

## SELF LOVE EDUCATION ON TO MAINTAIN MENTAL HEALTH IN THE DIGITAL ERA TO CREATE A PRODUCTIVE, HEALTHY, AND HAPPY YOUNG GENERATION

**La Ode Muhamad Sety, Siti Nurfadilah H, Listy Handayani, Syefira Salsabila \*, Melia Pradita Rohadi, Muhammad Arifin, Dhira Fijri Yasmin**

Faculty of Public Health, Universitas Halu Oleo

Kampus Hijau Bumi Tridharma, Anduonohu, Kec. Kambu, Kota Kendari, Sulawesi Tenggara 93232, Indonesia

Email: [syefira.salsabila@uho.ac.id](mailto:syefira.salsabila@uho.ac.id)

### Abstract

Mental health issues are the fifth largest contributor to the global disease burden and one of the main risk factors for morbidity and mortality among adolescents. This community service aims to increase teenagers' knowledge about the concept of self-love as an effort to maintain mental health. This activity was conducted at SMA Negeri 9 Kendari in November 2024 with the students as a target, totaling 30 people. The stages of this activity consisted of audience/socialization, data collection of prospective participants, identification of mental health issues among students, dissemination process (self-love education and distribution of flip charts, leaflets, and posters Medias to the school and Benu-Benu Health Center). As well as evaluation using the comparison of pre-test and post-test scores. All stages of this activity went well and smoothly, the school fully supported this activity, and the participants showed high enthusiasm during the education and discussion process. The evaluation result shows an increase in students' knowledge about self-love as an effort to maintain mental health after the education was conducted. Thus, it is hoped that schools and community health centers will regularly provide education on self-love to all students or adolescents to address potential mental health risks.

**Keywords:** Adolescents, Education, Mental Health, Self-love

### INTRODUCTION

Mental health is the realization of harmony between the functions of the soul, as well as the ability to face ordinary problems that arise, positively feel happiness and self-ability. The functions of the soul referred to above include thoughts, feelings, attitudes, perspectives, and life beliefs, which must be able to help each other, thus keeping others away from feelings of doubt and confusion (Saad, 2020).

Adolescence is a transitional stage from childhood to adulthood. This transition is often accompanied by a desire to freely develop one's own identity. However, if this transitional period is not accompanied by wisdom, adolescents may engage in risky behaviors. Teenagers are also vulnerable to mental health issues and negative influences from their surroundings (Yuliasari, 2020).

Good mental health in adolescents can be seen from their ability to accept themselves, maintain a sense of safety and comfort with others, manage the stress they face, perform activities well, and recognize their own abilities. Mental health conditions begin at the age of 14, at which age a person is in their teenage years (Febrianti, A., Elita, V., & Dewi, 2022). In adolescents, the mental health they will experience will involve the domains of cognitive, physical, and socio-emotional development. If these developmental tasks are disrupted,

psychological problems may arise such as lack of self-confidence, difficulty expressing oneself, loneliness, and even depression (Qoyyimah, et al, 2021).

Mental health issues are the fifth largest contributor to the global disease burden. More than 80% of people suffering from global diseases have not received treatment (Narayanan, et al, 2023). Mental health disorder is one of the main risk factors for causing illness and death in adolescents (Pratiwi & Djuwita, 2022). Globally, the age range of 5-17 years with a prevalence of mental disorders is 6.72% (Sisliana et al., 2023). Data from the World Health Organization (WHO) shows that the prevalence of mental disorders among adolescents in 2018 was 16%. In 2019, 301 million people lived with anxiety disorders, including 58 million children and adolescents, 280 million people lived with depression, including 23 million children and adolescents, 40 million experienced bipolar disorder, and 24 million people had schizophrenia (WHO, 2022).

