


## MENTAL HEALTH EDUCATION TO ENHANCE HIGH SCHOOL STUDENTS' KNOWLEDGE: A STUDY OF THE "MENTAL HEALTH IS THE REAL GLOW UP" EDUCATIONAL PROGRAM

**Bagja Angga Sukma<sup>\*1</sup>, Afrieani Deasy<sup>2</sup>, Emy Salmiyah<sup>3</sup>, Mona Megasari<sup>4</sup>,  
Risnawati<sup>5</sup>, Intan Nurjanah<sup>6</sup>**

<sup>1,2,3,4,5,6</sup> Sekolah Tinggi Ilmu Keswhatan Budi Luhur Cimahi, Cimahi, Indonesia

<sup>\*</sup>Corresponding Author: [bagja.angga.1@gmail.com](mailto:bagja.angga.1@gmail.com)

<p><b>Info Article</b></p> <p>Received : 01 November 2025</p> <p>Revised : 04 Desember 2025</p> <p>Accepted : 27 Desember 2025</p> <p>Publication : 31 Januari 2025</p> <hr/> <p><b>Keywords:</b> Mental health education, Students' knowledge, Adolescents</p> <p><b>Kata Kunci:</b> Kesehatan Pendidikan Kesehatan Mental, Pengetahuan siswa, Remaja</p> <hr/> <p><b>Licensed Under a Creative Commons Attribution 4.0 International License</b></p> 	<p><b>Abstract:</b> <i>Mental health constitutes a crucial component of adolescent development; however, many students continue to demonstrate limited knowledge regarding the identification of stress, anxiety, and appropriate emotional management strategies. The educational program titled "Mental Health is The Real Glow Up" was held at SMAN 1 Cililin on October 13, 2025, with the objective of enhancing students' comprehension and awareness of mental health. This study utilized a quantitative descriptive design with a pre-test and post-test approach. A total of 100 students participated in the activity. Evaluation findings revealed a notable improvement in students' knowledge: prior to the intervention, most students fell into the moderate (47%) and poor (40%) knowledge categories, whereas following the intervention, the majority shifted to the good (47%) and moderate (53%) categories. The program demonstrated its effectiveness in increasing students' mental health literacy and is recommended for adoption as a routine school initiative to further strengthen mental health awareness among adolescents.</i></p> <p><b>Abstrak:</b> Kesehatan mental merupakan aspek penting dalam perkembangan remaja, namun masih banyak siswa yang memiliki tingkat pengetahuan rendah terkait pengenalan stres, kecemasan, dan cara mengelola emosi. Kegiatan penyuluhan "Mental Health is The Real Glow Up" dilaksanakan di SMAN 1 Cililin pada tanggal 13 Oktober 2025 dengan tujuan meningkatkan pengetahuan dan pemahaman siswa mengenai kesehatan mental. Penelitian ini menggunakan desain deskriptif kuantitatif dengan metode pre-test dan post-test. Sebanyak 100 siswa mengikuti kegiatan ini. Hasil evaluasi menunjukkan peningkatan pengetahuan yang signifikan: sebelum penyuluhan mayoritas siswa berada pada kategori cukup (47%) dan kurang (40%), sedangkan setelah penyuluhan sebagian besar berada pada kategori baik (47%) dan cukup (53%). Kegiatan ini terbukti efektif dalam meningkatkan pengetahuan siswa mengenai kesehatan mental dan dapat dijadikan program rutin di sekolah untuk memperkuat kesadaran kesehatan mental remaja</p>
--	---

## INTRODUCTION

Mental health is a fundamental aspect of adolescent development, exerting a substantial influence on academic performance, social functioning, and emotional well-being. During adolescence, individuals undergo a transitional phase marked by significant physical, cognitive, and psychosocial changes. According to the World Health Organization (WHO, 2021), approximately 10–20% of adolescents worldwide experience mental health issues such as stress, anxiety, depression, and behavioral disorders. These conditions position mental health as a strategic concern that requires serious attention from various stakeholders, particularly educational institutions, which serve as the primary environment where adolescents interact and develop their personal growth.

In Indonesia, adolescent mental health concerns have become increasingly prominent in line with rising academic pressures, performance expectations, social dynamics, and exposure to social media. Adolescents frequently encounter various stressors, including school demands, family expectations, shifting peer relationships, and uncertainties related to identity formation. Data from the Ministry of Health of the Republic of Indonesia (2023) indicate that the prevalence of depressive symptoms among adolescents continues to rise, while their understanding of mental health remains limited. This situation is further exacerbated by the lack of structured mental health education in schools, particularly regarding the identification of early signs of mental disorders and strategies for healthy stress management. As a result, many adolescents experience psychological distress without knowing how to seek help and often feel afraid or ashamed to discuss their mental health due to persistent stigma.

