



Leaflet Based Education and Its Effect on the Level of Knowledge of Adolescent Girls Regarding Mental Health

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ABSTRACT

Mental health among adolescent girls is a crucial aspect in supporting optimal emotional, social, and academic development. The complex biological, psychological, and social changes that occur during adolescence increase vulnerability to stress, anxiety, and depression. One promotive and preventive effort that can be implemented is health education using leaflet media, which is simple, informative, and easy to understand. This study aimed to analyze the effect of leaflet-based education on the level of knowledge of adolescent girls regarding mental health at SMAN 1 Wanasaba. This study employed a quantitative pre-experimental design using a one-group pretest–posttest approach. The study population consisted of all eleventh-grade female students, with a sample of 60 respondents selected through simple random sampling. Data were collected using a structured questionnaire to measure the level of mental health knowledge before and after the leaflet-based educational intervention. Data analysis was conducted using the Wilcoxon test. The results showed an increase in the level of knowledge among adolescent girls after receiving leaflet-based education. The Wilcoxon test indicated a statistically significant difference between knowledge scores before and after the intervention ($p < 0.05$). These findings indicate that leaflet-based health education is effective in improving adolescent girls' knowledge regarding mental health.

Keywords: Health Education, Mental Health, Leaflet, Knowledge, Adolescent Girls.

ABSTRAK

Kesehatan mental pada remaja putri merupakan aspek penting dalam mendukung perkembangan emosional, sosial, dan akademik secara optimal. Perubahan biologis, psikologis, dan sosial yang kompleks pada masa remaja meningkatkan kerentanan terhadap stres, kecemasan, dan depresi. Salah satu upaya promotif dan preventif yang dapat dilakukan adalah melalui edukasi kesehatan menggunakan media leaflet yang sederhana, informatif, dan mudah dipahami. Penelitian ini bertujuan untuk menganalisis pengaruh edukasi berbasis leaflet terhadap tingkat pengetahuan remaja putri tentang kesehatan mental di SMAN 1 Wanasaba. Penelitian ini menggunakan desain kuantitatif pra-eksperimental dengan pendekatan one group pretest–posttest. Populasi penelitian adalah seluruh siswi kelas XI, dengan sampel sebanyak 60 responden yang dipilih menggunakan teknik simple random sampling. Data dikumpulkan menggunakan kuesioner terstruktur yang mengukur tingkat pengetahuan kesehatan mental sebelum dan sesudah intervensi edukasi leaflet. Analisis data dilakukan menggunakan uji Wilcoxon. Hasil penelitian menunjukkan adanya peningkatan tingkat pengetahuan remaja putri setelah diberikan edukasi berbasis leaflet. Uji Wilcoxon menunjukkan perbedaan yang signifikan antara skor pengetahuan sebelum dan sesudah intervensi ($p < 0,05$). Temuan ini menunjukkan bahwa edukasi kesehatan berbasis leaflet efektif dalam meningkatkan pengetahuan remaja putri mengenai kesehatan mental.

Kata Kunci: Edukasi Kesehatan, Kesehatan Mental, Leaflet, Pengetahuan, Remaja Putri.

INTRODUCTION

Mental health is a state of well-being that enables individuals to cope with life stresses, learn effectively, work productively, and contribute to their communities. Mental health cannot be separated from the broader concept of overall health, as an individual is considered healthy only when they are in good physical, psychological, and social conditions, rather than merely being free from disease, thereby allowing them to lead a productive life (Kementerian Kesehatan Republik Indonesia, 2023).

In the context of adolescence, mental health has become a significant global public health issue due to its impact on quality of life, academic achievement, social relationships, and productivity in adulthood. According to the World Health Organization (WHO), globally, one in seven adolescents aged 10–19 years experiences a mental disorder, contributing to approximately 15% of the disease burden in this age group. Adolescence is characterized by complex biological, psychological, and social changes, which increase vulnerability to mental health problems such as stress, anxiety, and depression. However, these conditions often remain undetected and untreated at an early stage (World Health Organization, 2025).