The prevalence of mental disorders in Southeast Asia was 4.47% (Sisliana et al., 2023). With the highest total cases of mental disorders, India ranks first with a total of 56,675,969 cases, followed by Indonesia in second place with a total of 9,162,886 cases (Dewi et al., 2021). Global Health Data Exchange stated that there were 27.3 million people in Indonesia experiencing mental health issues. This means that one in ten people in this country suffer from mental health disorders (Alini & Meisyalla, 2022).

The results of the Indonesian Health Survey (SKI) in 2023 recorded that the prevalence of mental health issues in the past month among the population aged  $\geq 15$  years was 630,827 individuals (2.0%). These mental health issues include depression and suicidal ideation. From this data, it is known that the prevalence of mental health issues in the past month among the population aged  $\geq 15$  years in Southeast Sulawesi Province was 5,912 individuals (1.6%), ranking 24th with the highest cases of mental health issues in Indonesia (Kemenkes RI, 2023).

The latest data on the prevalence of mental health issues in Kendari is still limited. The data from the mental health issue screening conducted by the Kendari District Health Office indicates that the number of emotional mental disorders in Kendari from 2022-2023 was 323 people. The identified mental health issues include emotional symptoms in 114 people, behavioral problems in 84 people, hyperactivity in 50 people, peer problems in 35 people, and prosocial issues in 40 people (Kendari District Health Office, 2023).

Pada masa remaja, banyak seorang remaja yang tengah mencari jati diri mereka masing-masing karena pada usia ini mereka sedang berada pada fase rasa ingin tahu yang besar, banyak juga permunculan masalah-masalah yang tengah mereka hadapi. Beberapa masalah yang biasanya mereka alami yaitu masalah percintaan, kesehatan mental, masalah lingkungan sosial, ekonomi, keluarga bahkan kepercayaan diri (insecure). Remaja yang tidak memiliki arahan akan cenderung melakukan hal-hal berbau negatif untuk menemukan jalan keluar dari masalah mereka, seperti halnya mabuk-mabukan, melakukan tatto pada tubuh mereka atau piercing, bahkan self harm. Sedangkan remaja yang memiliki arahan mereka akan cenderung memikirkan jalan keluar matang-matang dan memilih arah yang positif (Anissa Khumairoh et al., 2024).

Based on observations and preliminary studies that were conducted on adolescents in Punggaloba Village area, Kendari Barat District, it was found that some of these adolescents exhibit signs of mental health disorders such as frequent headaches, decreased appetite, being easily scared, frequent anxiety, frequent crying, and feeling unhappy. This was because some of these teenagers have had unpleasant experiences in the past, and some of them also reported receiving negative parenting from their parents, making them afraid if any of their parents' rules are broken. Information obtained from one of the schools in the Punggaloba Village area, Kendari Barat District, indicated that there was once an introduction to children's mental health, but there has been no ongoing and scheduled monitoring for students who have problems. This causes students to be indifferent towards their mental health, which

actually greatly affects their interactions with the surrounding environment.

The presence of mental health issues among adolescents, along with a lack of knowledge about mental health and the absence of monitoring for mental health problems in teenagers, has led the author to be interested in conducting community service activities in the Punggaloba Village area, Kendari Barat District, with the title "Education on 'Self Love' in Efforts to Maintain Mental Health in the Digital Era to Create a Productive, Healthy, and Happy Young Generation."

## **IMPLEMENTATION METHOD**

The community service activity was conducted at SMAN 9 Kendari, Punggaloba Village in November 2024. This activity involved dissemination conducted through health education with lecture methods equipped by flipchart for adolescents, as well as distribution of educational media such as flipcharts, posters, and leaflets to support mental health education in schools and youth health posts. The target of this activity was 30 students who represent grades X, XI, and XII. Dissemination is an activity aimed at spreading information to the target group (students) in increasing their knowledge regarding self-love as an effort to maintain mental health among adolescents. So that these teenagers can become agents of change who can invite their peers to engage in positive activities.

