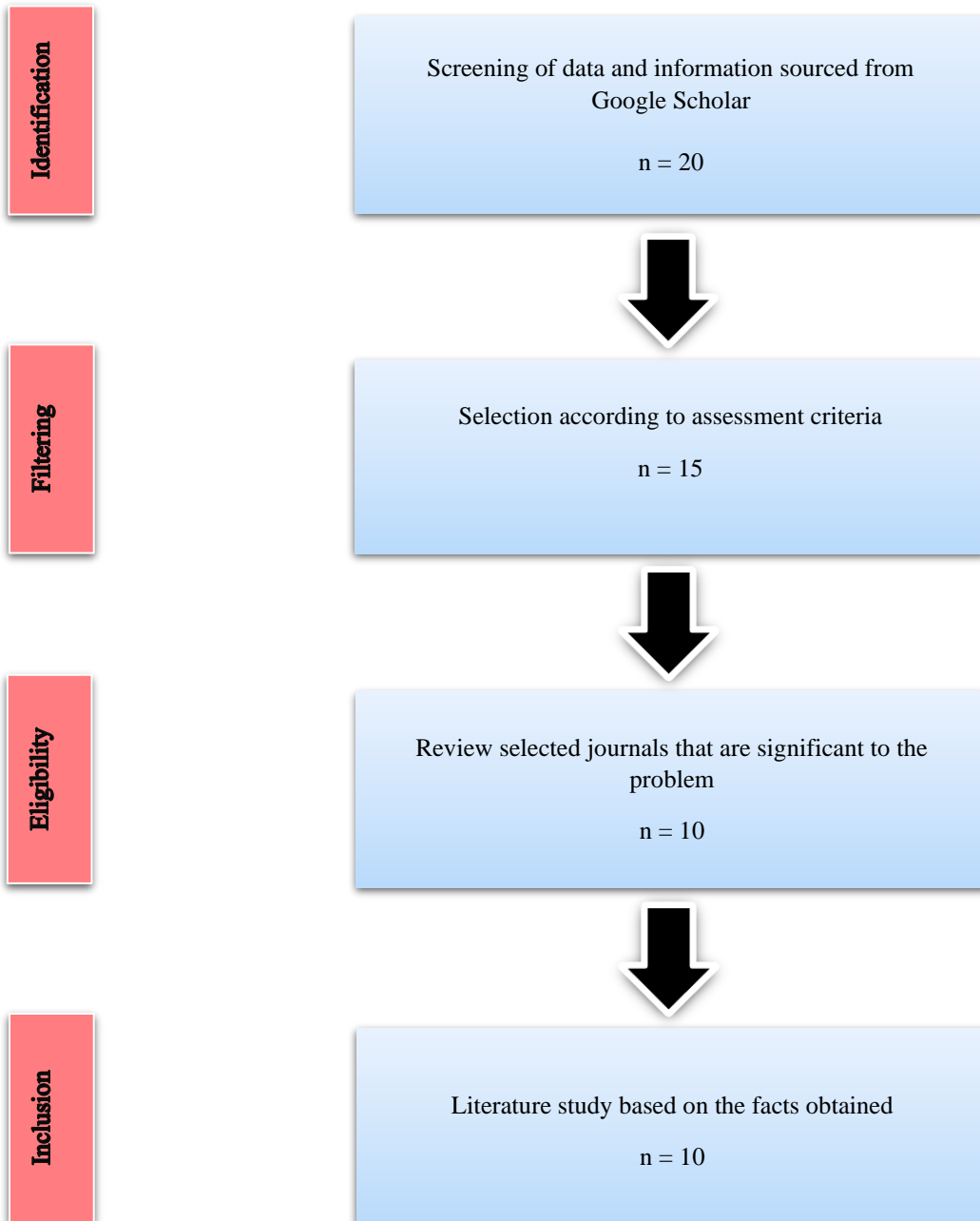


Figure 1. PRISMA Method

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**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 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

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	Pattimura			<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, 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, 640, p = F=0, 640, 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, p = 0.445 &gt; 0.01</math>)</p>
6	Psikodukasi 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>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>
7	Peningkatan Literasi Kesehatan Mental Remaja Selama Pandemi COVID-19 Melalui Psikodukasi Online	(Wahyuni & Fitri, 2022)	Quantitative with descriptive statistics using percentages regarding mental health literacy	<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	<p>The results of this study generally show that the program can improve participants' mental health</p>

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	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 post-test, although statistical analysis showed that the change was very significant.</p>
9	PENINGKATAN LITERASI KESEHATAN MENTAL REMAJA MENGENAI TOXIC RELATIONSHIP MELALUI PSIKOEDUKASI ONLINE	(Rohayati, Dimala, & Mora, 2023)	Pretest-posttest	<p>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.</p>
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.	<p>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</p>

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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.

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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



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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.

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