SMAN 1 Cililin, as one of the public high schools with a large student population and a competitive learning environment, is likewise not exempt from these challenges. Preliminary observations and academic reports reveal that many students experience academic pressure, exam preparation burdens, demanding school programs, and various social expectations within their peer environment. At the same time, students' knowledge of mental health—including the ability to recognize stress, manage anxiety, and apply adaptive coping strategies—remains highly varied. Although many students are familiar with the term “mental health,” they often lack a comprehensive understanding of its actual meaning or the appropriate steps needed to maintain psychological well-being.

These conditions highlight the need for an educational intervention that is structured, systematic, and tailored to the developmental needs of adolescents. Mental

health education serves as an effective non-medical strategy to enhance students' mental health literacy. Educational initiatives conducted through interactive seminars, discussions, and experiential learning activities have been shown to help adolescents develop a more realistic understanding of mental health concepts, reduce stigma, and encourage greater awareness of their own emotional well-being as well as that of their peers. This approach aligns with the principles of Health Promotion, which emphasize empowering individuals to make independent and informed decisions that support their overall well-being. In response to these needs, a mental health education program titled "Mental Health is The Real Glow Up" was conducted at SMAN

1 Cililin on October 13, 2025. The initiative aimed to provide students with a comprehensive understanding of the definition of mental health, contributing factors to psychological disturbances, early warning signs, and effective strategies for managing stress and anxiety. In addition, the program was designed to create a safe space for students to express themselves, engage in open discussions, and recognize the importance of supporting one another in maintaining mental well-being.

This initiative is also aligned with the school's broader efforts to enhance students' holistic well-being. A healthy school environment is not solely reflected in students' academic achievements, but also in their ability to regulate emotions, build positive social relationships, and employ effective coping strategies when facing pressure. Therefore, mental health education is not merely a complementary activity, but an essential component of character development and psychological preparedness for adolescents as they navigate future challenges. Thus, the "Mental Health is The Real Glow Up" educational program is expected to enhance the mental health knowledge and awareness of students at SMAN 1 Cililin, while also serving as an initial step toward fostering a school culture that is more attentive to the psychological well-being of its entire community.

## **METHOD**

This study employed a descriptive quantitative approach aimed at evaluating the effectiveness of a mental health education program in improving the knowledge and understanding of high school students. The activity was carried out on October 13, 2025, at SMAN 1 Cililin, West Bandung Regency—one of the schools characterized by high academic demands and students who are potentially vulnerable to psychological stress related to academic expectations and graduation preparation. The participants of this

program were 100 twelfth-grade students who took part in the entire series of mental health education sessions. A total sampling technique was used, as all students in the designated grade level were present and directly involved as participants. The implementation of the program consisted of three main stages:

1. **Pre-activity:** This stage included coordination with the school, preparation of educational materials, development of pre-test and post-test instruments, and arrangement of presentation media such as slides and audio equipment. It also encompassed scheduling the activity and assigning responsibilities to the organizing committee.
2. **Activity implementation:** The material was delivered interactively, covering the definition of mental health, signs and symptoms of stress and anxiety, as well as adaptive coping strategies such as relaxation techniques, time management, journaling, and effective communication. The session also included discussions, Q&A, and educational games to enhance student engagement. After the material presentation, participants completed a post-test to measure knowledge improvement.
3. **Post-activity:** This phase involved evaluating the effectiveness of the program by comparing pre-test and post-test results, which reflected students' understanding of the material presented. It also included completion of an activity evaluation form and documentation to verify implementation.

Data were collected using a multiple-choice questionnaire designed to match the comprehension level of high school adolescents. The scores obtained were subsequently calculated and analyzed using descriptive techniques to determine changes in students' knowledge before and after the mental health education program.