### **Stages of Activity Implementation**

#### **1. Audience/Socialization**

The purpose of the socialization is to introduce the UHO Community Service Team to the school authorities. It is hoped that the school will facilitate a meeting between the community service team and the target participants.

#### **2. Data collection of prospective participants**

The data collection of prospective participants is conducted after the socialization and observation.

#### **3. Identification of mental health issues**

The identification of mental health issues is carried out by distributing questionnaires to 30 students who represent grades X, XI, and XII to obtain an overview of the mental health risks experienced.

#### **4. Dissemination/intervention process**

a. The dissemination/intervention process was conducted with students or adolescents, which includes pre-test, presentation of materials and discussions, and post-test.

b. Distribution of educational media such as flipcharts (double-sided sheets), posters, and leaflets to support mental health outreach efforts at the youth health post.

#### **5. Evaluation**

The success of the dissemination program is not only measured by the materials/messages conveyed but also requires evaluation. The evaluation of the activity was conducted by having participants fill out a questionnaire, and the post-test scores are compared with the pre-test scores to see the extent of the participants' knowledge improvement after receiving the self-love education intervention.

## RESULTS AND DISCUSSION

### Identification of mental health issues

The identification of mental health issues was carried out with the aim of determining the extent of the risk of mental health problems experienced by participants and directing more specific educational topics. This activity was conducted by having 30 students fill out a questionnaire. The results of this identification activity can be seen in the following table:

**Table 1. Characteristics of Participants and Overview of Mental Health Issues among Students of SMA Negeri 9 Kendari in 2024**

Variables	Frequency (n=7)	Percentage (%=100)
<b>Grade</b>		
X	10	33,3
XI	10	33,3
XII	10	33,3
<b>Gender</b>		
Male	16	53,0
Female	14	47,0
<b>Mental Health Issue</b>		
At Risk	16	53,0
Not At Risk	14	47,0

*Source: Primer Data 2024*

Table 1 above shows that the education participants are representatives from grades X, XI, and XII with each class with 33.3% representation. This is expected to obtain information on the risk of mental health issues from each grade levels at SMA Negeri 9 Kendari. According to gender, the majority of participants were male (53%) and the rest were female (47%). As for mental health issues, most students were at risk of experiencing mental health problems, amounting to 53%, while the rest were not at risk. The mental health issues identified in this activity are related to aspects of self-perception, the ability to cope with social environments, self-acceptance and self-development, financial independence, emotional and social support, relationships and boundaries, honesty with oneself and others, forgiveness, and self-acceptance. Therefore, self-love education is important to address the mental health issues experienced by students.

### Implementation of dissemination/intervention

#### Presentation of material and discussion

At this stage, an intervention of mental health education with self-love using the lecture method was conducted. During the educational activities, the participants were very enthusiastic in listening to the presentation of the material and actively engaged in the discussion sessions. In addition, a practice of positive affirmations regarding the importance of self-love was also conducted. During the affirmation practice, the speaker demonstrated positive affirmations, and all participants followed along well and with enthusiasm. At the end of the session, participants were asked to summarize the material they had received and share their impressions and messages from the self-love education activity.



**Figure 1. Photo Group Session**



**Figure 2. Presentation of Education Material**

### **Distribution of Educational Media**

In addition to delivering the material through lectures, all participants (30 students) were also given leaflets as reading materials that can be revisited and shared with friends or family. During the education process, the delivery of material by the service team was also assisted by using educational media in the form of flipcharts. Flip charts, leaflets, and posters were also distributed to the school to assist the Guidance and Counseling (BK) department in educating students about mental health, particularly self-love. Additionally, posters were placed on the school bulletin board for easy access by all students, ensuring that everyone could obtain information about self-love as an effort to maintain mental health.



**Figure 3. Handing Over Educational Media Flip Chart, Leaflet and Poster to the School**

The educational media flip chart and poster were also distributed to the Benu-Benu Health Center because SMA Negeri 9 Kendari is located within the Health Center's working area. Both educational media were given to the health promotion program holder at the Benu-Benu Health Center, who can use them as educational materials in youth post health activities at SMA and SMP equivalent schools within its working area.





