



EFFECT OF HEALTH EDUCATION TO INCREASE STUDENTS' KNOWLEDGE OF COUNSELING

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ABSTRACT

Students' mental health is a major focus in the education system, given the increasing need for attention to their mental well-being. One of the recognized strategies in strengthening students' mental health is through counseling-related health education. However, research on the impact of health education on students' knowledge of counseling is limited, particularly in the secondary school setting. This study aimed to determine the effect of health education on increasing students' knowledge about health counseling in secondary schools. This study used a quantitative research design with a quasi-experimental approach. The study sample consisted of 41 students at SMKN 36 Jakarta. The sampling technique used purposive sampling. Data were collected through the distribution of an online questionnaire that included questions about students' knowledge of the definition of counseling, counseling techniques, how to conduct counseling, the impact of counseling, and factors that affect counseling. Data analysis used univariate tests and bivariate tests using the t-test. The results of data analysis showed that health education had a significant positive effect on increasing students' knowledge of health counseling. After the health education intervention, there was a significant increase in students' understanding of the basic concepts of counseling and commonly used counseling techniques. Targeted and integrated health education programs can be an effective tool in building students' awareness and knowledge about mental health as a whole. Health education on counseling is an important step in strengthening students' knowledge on mental health.

Keywords: counseling; education; students

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INTRODUCTION

The increasing demand for mental health among students has become a deep concern in the modern educational domain (Mak et al., 2017). Data shows that cases of anxiety, depression and stress are on the rise among students, seriously impacting their overall well-being (Hébert et al., 2019). Factors such as high academic pressure, rapid social change, and exposure to intense social media have left many students feeling isolated, insecure, and unable to cope with the pressures they face (Storrie et al., 2010). In this increasingly competitive and complex environment, mental health is a very important aspect to consider. The importance of counseling's role in maintaining students' mental health cannot be ignored (Fish & Saul,

2019). Counseling is not just about giving advice or instant solutions, but also about helping students understand and manage the various challenges they face in a healthy and productive way. Educational counselors are not only a good listener, but also a trusted source of support for students in addressing their personal, social, and academic issues (Dai et al., 2022). Through the counseling process, students can learn to recognize and manage their emotions, improve communication and problem-solving skills, and develop effective adaptation strategies in the face of stress and conflict (Setyanto, 2023).

The lack of understanding about counseling in the school setting is a significant challenge in providing effective support to students' mental health (Hasan et al., 2022). While counselling has been recognized as an important tool in providing help and support for students facing emotional, social or academic problems, many students, parents and even educational staff do not fully understand its role and benefits (Son et al., 2020). Sometimes, the perception of counseling is still that it is a last resort or only relevant for severe mental health issues, while in reality, counseling can provide significant benefits in a variety of student life contexts (Setiawaty & Yuliana, 2021). This lack of understanding can also lead to negative stigma associated with seeking counseling help, which in turn can inhibit students from seeking help when they need it (Low et al., 2023).

The negative impact of a lack of knowledge about counseling cannot be ignored in the context of student mental health (Küchler et al., 2019). When students do not have an adequate understanding of what counseling is, how it can help them, or even how to access such services, they are vulnerable to various risks and adverse consequences (Kosyluk et al., 2016). First of all, a lack of knowledge about counseling can lead to students' inability to identify symptoms of mental health issues or their own emotional needs. This can result in undiagnosed and unaddressed issues, which in turn can worsen students' mental health conditions over time (Simonsson et al., 2021). In addition, a lack of knowledge about counseling can also lead to students feeling embarrassed or hesitant to seek help when they encounter problems, due to stigma or uncertainty about what to expect from the counseling process (Ferdian et al., 2024).

The role of health education is crucial in improving knowledge about counseling among students (Barry & Ward, 2017). Through a targeted educational approach, students can be introduced to the concept of counseling, including its benefits to mental health and overall well-being. Health education can provide accurate and reliable information about the role of counseling in helping students overcome the emotional, social, and academic problems they face (Hikmat, Suryani, et al., 2024). In addition, through health education, students can also learn about the importance of seeking help when they face difficulties or stress and understand that counseling is a safe and reliable source of support (Beames et al., 2020).

