

Systematic Literature Review: Psychoeducation Services for Secondary School

Athia Tamyizatun Nisa^{1,2,*}, Haryono¹, Mulawarman¹, Farid Ahmadi¹

¹Universitas Negeri Semarang, Indonesia

²UIN Raden Mas Said Surakarta, Indonesia

*Corresponding Author: athiatamyizatun@gmail.com

Abstract. Psychoeducation is one of the strategies in guidance and counseling services in schools. Psychoeducation can provide students with knowledge and skills related to solving psychological problems. So far, several studies on psychoeducation have been carried out in dealing with various problems and testing its efficacy. This study aims to report a review of literature related to the implementation of psychoeducation services at the secondary school level. The method used is a systematic literature review by collecting from several databases such as PubMed, Taylor & Francis, DOAJ, sciencedirect, and Google Scholar. The search was carried out using the keywords psychoeducation, psycho-education, and psychoeducational. From the search results, 2370 articles were found which were then filtered using the PRISMA method. There were 12 articles that were in accordance with the research objectives for further analysis and discussion. The results of the study show that several relevant problems are treated with psychoeducation services such as sexual knowledge and awareness, anxiety, test anxiety, emotion regulation and mindfulness, aggressive behavior of klithih, knowledge about bullying, coping with trauma, resilience, subjective well-being, prevention of drugs, assertiveness against premarital sex, reducing alexithymia and regulating anger expression, forgiveness and life satisfaction. The scope of implementation is in junior high schools and senior high schools. The results of this research provide implications for the implementation of psychoeducational services in the secondary school setting and research future.

Key words: [psychoeducation, secondary school, students]

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INTRODUCTION

Guidance and Counseling leads to conscious efforts to make students independent and able to achieve student development tasks in the scope of education according to their development tasks (Finishia et al., 2020). Guidance and counseling services are important because they are an integral part that must be present in the education process as the oldest in Permendikbud Number 111 of 2014. One of the strategies used in guidance and counseling services in schools is psychoeducation. Sarkhel et al., (2020) explain that psychoeducation is useful and effective for handling mental illness which can be implemented in individual, family, group or community environments. Meanwhile, Srivastava & Panday (2016) define psychoeducation as systematic, structured, and didactic information about the disease and its treatment, and includes the integration of emotional aspects to enable patients and family members of patients to cope with their illness.

The counseling component of psychoeducation deals with emotions, perceptions, coping, relaxation, and self-care, while the education component provides knowledge about the physical or psychological conditions experienced (Cummings & Cummings, 2008). While the main purpose of psychoeducation is learning which is of course carried out based on the principles of teaching, learning, and education (Deering, 2024). In terms of its advantages, psychoeducation offers a multifaceted approach to mental health care, increasing patient and family empowerment, reducing relapse rates, increasing adherence to treatment, and fostering a supportive environment (Mariani, 2007; Sarkhel et al., 2020).

Psychoeducation can certainly be delivered to an unlimited population, one of which is students in schools. High school students are a group of people who are in a transitional stage between adolescence and early adulthood, who are facing a critical transition stage (Hussin et al., 2020). Adolescents often face problems related to mental health. Mental health problems that are often found in adolescents are anxiety, depression, and suicide risk (Astutik & Dewi, 2022). Studies reveal that adolescents view their mental health not only from their own emotional and behavioral perspectives but also through relationships with others (Lukoševičiūtė-Barauskienė et al., 2023). The dynamics of health problems in adolescents certainly require concrete steps. Psychoeducation may be a promising alternative for the prevention and/or treatment of anxiety disorders in adolescents (Baourda et al., 2022). As previously

stated, anxiety is one of the mental health problems that is often found in adolescents.

In relation to this, it is necessary to conduct further investigations related to the implementation of psychoeducational services in secondary school environments. This study will report a systematic literature review related to the implementation of psychoeducational services at the secondary school level. So the purpose of the study is to obtain information related to the implementation of psychoeducation in secondary school environments. This information includes what problems are handled, their effectiveness, and the process of psychoeducational activities. Further research can use the results of this study as literature support related to the implementation of psychoeducational services, especially in secondary school environments.