**Figure 4. Handing Over Educational Media Flip Chart, Leaflet and Poster to Benu-Benu Health Center**

The distribution of this educational media can serve as an aid for schools and health centers in conducting education. Visual-based learning media such as flip charts, leaflets, and posters are anything that can be used to convey and deliver messages through visual experience, thereby creating a conducive learning environment that can encourage students to engage in the learning process effectively and efficiently (Asriyati, 2016). Visual learning media is a tool or material used in education by utilizing the human senses. Visual learning media can strengthen students' memory and understanding of the learning material because visual media is present directly in the learning process, connecting the learning material with the real world (Lestari et al., 2021).

The use of media in health education facilitates the process of conveying information because it is more attention-grabbing. Leaflets, as one of the health promotion media, remain a choice due to their advantages of being compact, easy to store, find, and carry anywhere. Similarly, posters are quite an effective educational medium. The use of a combination of images with minimal text makes this medium more engaging to read. The placement of posters should be done in strategic locations, easily accessible, and readable by the intended audience. In line with the Notoatmodjo's statement in Enopadria et al., (2023) that the advantages of visual media as an educational medium are that it facilitates and accelerates students' understanding of the presented messages and is complemented with colors to attract students' attention more, and its production is relatively easy and inexpensive. The use of media is very important for explaining messages or materials conveyed during counseling.

Flipchart as visual educational media is also considered quite effective, especially in providing health education face-to-face or in small groups. Based on Dale's learning pyramid, flipchart media is more relevant as a health promotion medium, because flipcharts are a medium for delivering messages in the form of flip sheets containing stages and images, and in its delivery, flipcharts also provide opportunities for participants to discuss (Masthura et al., 2020). Therefore, education using media assistance can help participants understand the material presented through attractive images and text on the media.

## **Evaluation**

To evaluate the success of the mental health education intervention program through self-love among adolescents, a comparison of pre-test and post-test scores is conducted. Therefore, at the end of the activity, after the delivery of the educational material, participants fill out the post-test questionnaire.



**Figure 5. Filling Out the Pre-Test Questionnaire**



**Figure 6. Filling Out the Post-Test Questionnaire**

The evaluation results of the mental health education activity with self-love can be seen in the following table:

**Table 2. Evaluation Result of Mental Health Education Activities with Self-Love for Students of SMA Negeri 9 Kendari in 2024**

Knowledge	Before Education (Pre-Test)		After Education (Post-Test)	
	N	%	n	%
Lack	2	0,7	0,0	0,0
Good	28	93,3	30	100,0
<b>Total</b>	<b>30</b>	<b>100</b>	<b>30</b>	<b>100</b>

Source: Primer Data 2024

Based on table 2 above, it can be seen that before the education was conducted, out of 30 participants, 2 students (0.7%) had lacking knowledge about self-love and 28 students (93.3%) had good knowledge. After the education was conducted, all students (100%) had good knowledge about self-love. Thus, the intervention activity, self-love education can be said to be successful due to the increase in participants' knowledge before and after the mental health education with self-love. With the increase in students' knowledge about self-love, it is hoped that they can apply self-love in their daily lives.

Self-love is an attitude of kindness towards oneself that can be learned and last a life time. Individuals who have practiced self-love will strive to understand and confront themselves, accept their strengths and weaknesses, and be willing to care for themselves and consciously and actively form healthy relationships (Henschke & Sedlmeier, 2021). With healthy self-love, a person does not rely too much on validation or recognition from others to feel valuable. They have a strong understanding of their own value and uniqueness, so they are not too influenced by the opinions of others or societal standards. This gives them the freedom to build social relationships based on mutual appreciation and genuine respect (Husna, R, R dan Sa'adah, N., 2023).