This situation is also reflected at the national level. Based on the 2023 Indonesian Health Survey (Survei Kesehatan Indonesia, SKI), the national prevalence of depression was 1.4%, with the highest proportion observed among individuals aged 15–24 years at 2% (Kementerian Kesehatan Republik Indonesia, 2023). One contributing factor to this condition is the low level of mental health literacy among adolescents. Limited mental health literacy reduces adolescents' ability to accurately recognize mental disorders, leads to misconceptions regarding their causes and management, and increases stigma that hinders help-seeking behavior. Adolescents with low mental health literacy tend to seek help only from friends or family and are reluctant to access professional services due to shame, stigma, and concerns about confidentiality (Ayesha et al., 2023; Sharma et al., 2017; González-Sanguino et al., 2024; Goodfellow et al., 2023; Attygalle et al., 2017).

Therefore, mental health literacy plays a crucial role in enabling adolescents to recognize early symptoms of mental disorders and to seek timely and appropriate care. Improvements in mental health literacy have been shown to reduce both public stigma and self-stigma, thereby increasing adolescents' willingness to seek help without fear of judgment. Various intervention programs, including school-based approaches and the use of digital media, have demonstrated significant outcomes in enhancing adolescents' ability to identify mental health problems and in promoting positive attitudes toward professional help. Adolescents with adequate mental health literacy are more likely to actively seek assistance from family members, peers, and healthcare professionals when experiencing psychological difficulties, thereby preventing the worsening of mental health conditions (Novriandi et al., 2025; Juniarni et al., 2025; Lestarina et al., 2025).

One simple, informative, and easily understood educational medium for improving mental health literacy is the leaflet. Leaflets are practical, portable, and easy to distribute in various settings such as schools, health centers, and community gatherings, allowing them to reach a wide audience, including areas with limited access to digital technology. The information contained in leaflets can be read repeatedly according to an individual's pace of comprehension, making them effective in reinforcing knowledge. In addition, leaflets are relatively low-cost, easy to produce, and can be tailored to the characteristics of the target population, making them an efficient educational medium in health promotion programs (Desmawati & Putri, 2025; Ekwandari et al., 2024).

Nevertheless, most previous studies on mental health education among adolescents have predominantly employed oral counseling, audiovisual media, or counseling-based interventions. These studies have also not specifically focused on adolescent girls as a population with higher psychological vulnerability due to hormonal, emotional, and social factors. Furthermore, limitations of previous research include study design constraints, the secondary school context, and the limited use of structured printed educational media such as leaflets.

Based on this background, there is a research gap regarding the effectiveness of leaflet-based education in improving mental health knowledge among adolescent girls in secondary school settings. Therefore, this study aims to analyze the effect of leaflet-based education on the level of knowledge of adolescent girls regarding mental health at SMAN 1 Wanasaba.

RESEARCH METHODS

This study employed a quantitative approach with a pre-experimental design using a one-group pretest posttest framework. This design was used to measure changes in the level of mental health knowledge among adolescent girls before and after the implementation of a leaflet-based educational intervention within the same group. The selection of this design was based on its practicality in a school setting and the limitations in establishing a control group. Nevertheless, the researchers acknowledge that the one-group pretest–posttest design has methodological limitations, including potential history, maturation, and testing effects, which are recognized as limitations of this study.

The study population consisted of all eleventh-grade female students at SMAN 1 Wanasaba. A total of 60 respondents were selected as the study sample using a simple random sampling technique based on predefined inclusion criteria. Data were collected using a structured questionnaire to assess the level of mental health knowledge among adolescent girls. The questionnaire was administered twice: prior to the intervention (pretest) and after the intervention (posttest). The instrument underwent content validity testing by three experts in public health and psychiatric nursing. Reliability testing using Cronbach's alpha yielded a value of $\alpha = 0.78$, indicating that the instrument was reliable.