METHODS

The method in this study uses a Systematic Literature Review (SLR). SLR aims to summarize, analyze, and synthesize a collection of literature to advance knowledge, identify research gaps, and evaluate the quality of existing research so as to provide a clear understanding of possible inconsistencies or contradictions (Xiao & Watson, 2019). The SLR implementation stage consists of 5 steps (Khan et al., 2003), namely

1. Formulating questions for the review

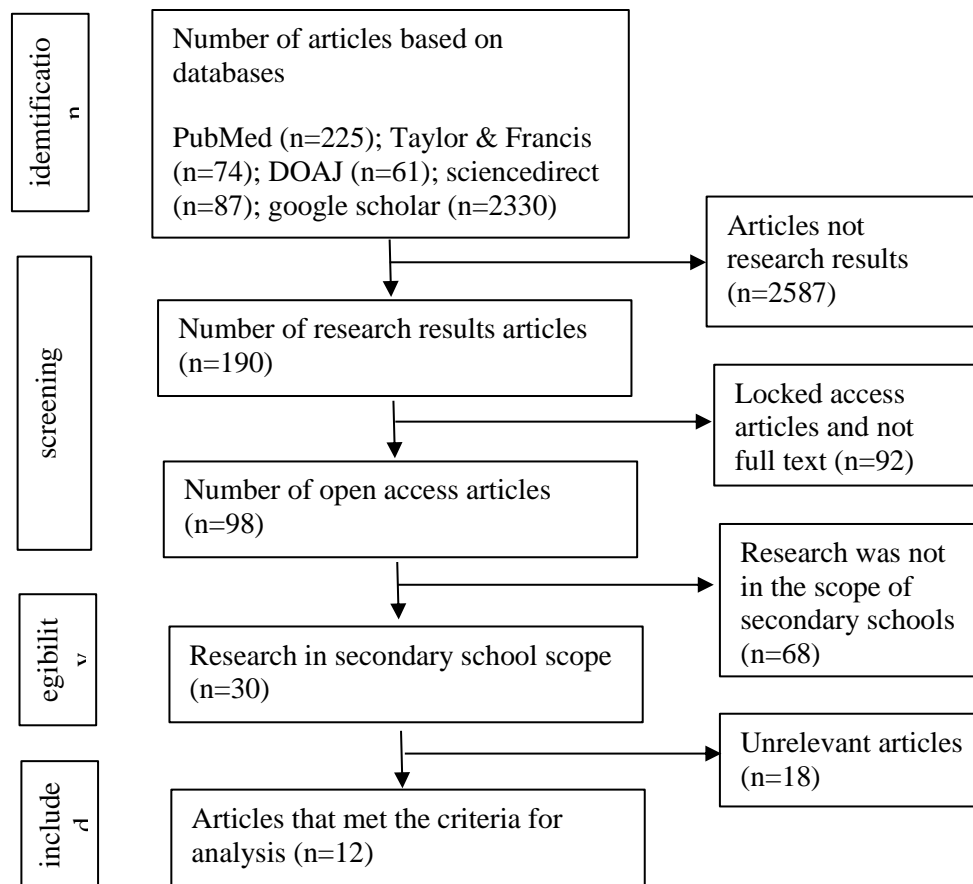
The research question in this study is how is the implementation of psychoeducational services based on research results during 2019-2024 in the scope of secondary schools?

2. Determining the criteria

The criteria that have been determined in the literature search are databases collected from PubMed, Taylor & Francis, DOAJ, sciencedirect, and google scholar. The search uses the keywords "psychoeducation" OR "psycho-education" OR "psychoedukasi", titles and abstracts according to keywords, publications in 2019-2024, using Indonesian/English, research articles, research conducted in the scope of secondary schools, articles have open access and full text.