Self-love is an important aspect that can be applied within oneself, especially for teenagers to maintain mental health and optimize their potential. With self-love, we are required to treat and accept ourselves well and as we are (Anissa Khumairoh et al., 2024). The practice of self-love can help someone accept themselves as they are. This attitude of self-

acceptance includes accepting all aspects of life, whether happy or sad, and being more responsible for one's actions. The presence of self-love within oneself can make a person appreciate themselves. This condition includes our habit of maintaining our health with a more positive lifestyle. Through such behavior, you will be more motivated to live a healthier life, such as consuming more balanced nutritious meals, having enough time to rest, and getting used to exercising regularly (Rani et al., 2022).

This community service activity is in line with Mursalim and Eryandra (2024) who state that there is an increase in knowledge, understanding, application, and benefits of self-love in daily life after psycho education is conducted. The initial knowledge and understanding of self-love among adolescents were still low before the psycho education activities, at 52%. After the psycho education activities, respondents experienced a development in understanding and knowledge related to self-love of 84%.

## CONCLUSION

The implementation of community service activities carried out through the stages of audience/socialization, participant data collection, identification of mental health issues, intervention implementation in the form of education and distribution of educational media (leaflets, flip charts, and posters) to schools and the Benu-Benu Health Center, as well as evaluation. This series of "self-love" educational activities and the evaluation results have proven to enhance students' knowledge as adolescents regarding self-love. With a good understanding of self-love, students can become agents of change who can encourage their peers to engage in positive activities. Therefore, it is hoped that the school and the community health center will regularly conduct education on self-love for all students or teenagers to address potential mental health risks that may arise in their lives.

## REFERENCES

- Alini, & Meisyalla, L. N. (2022). Description of the Mental Health of Adolescents at SMPN Bangkinang Kota, Kampar Regency. *Jurnal Ners*, 6(23), 80–85. <http://journal.universitaspahlawan.ac.id/index.php/ners>
- Anissa Khumairoh, Nafisah Charisma, Azzahra Anggun, Annisa Siti Solikah Satradanie, Aqvina Rahma Diyanti, & Sidney Tsany Chavvah Abenza. (2024). Self Love Pada Remaja SMA. *Jurnal Riset Rumpun Ilmu Sosial, Politik Dan Humaniora*, 3(1), 215–221. <https://doi.org/10.55606/jurrish.v3i1.2476>
- Asriyati. (2016). *Implementation of Visual-Based Learning Media in Social Studies Subjects for Class V at MI Ma'arif 07 Karangmangu Kroya Cilacap*. IAIN Purwokerto.
- Dewi, Y., Relaksana, R., & Siregar, A. Y. M. (2021). Analysis of Socioeconomic Status (SES) Factors on Mental Health: Depression Symptoms in Indonesia. *Indonesian Journal of Health Economics*, 5(2), 29–40. <https://doi.org/10.7454/eki.v5i2.4125>
- Enopadria, C., Erfiana, E., & Lestari, P. A. (2023). Community Service - Increasing Teenagers' Knowledge About Adolescent Mental Health in the Era of Globalization. *Jurnal Altifani Penelitian Dan Pengabdian Kepada Masyarakat*, 3(3), 472–478. <https://doi.org/10>
- Febrianti, A., Elita, V., & Dewi, W. N. (2022). The Relationship Between Knowledge of Mental Health and Adolescent Mental Status. *Riau Nursing Journal*, 1(1), 70–79. <https://doi.org/https://doi.org/10.31258/rnj.1.1.70-79>.
- Henschke, E. and, & Sedlmeier, P. (2021). What Is Self-Love? Redefinition of a Controversial Construct. *The Humanistic Psychologist*, 51(3), 281–302. [https://www.researchgate.net/publication/355152846\\_What\\_is\\_self-](https://www.researchgate.net/publication/355152846_What_is_self-)



[love Redefinition of a controversial construct.](#)