## **RESULTS AND DISCUSSION**

### **Results**

The mental health education program “Mental Health is The Real Glow Up” was successfully implemented and received positive feedback from all participants. The assessment of students' knowledge before and after the activity—measured through pre-test and post-test instruments—demonstrated an improvement in their understanding of mental health concepts. Data were collected using questionnaires administered directly to 100 twelfth-grade students who fully participated in the session. The analysis results are presented in the form of frequency distributions categorized into good, moderate, and poor levels of knowledge.

a. Description of Students’ Knowledge Level Based on Pre-Test Assessment

No	Correct Answers	Pre-Test Score	Frequency	Percentage
1	2 items	Score 20	1	1%
2	5 items	Score 50	1	1%
3	6 items	Score 60	2	2%
4	7 items	Score 70	6	6%
5	8 items	Score 80	14	14%
6	9 items	Score 90	24	24%
7	10 items	Score 100	52	52%

Based on the pre-test administered to 100 students at SMAN 1 Cililin, an initial overview of students’ knowledge regarding the importance of mental health in adolescence was obtained. The assessment was conducted by calculating the number of correct answers out of a total of 10 questions. The results reveal that the majority of students demonstrated a good level of knowledge.

Specifically, 1 student (1%) answered 2 items correctly (score 20), and another student (1%) answered 5 items correctly (score 50). Two students (2%) answered 6 items (score 60), while 6 students (6%) responded correctly to 7 items (score 70). Fourteen students (14%) correctly answered 8 items (score 80), 24 students (24%) answered 9 items (score 90), and 52 students (52%) achieved perfect scores by answering all 10 items correctly (score 100).

This distribution indicates that more than half of the students (52%) possessed good baseline knowledge regarding mental health among adolescents. Only a small proportion demonstrated lower levels of understanding and thus required further educational support. Nonetheless, this does not diminish the importance of delivering mental health education. Ensuring an equitable level of knowledge among all students is essential—particularly for twelfth-grade students who are more susceptible to academic-related stress due to graduation preparation. Therefore, the implementation of mental health education remains crucial to support students’ psychological resilience.

b. Post – Test Results

No	Correct Answers	Pre-Test Score	Frequency	Percentage
1	6 items	Score 60	1	1%
2	7 items	Score 70	1	1%
3	8 items	Score 80	6	6%
4	9 items	Score 90	32	32%
5	10 items	Score 100	60	60%

Following the delivery of the educational material, students were administered a post-test to assess the enhancement of their knowledge after participating in the session. The post-test findings indicated a noticeable improvement in students' understanding of mental health concepts. A total of 98 students (98%) fell into the "good" category, showing that nearly all participants demonstrated strong comprehension of the material presented. The increase in the proportion of students in the good category suggests that the session was effective in improving their understanding of mental health, including indicators of stress, factors contributing to anxiety, and effective emotional regulation strategies. Additionally, 2 students (2%) were categorized as having a moderate level of knowledge, and no students scored within the poor category. This outcome indicates that all participants achieved at least the minimum expected level of understanding. Overall, the post-test results highlight the positive impact of the mental health education program in enhancing students' knowledge. The shift in score distribution from pre-test to post-test demonstrates that the instructional methods used were effective in improving mental health literacy among twelfth-grade students at SMAN 1 Cililin.

c. Evaluation of Changes in Pre-Test and Post-Test Knowledge

No	Category	Pre-Test (n)	Pre-Test (%)	Post-Test (n)	Post-Test (%)
1	Good	90 students	90%	98 students	98%
2	Moderate	8 students	8%	2 students	2%
3	Poor	2 students	2%	0 students	0%
4	Total	100 students	100%	100 students	100%

The comparison of pre-test and post-test results reveals a significant improvement in students' knowledge following the mental health education session. Prior to the intervention, most students demonstrated a good level of knowledge, with 90 students (90%) categorized as good, while 8 students (8%) fell into the moderate category and 2 students (2%) were classified as poor. This distribution suggests that although the majority had a basic understanding of mental health concepts, the knowledge level was not evenly distributed across all participants. After the program was delivered, the post-test results indicated substantial progress. A total of 98 students (98%) achieved a good level of knowledge, while the remaining 2 students (2%) were in the moderate category. Notably, no students were categorized as having poor knowledge after the session. This reflects a marked improvement, particularly among those who initially fell into the moderate and poor categories. The most

prominent changes observed include the reduction of the “poor” category from 2% to 0% and the increase in the “good” category from 90% to 98%. These findings demonstrate that the educational materials were well-received and effectively conveyed, supported by engaging content and interactive instructional methods. Overall, the results suggest that the mental health education session played an essential role in enhancing students’ literacy and awareness regarding mental health issues. The improvement observed between the pre-test and post-test scores provides strong evidence that the program delivered significant educational benefits and may serve as a model for future mental health promotion initiatives in similar settings.