The implementation of health education in schools faces a number of challenges that need to be overcome, but also offers great opportunities to improve students' understanding and awareness of mental health and counseling (Yosep et al., 2023). One of the main challenges is limited resources, be it time, funds or trained personnel. Schools often have a lack of teachers or counseling personnel who can effectively deliver health education materials. In addition, standardized approaches that do not take into account the individual needs of students can also be a barrier in ensuring that health education reaches and is relevant to all students (Nety et al., 2023). However, amidst these challenges, there are also significant opportunities (Guleria & Sood, 2023). The implementation of technology, for example, can provide access to health education materials more widely and flexibly. Collaboration with local health

agencies, community organizations, or mental health professionals can also provide additional resources and valuable insights. The purpose of this study was to determine the effect of health education to increase knowledge about health counseling in students.

METHOD

This study used a quantitative design with a quasi-experimental design. This approach was chosen to allow researchers to compare the effectiveness of health education in improving students' knowledge about counseling before and after the intervention. The sample consisted of 40 students from SMKN 36 Jakarta. The sampling technique uses purposive sampling. Inclusion criteria included students who were academically active and registered as health education participants, while exclusion criteria included students who were on leave or had impairments that prevented participation in the study. The location of the study was SMKN 36 Jakarta. Data were collected through online questionnaire distribution to respondents. The questionnaire contained questions covering knowledge about the definition of counseling, counseling techniques, how to conduct counseling, the impact of counseling, and factors that influence counseling. The study paid attention to the principles of research ethics, including autonomy (ensuring voluntary participation and individual rights are considered), fairness (ensuring equal access for all participants), beneficence and maleficence (ensuring maximum benefits and minimal risks for participants), and confidentiality (ensuring that participants' data are protected and not disclosed to other parties without permission). Data analysis was performed using descriptive statistics to describe sample characteristics and research variables. Univariate analysis was used to measure the distribution of single variables, while bivariate analysis was used to evaluate the relationship between variables. The t-test was used to determine whether there was a significant difference in students' knowledge of counseling before and after the health education intervention.

RESULTS

This study is presented through manual tables for univariate analysis of demographic data. Frequency distribution of respondents is presented through gender and age. Based on the results of the study, the authors found that the frequency of male and female respondents was almost the same, namely 22 female respondents. In addition, based on the age of the respondents, the author found that most respondents were 16 years old, namely 16 respondents (table 1).

Table 1.
Respondent characteristics (n= 41)

Characteristics		f	%
Gender	Male	22	53.7
	Female	19	46.3
Age	15 years	7	17.1
	16 years	13	31.7
	17 years	16	39
	18 years	5	12.2

The results of the bivariate test using the t-test test found that there was a significant effect between health education on students' counseling knowledge (p value=0.002) (Table 2). Based on the descriptive results, the authors found that the average student pre-test score was 73 and the average post-test score was 94. Based on the distribution of participants' scores, 29 students had low pre-test scores (70.7%) and 36 students had high post-test scores (87.8%).

Table 2.
Results of Analysis of Improvement in Students' Knowledge of Counseling (n=41)

Variable		f	%	Mean	Min - Max	P value
Pre-Test value	Low	29	70.7	73	60 – 100	0.002
	High	12	29.3			
Post-Test value	Low	5	12.2	94	90 – 100	
	High	36	87.8			

DISCUSSION

The results showed a positive effect of health education on increasing students' knowledge related to health counseling. Prior to the health education intervention, the majority of students had limited knowledge of the basic concepts of counseling and the techniques involved in the counseling process (Khalis et al., 2023). However, after the health education intervention, there was a significant increase in students' understanding of the definition of counseling, commonly used counseling techniques, procedures for implementing counseling, as well as the positive impact that can result from the counseling process itself (Aprilia & Fitri, 2023). This suggests that the health education approach effectively helped students gain more comprehensive knowledge about health counseling (Khalijian et al., 2023).