3. Assessing the quality of the study

The quality assessment of the study used the PRISMA method. At the Identification stage, the number of articles found in each database was PubMed 225 articles, Taylor & Francis 65 articles, DOAJ 61 articles, sciencedirect 87 articles, and google scholar 2330 articles. So that the total number of articles obtained was 2777 articles. Furthermore, there were 2587 articles that were not research results that had to be removed, so that 190 research articles were obtained. The articles were still filtered because 68 did not conduct research in the scope of high schools so that 30 articles were obtained. Based on the quality of the content, 12 journal articles were obtained that were eligible and could be analyzed. The PRISMA flow diagram can be described as follows



Picture 1. PRISMA Flowchart

4. Summarize data synthesis evidence

This stage consists of tabulation of study characteristics, quality and effects as well as the use of statistical methods to explore differences between studies and combine their effects (meta-analysis).

5. Interpreting the findings, the issues highlighted in each of the four steps above must be met.

RESULTS AND DISCUSSION

Based on the 12 articles analyzed showed 11 articles were experimental research and 1 case study article. Subjects were junior and senior school students with an age range of 12–23 years. While the sample size/ study subjects ranged between 6-347. Writers are not only from within the country however also abroad with diverse countries. The research results of the 12 articles showed diverse results.

No	Title	Author (Year)	Type of research	Subjct	Result
1	Assertiveness Training and Psycho-Education as Preventive Measures of Drug Abuse among	Joyce M. Terwase, Nguher Abigail Akaagerger & Moses	pre-test, post-test and control group experimental design with a 3x2 factorial	40 high school students consisting of 28 boys and 12 girls	Assertiveness training and psychoeducation have significant treatment effects in the prevention of

	Secondary School Students in Makurdi Local Government Area	Denen Chiahemba (2019)	matrix		substance abuse among secondary school students.
2	Psikoedukasi “Remaja MUDA” untuk Meningkatkan Asertivitas Anti-Seks Pranikah	Yenny Sandria Alexander & Bhina Patria (2019)	quasi-experimental research control group design with pretest and posttest	30 junior high school students	Asertivity sex sentiment in the experimental group was significantly different compared to the control group.
3	Acceptance and Commitment Therapy Based Psychoeducation Group for Test Anxiety: A Case Study of Senior High School Students	Yasin Aydın & Gökçen Aydın (2020)	Multiple case study design	6 female high school students with high levels of test anxiety and all participants were female.	The subject's anxiety level changes. The way to deal with exam anxiety changes to full awareness and defusion. Subjects learn how to live with exam anxiety rather than expending energy trying to get rid of it.
4	The effect of forgiveness psychoeducation on forgiveness and life satisfaction in high school students	Eyüp Çelik & Kafiye Ertürk (2021)	pretest–post-test control group design	22 students divided into 11 control groups and 11 experimental groups	A forgiveness psychoeducational program increased levels of forgiveness and life satisfaction in high school students.
5	Psychoeducation Reduces Alexithymia and Modulates Anger Expression in a School Setting	Salvatore Iuso, Melania Severo, Antonio Ventriglio, Antonello Bellomo, Pierpaolo Limone, & Annamaria Petito (2022)	Baseline (T0) and 2 months (T1) measurements after intervention	191 school students aged 12-14 years	Psychoeducation has significantly reduced levels of alexithymia and improved emotion regulation among adolescents.
6	A controlled clinical trial of a brief psycho-educational intervention for anxiety among in-school adolescents in Nigeria	Olayinka Jibunoh & Cornelius Ani (2022)	Two-group controlled trial	40 high school students aged 13-16 years were divided into 2 groups (control group and intervention group)	Brief psychoeducational interventions are ineffective in reducing anxiety.
7	Investigation of the	Meryem	Pre-test post-	30 students	The experimental