## **Discussion**

### **Characteristics of Respondents**

The respondents in this mental health education program consisted of 100 students, all of whom were twelfth-grade students at SMAN 1 Cililin. Every participant attended and completed the entire session from beginning to end. As adolescents in the late developmental stage, the respondents were considered capable of comprehending the material delivered and providing answers that reflected their respective levels of understanding during the assessment process.

Throughout the activity, students took part in all stages, beginning with the administration of the pre-test to assess their baseline knowledge, followed by the educational session on mental health, signs of stress, and strategies for emotional regulation. The respondents also engaged actively in discussions, question-and-answer sessions, and other interactive activities. At the end of the session, all students completed the post-test as an evaluation of the knowledge gained after participating in the program. The total participation of 100 students reflects strong support from the school and high enthusiasm among participants. Their active involvement in each stage of the activity suggests that the mental health education session was relevant to their needs and successfully captured their interest, allowing them to engage meaningfully in the learning process.

### **Pre-Test Knowledge Results**

The pre-test results administered to 100 students indicated that the majority of respondents already possessed baseline knowledge related to mental health. The assessment showed that 90% of students fell into the good category, 8% were in the

moderate category, and 2% were categorized as poor. These findings suggest that most students had a foundational understanding of basic mental health concepts, although a small proportion still demonstrated limited comprehension. The pre-test served as an important initial indicator of students' knowledge levels prior to the intervention and provided a benchmark for evaluating the effectiveness of the educational program.

### **Post-Test Knowledge Results**

Following the completion of the mental health education session, students were administered a post-test to measure the extent of improvement in their knowledge. The post-test results revealed a significant increase compared with the pre-test findings. A total of 98% of students were categorized as having good knowledge, while 2% were in the moderate category, with none classified as poor. This improvement suggests that the material was well-received and effectively enhanced students' understanding of stress indicators, contributing factors, and appropriate mental health management strategies. The absence of students in the poor category further indicates that all participants achieved at least the minimum expected level of comprehension.

### **Evaluation of Knowledge Changes Between Pre-Test and Post-Test**

A comparison of the pre-test and post-test results demonstrates a clear improvement in students' knowledge following the educational intervention. The proportion of students in the good category increased from 90% to 98%, while the moderate category decreased from 8% to 2%, and the poor category decreased from 2% to 0%. These positive shifts highlight the program's effectiveness in enhancing mental health awareness among students. The substantial increase in the good category indicates that the information delivered was understood well by nearly all participants. Meanwhile, the elimination of the poor category suggests that students who initially had lower levels of understanding were able to significantly improve after participating in the session. This outcome reinforces the value of mental health education in strengthening students' knowledge and awareness, contributing to better overall psychological preparedness.

### **CONCLUSION**

Based on the results of the mental health education program, it can be concluded that the intervention had a positive impact on improving the mental health knowledge of twelfth-grade students at SMAN 1 Cililin. The pre-test findings indicated that although most students possessed initial awareness of mental health, a proportion of them were

still categorized as having moderate or low levels of understanding. Following the educational session, a significant improvement was observed in the post-test results, with nearly all students achieving scores within the good category and none remaining in the poor category. This improvement demonstrates that the delivery of material through interactive lectures, discussions, and case examples effectively enhanced students' comprehension of mental health concepts. Therefore, the mental health education program can be considered effective in increasing mental health literacy among students and has the potential to be implemented as a continuous educational initiative within the school environment.

## REFERENCES

- World Health Organization. (2022). MENTAL HEALTH IN ADOLESCENTS: A GLOBAL PERSPECTIVE. WHO.
- Nuryanti, L., et al. (2022). LAPORAN PROPOSAL PROMOSI KESEHATAN. STIKes Medistra Indonesia.
- Sutyantara, B., et al. (2023). KESEHATAN MENTAL PADA REMAJA DI POSYANDU REMAJA GEMASTIF KLATEN. *Jurnal Pengabdian Masyarakat*.
- Kessler, R. C., et al. (2019). THE PREVALENCE AND CORRELATES OF MENTAL DISORDERS AMONG ADOLESCENTS. *American Journal of Psychiatry*, 176(8), 702–711.
- Murray, K., et al. (2022). INTEGRATING MENTAL HEALTH INTO THE SCHOOL CURRICULUM: A REVIEW OF CURRENT INITIATIVES. *International Journal of School Health*, 9(1), 1–10.
- Patel, V., et al. (2018). MENTAL HEALTH IN ADOLESCENTS: A GLOBAL PERSPECTIVE. *The Lancet Psychiatry*, 5(6), 467–469.