This finding is in line with the literature that supports the effectiveness of health education in increasing knowledge on specific health topics among the studied population. Delivery of structured, relevant and easy-to-understand information through online questionnaires appears to be an effective factor in changing students' perceptions and understanding of health counseling (Nurhidayanti et al., 2019; Wang et al., 2022; Zuhara, 2020). Thus, these results indicate the potential importance of integrating health education in the school curriculum as part of efforts to holistically improve students' mental health (Sadeli & Karneli, 2022; Santilli et al., 2022). Although improvements in knowledge about health counseling were seen after the intervention, it is important to remember that deeper understanding and implementation of mental health practices require long-term support and consistent application from various parties, including schools, families, and communities (Le et al., 2020; McGinnis et al., 2021).

There are several factors that influence knowledge about health counseling in students. First, environmental factors, such as parental education about mental health and access to mental health services in the neighborhood, can influence students' understanding of counseling (Ruden, 2021). Parents who are engaged in discussing mental health topics with their children tend to have children who are more open to these topics and more likely to seek help if needed (McGinnis et al., 2021). Secondly, social factors also play an important role, including stigma towards mental health issues and counseling. A culture that emphasizes silence or shame in seeking mental health help may deter students from seeking the information or support they need (Jueajinda et al., 2021). Therefore, efforts to reduce stigma associated with mental health and counseling need to be strengthened to create a more open and supportive environment (Pordelan & Hosseinian, 2021).

Knowledge about health counseling is key in students' mental health and overall well-being. Proper knowledge of counseling allows students to better understand the basic concepts of counseling, such as its definition, purpose, and benefits in helping individuals overcome emotional, social, and academic problems (Farnam et al., 2021; Hikmat, Yosep, et al., 2024). In addition, an understanding of commonly used counseling techniques, implementation procedures, as well as the positive impact that can result from the counseling process also

provides a strong foundation for students in facing life challenges and building effective adaptation skills (Pahlavan & Ahi, 2020). Knowledge of counseling can be a powerful tool in detecting, preventing, and managing mental health problems. Students who have a good knowledge of counselling are more likely to recognize early symptoms of mental health problems, seek help more confidently, and take proactive steps to improve their well-being (Zuhara, 2020). This can help reduce the stigma associated with mental health and counseling, and increase accessibility and acceptance of mental health services among students (Abaido et al., 2020).

The follow-up of health education programs on counseling to students is crucial in ensuring the sustainability and effectiveness of these efforts. One important step is to strengthen the integration of mental health and counseling materials into the overall school curriculum (Park et al., 2019). This can be done through developing and customizing learning modules, health lessons, or extracurricular activities that highlight the importance of mental health and counseling skills (Midgett et al., 2017). In addition, ensuring adequate resources, such as practical guides, manuals, or websites containing mental health information and resources that students can access independently, is also an important step (Khine et al., 2020). Furthermore, it is important to continue an open and continuous dialogue on mental health among students, parents and school staff, whether through regular meetings, seminars or other social activities (McClain et al., 2016). In this way, schools can create a supportive, inclusive and caring culture towards mental health, which strengthens students' understanding and awareness of counseling as an integral part of their holistic health (Hintz et al., 2015).

CONCLUSION

Based on the results of the study, the authors found that there was an effect of health education on health counseling knowledge in students. It was seen from the t-test p value of 0.002 ($p < 0.05$). Through a directed educational approach, students gained a better understanding of the basic concepts of counseling, counseling techniques, implementation procedures, and the positive impact that can result from the counseling process. This suggests that the health education approach can be an effective tool in building students' awareness and knowledge about mental health as a whole. Increased knowledge of health counseling can assist students in recognizing symptoms of mental health problems, seeking help more confidently, and taking proactive steps to improve their well-being. The implication of this study is that there is a foundation for health workers to develop counseling training for health cadres in students. The recommendation for further research is the need to analyze the factors that influence health counseling in students.

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