- Husna, Raras Rahmatul, and Sa'adah, N. (2023). Self-Love from an Islamic Perspective: Maintaining Mental Health and Optimizing Potential. *Nuansa*, 16(1), 104–116.
- Kendari Health Office. (2023). *Achievement Report of Public Health Program 2022*. Kendari.
- Lestari, D. E., Haryani, T., & Igiyany, P. D. (2021). Effectiveness of Leaflet Media to Improve Students' Knowledge About Breast Self-Examination. *Indonesian Journal of Research and Development in Public Health*, 2(2), 148–154. <https://doi.org/10.15294/jppkmi.v2i2.52431>
- Masthura, R., Yuniwati, C., & Ramli, N. (2020). The effectiveness of flip charts and leaflets on the knowledge of pregnant women about the provision of complementary feeding (MP-ASI). *SAGO Journal of Nutrition and Health*, 1(1), 9. <https://doi.org/10.30867/gikes.v1i1.283>
- Ministry of Health Indonesia. (2023). *Indonesia Health Survey*. Jakarta: Ministry of Health Indonesia.
- Mursalim, A. H., & Eryandra, A. (2024). Building Self Love in Adolescents through Psychoeducation. *Your Service: Scientific Journal of Community Service*, 9(5), 778–785. <https://doi.org/10.33084/pengabdianmu.v9i5.6532>
- Narayanan, S.P., Rath, H., Mahapatra, S., and Mahakur, M. (2023). Social Support and Self - Care Behavior Study. *Journal of Education and Health Promotion*, 12(February), 1–12. <https://doi.org/10.4103/jehp.jehp>
- Pratiwi, S. D., & Djuwita, R. (2022). The Relationship Between Lifestyle and Adolescent Mental Health in Indonesia (Analysis of Global School-Based Student Health Survey Indonesia 2015 Data). *Journal of Community Health Epidemiology*, 7(1), 382–393. <https://doi.org/10.14710/jekk.v7i1.11905>
- Qoyyimah, N. R. H., Noorrizki, R. D., Sa'id, M., Apriliana, J., & Isqy, T. T. (2021). The Effectiveness of Peer Counseling as an Effort to Strengthen the Mental Health of Adolescents in Orphanages. *Journal of Educational, Psychological, and Health Research (J-P3K)*, 2(2), 166–173. <https://doi.org/https://doi.org/10.51849/j-p3k.v2i2.114>
- Rani, E. N., Sulistiawan, I., Yunita, R. D., & Ifsyaussalam, R. A. (2022). The Importance of Self-Love and How to Apply It Within Oneself. *SICEDU: Science and Education Journal*, 1(2), 481–486.
- Saad, N. F. (2020). The Influence of Mental Health on the Learning Concentration of Fifth Grade Students at Bontocinde Public Elementary School, Gowa Regency. Dalam Nur Fahmin Saad. <https://repository.radenintan.ac.id>
- Sisliana, M., Alini, & Erlinawati. (2023). The Relationship Between Self-Efficacy and Adolescent Mental Health at SMAN 5 Pekanbaru. *Journal Ners*. 7(1), 644–649
- WHO. (2022). Mental disorders. World Health Organization. Retrieved From [https://www.who.int/news-room/fact-sheets/detail/mental-disorders/?gclid=CjwKCAiAxreqBhAxEiwAfGfndFFnGfzv4JkTL3\\_U3D JqIVgOWcmkBBBQqHU7pCJ3ZImYDCgf40Nm0xoC\\_g8QAvD\\_BwE](https://www.who.int/news-room/fact-sheets/detail/mental-disorders/?gclid=CjwKCAiAxreqBhAxEiwAfGfndFFnGfzv4JkTL3_U3D JqIVgOWcmkBBBQqHU7pCJ3ZImYDCgf40Nm0xoC_g8QAvD_BwE)
- Yuliasari, H. (2020). Peer Counselor Training to Improve Self-Awareness of Adolescent Risky Behaviors. *Insight Psychology Journal*, 4(1), 63–72.