	Effect of a Psychoeducation Program on High School Students' Emotion Regulation Skills and Mindfulness Levels	Atalay & Mücüahit Kağan (2022)	test with eksperiment and control group	(15 experimental group and 15 control group)	group showed significantly increased emotional regulation skills and awareness levels.
8	Resipatisme: A psychoeducation to reduce the tendency of klithih behavior in adolescents	Detty Putri Pratiwi Oktavia, Nur Azmi Zulhida, Laila Rachim, Ahmad Affan, Wulan Suci Fitrianiingsih, & Sri Kushartati (2023)	Quasi-experimental with one group pretest-posttest	20 high school students	Psychoeducational reciprocity can reduce aggressive behavior (klithih) in adolescents.
9	An Investigation of the Effect of an Earthquake Psychoeducation Program on the Perception of Coping with Trauma, Psychological Resilience, and the Subjective Well-Being of High School Students	Eser Karal, Ahmet Kutlu, Ahmet Bedel, & Şükrü Kaçmaz (2023)	pretest-posttest single-group quasi-experimental design	11 high school students	An earthquake psychoeducation program was effective on the perception of trauma management and psychological resilience of earthquake-affected high school students, but was not significantly effective on their subjective well-being.
10	Investigating the effect of a group psychoeducation program on test anxiety: implementation of the balance model within the context of positive psychotherapy	Tuğba Sari, Dilek Patır, & Melikegül Bedir (2023)	A single-group, pre-test post-test experimental design	14 students	The experimental group's test anxiety scores experienced a significant decrease.
11	Psikoedukasi dalam Peningkatan Pengetahuan Tentang Perundungan di	Rozi Sastra Purna & Fitri Angraini (2024)	Eksperiment one group pretest posttest design	347 high school students	There is an influence of providing psychoeducational material on

SMA Negeri 11 Kota Padang					bullying on the results of knowledge about bullying in each student,
12	The Role Of Sexual Psychoeducation In Fostering Sexual Awareness And Self-Defense Skills In Madrasah Tsanawiyah Students	Mierrina, Ummy Chairiyah & Nur Romdlon Maslahul Adi (2024)	Desain Eksperimen One Group Pre Test – Post Test	75 Madrasah Tsanawiyah Students Who Have Medium and Low Category Sexual Understanding and Sexual Awareness Scores	There Was A Significant Increase In Students' Sexual Knowledge And Sexual Awareness After Participating In The Psychoeducation Program.

Table 1. Article Analys

Initially, the term Psychoeducation was introduced by Anderson et al. in 1980, which focused on treatment for families of patients with schizophrenia. However, as the practice and study of psychoeducation developed, the focus of the problem began to vary. Based on the articles that have been established in this study, some of the problems addressed with psychoeducation include sexual knowledge and awareness (Mierrina & Adi, 2024), anxiety (Jibunoh & Ani, 2022), exam anxiety (Aydin & Aydin, 2020; Sari et al., 2024), emotion regulation and mindfulness (Atalay & Kagan, 2022), aggressive klithih behavior (Oktavia et al., 2023), knowledge about bullying (Purna & Angraini, 2024), trauma coping, resilience, subjective well-being (Karal et al., 2024), prevention of drug abuse (Terwase et al., 2019), anti-premarital sex assertiveness (Alexander & Patria, 2019), reducing alexithymia and regulating anger expression (Iuso et al., 2022), forgiveness and life satisfaction (Çelik & Ertürk, 2022). The issue of anxiety is a problem that is often raised, where there are 3 articles discussing anxiety. Specifically, 2 articles are exam anxiety and 1 article is general anxiety.

According to Arfianto et al., (2022); Sarkhel et al., (2020); Walsh (2023) psychoeducation in counseling services can be applied to various mental health problems and issues, some of which are the main themes including basic knowledge and skills, insight into the disease, relapse prevention, crisis management and suicide prevention, substance abuse and dual diagnosis, emotional literacy and coping skills, interpersonal relationship skills, stigma and misunderstanding, involvement in treatment, lifestyle changes and skills training.