The intervention consisted of mental health education delivered through leaflet media developed based on literature from the Ministry of Health of the Republic of Indonesia and the World Health Organization regarding adolescent mental health. The leaflet content included the definition of mental health, common mental disorders among adolescents, signs and symptoms, contributing factors, strategies for maintaining mental health, and guidance on seeking professional help. The intervention procedure began with respondents completing the pretest questionnaire, followed by the distribution of the leaflet accompanied by a brief explanation lasting approximately 20 minutes provided by the researcher. Subsequently, respondents were given approximately 15 minutes to read and understand the leaflet independently. The posttest was conducted 30 minutes after the educational session using the same questionnaire.

Data analysis was conducted using univariate and bivariate analyses. Univariate analysis was used to describe the distribution of respondents' knowledge levels before and after the intervention. Bivariate analysis was performed to determine differences in pretest and posttest knowledge scores using the Wilcoxon signed-rank test, as the paired numerical data were not normally distributed based on the Shapiro–Wilk test results ($p < 0.05$). Official permission was obtained from the school prior to conducting the study. All respondents provided informed consent, and the confidentiality of their identities was maintained. The data collected were used solely for research purposes.

RESULTS

Table 1. Frequency Distribution of Respondents Based on Knowledge Level Before the Intervention.

Category	Frequency (n)	Percentage (%)
Low	35	58.3
Moderate	19	31.6
High	6	10
Total	60	100

As shown in Table 1, prior to the leaflet-based educational intervention, the majority of female students were classified as having a low level of knowledge, with 35 respondents (58.3%). In contrast, only 6 respondents (10.0%) were categorized as having a high level of knowledge.

Table 2. Frequency Distribution of Respondents Based on Knowledge Level After the Intervention.

Category	Frequency (n)	Percentage (%)
High	51	85
Moderate	9	15
Low	0	0
Total	60	100

As presented in Table 2, following the leaflet-based educational intervention, most respondents were classified as having a high level of knowledge, with 51 students (85.0%). The remaining 9 respondents (15.0%) demonstrated a moderate level of knowledge, and none were categorized as having a low level of knowledge.

Table 3. Differences in Knowledge Scores Before and After the Intervention

Variable	N	Median (Min-Max)	p-value
Before the intervention	60	5.00 (2-8)	0.000
After the intervention	60	3.50 (0-6)	

The results of the Wilcoxon signed-rank test showed a p-value of 0.000 at a significance level of 0.05. Since $p < 0.05$, it can be concluded that there was a statistically significant difference in knowledge scores before and after the leaflet-based educational intervention. These findings indicate that the intervention was effective in increasing the level of knowledge among adolescent girls regarding mental health.

DISCUSSION

The results of this study demonstrate a significant increase in the level of knowledge among adolescent girls following the implementation of leaflet-based education. These findings are consistent with previous studies indicating that leaflet-based education is effective in improving adolescents' knowledge of various health topics, including mental health, as well as enhancing mental health literacy. A study on mental health literacy interventions reported a significant improvement in both knowledge and attitudes toward mental health issues, with a p-value of < 0.001 , highlighting the potential of leaflets as educational tools for reducing stigma and increasing mental health awareness. Leaflets enable participants to engage in self-directed learning at their own pace, thereby enhancing comprehension and retention of the information provided (Sutiawati et al., 2024; Schiller et al., 2014). Concise and well-structured materials facilitate adolescents' ability to recognize symptoms of mental disorders, understand risk factors, and identify preventive strategies as well as appropriate pathways for seeking professional help (Sibarani et al., 2023; Del Casale et al., 2013).