Judging from the effectiveness test, it shows that psychoeducation has been proven effective in almost all problems. However, the findings of Jibunoh & Ani (2022) gave different results, that brief psychoeducational interventions were not effective in reducing anxiety in school adolescents in Nigeria. Thus, adolescents in the study may have too high levels of anxiety that they cannot be treated with low-intensity interventions such as brief psychoeducation. Symptoms of very high baseline anxiety in adolescents may require more intensive interventions that should include cognitive restructuring and exposure tasks. In-depth study through case studies by Aydin & Aydin (2020) concluded that Acceptance and Commitment Therapy based on group psychoeducation provided changes in the subject's anxiety level. The way of dealing with anxiety in facing exams in subjects also changed to full awareness and defusion. Subjects learned how to live with anxiety in facing exams rather than spending energy to eliminate it.

Psychoeducation is carried out in a range of 1-17 sessions while the time is between 30-180 minutes per session. Several techniques and methods are used during psychoeducation activities. For anxiety problems using relaxation techniques, progressive muscle relaxation, positive imagination, warm-up exercises, balance models, safe place visualization, realistic mind exercises, goal setting exercises (Jibunoh & Ani, 2022; Sari et al., 2024). Meanwhile, some methods used in psychoeducation include presentations with visual aids, discussions, role-playing, questions and answers, brainstorming,

educational games, large group work, visualization, and film screenings (Iuso et al., 2022; Jibunoh & Ani, 2022; Karal et al., 2024). In other situations, psychoeducation can be carried out passively where the material is given to clients/family members in the form of pamphlets, audio/video materials that must be read by themselves (Sarkhel et al., 2020).

There is an article comparing psychoeducational interventions with Assertiveness Training in preventing drug abuse. The results show that both psychoeducation and assertiveness training show equally effective results in preventing drug abuse (Terwase et al., 2019). However, the differences in the level of effectiveness were not analyzed further. Another article applies a combination of interventions, namely Acceptance and Commitment therapy based on psychoeducation (Aydin & Aydin, 2020). Skov et al., (2021) also conducted a study which combined psychoeducation with physical exercise, cognitive stimulation therapy, and counseling for people with dementia. The combination of the four interventions is called a multicomponent intervention. Based on this, psychoeducational interventions can be combined with other interventions. Unfortunately, of the 12 articles analyzed, there has been no implementation of psychoeducation using technology. In fact, in recent years, the delivery of mental health services through web and mobile technology has gained popularity. Research results show that most web-based or mobile psychoeducational interventions show comparable or even better results compared to conventional psychoeducation (Zhao et al., 2017).

This systematic literature study provides insight into the implementation of psychoeducation in secondary schools over the past 6 years. Specifically, it provides an overview of the problems addressed by psychoeducation, including its efficacy and effects, as well as the process of psychoeducation activities consisting of sessions, time, techniques, and methods. In addition, this study provides an overview of psychoeducation research trends in secondary schools that can be used as a reference for other research.

CONCLUSION

Psychoeducation can be used as a counselor in an effort to create mental health, especially for secondary school students. It has been proven that psychoeducation is effective in various problems, for example sexual knowledge and awareness, anxiety, test anxiety, emotional regulation and mindfulness, aggressive behavior, knowledge of bullying, trauma coping, resilience, subjective well-being, prevention of drug abuse, anti-premarital sex assertiveness, reducing alexithymia and regulating anger expression, forgiveness and life satisfaction. However, in cases of anxiety, contrasting results were found that psychoeducation applied to treat anxiety can be successful or not. Psychoeducational activities are carried out between 1-17 sessions for 30-180 minutes each session. There are several techniques and methods that can be used in delivering psychoeducation. In anxiety problems, for example, using relaxation techniques, progressive muscle relaxation, positive imagination, warm-up exercises, balance models, visualization of safe places, realistic mind exercises, goal-setting exercises. Meanwhile, the methods used in psychoeducation include visual presentation, discussions, role plays, questions and answers, brainstorming, educational games, large group work, visualization, and film screenings.

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