Although leaflet-based education has been shown to be effective, its effectiveness is often compared with other methods, such as digital applications, which have demonstrated significant improvements in mental health literacy and help-seeking behaviors. Nevertheless, leaflets remain a cost-effective and easily accessible option, particularly in resource-limited settings (Juniarni et al., 2025). Another advantage of leaflet-based education is its high accessibility; this medium is inexpensive, easy to distribute, and does not require technological infrastructure, making it suitable for use in various environments, including schools and areas with limited digital access (Susyanto et al., 2025). The ability of adolescents to repeatedly review the material further reinforces learning, promoting sustained knowledge improvement and positive behaviors related to mental health (Marito et al., 2024).

The effectiveness of leaflet-based education is influenced by internal participant factors, including learning motivation, concentration, and literacy skills. Adolescents who are motivated and able to maintain concentration tend to benefit more from the intervention, as they can better understand and absorb the information presented (Pounarkar et al., 2025). In addition, literacy levels or reading ability play an important role in determining how effectively information is comprehended and retained (Hung et al., 2013). While leaflets are effective in significantly improving short-term knowledge, long-term retention may be limited if the material is not reinforced through repetition or additional interventions (Doi-Kanno et al., 2021; Novaryatiin et al., 2025).

The conditions under which the intervention is delivered also affect its effectiveness. Leaflets accompanied by brief facilitation or guidance enable adolescents to better understand the material compared with independent reading alone (Lolan et al., 2024). Furthermore, relevant and engaging content increases participants' attention and comprehension (Little et al., 1998). Multimodal approaches that combine leaflets with other educational media, such as videos or

interactive sessions, have been shown to be more effective in enhancing engagement, knowledge retention, and attitudinal change compared with the use of leaflets alone (Harris & Kloubec, 2025).

Therefore, the effectiveness of leaflet-based education depends not only on the content presented but also on participant motivation, literacy capacity, delivery conditions, and reinforcement strategies through repetition or integration with other educational methods. Understanding these factors is essential to ensure that leaflet-based educational interventions provide optimal and sustainable improvements in mental health knowledge among adolescent girls.

This study has several methodological limitations that should be considered. The one-group pretest–posttest design is practical and easy to implement; however, it limits the ability to attribute knowledge improvement solely to the leaflet-based intervention due to potential influences of external factors, maturation, history effects, or regression to the mean (Spurlock, 2018; Marsden & Torgerson, 2012). The sample was restricted to a single school with a small sample size and limited diversity, which constrains the generalizability of the findings (Basil, 2024; Gage et al., 2016). Additionally, the short-term measurement period does not allow for the assessment of long-term knowledge retention or behavioral change (Kang & Choo, 2024; Knapp & Knapp, 2016; Ross & Zaidi, 2019).

The practical implications of these findings are specific. Schools can utilize leaflets as part of health education programs that are easy to implement and cost-effective. Primary healthcare centers or adolescent health promotion units may also use leaflets as supplementary media in mental health literacy programs, particularly in areas with limited access to digital technology. Moreover, this study provides a foundation for the development of more comprehensive interventions, such as combining printed materials with group discussions or interactive applications to enhance participants' understanding.

In conclusion, despite the methodological limitations, the findings provide preliminary evidence that leaflets are an effective educational medium for improving mental health knowledge among adolescent girls. These results also underscore the importance of long-term evaluation and repeated interventions to ensure that knowledge gains are sustained and translated into daily practice.

CONCLUSION

Leaflet based health education was found to improve mental health knowledge and aspects of mental health literacy among adolescent girls at SMAN 1 Wanasaba by enhancing their understanding of mental health concepts, enabling them to recognize symptoms of mental disorders, and increasing awareness of preventive strategies and appropriate pathways for seeking professional help. These findings address a gap in the literature regarding structured printed educational interventions that have been relatively underexplored among adolescent girls, particularly within school settings, and demonstrate that simple, cost-effective, and easily accessible promotive and preventive strategies remain relevant and effective.

Future research is recommended to employ a control group design, expand sample size and diversity, and incorporate long-term follow-up assessments to obtain more comprehensive evidence regarding the effectiveness and sustainability of mental health educational interventions among adolescent girls at SMAN 1 Wanasaba.

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