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Strengthening Adolescent Character Through Psychoeducation on the Dangers of Free Association

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Abstract

Adolescents are a vulnerable age group often influenced by their social environment, including risky free associations that can negatively affect character development. Many teenagers still lack comprehensive understanding of character values and the dangers of free association. This gap highlights the need for psychoeducational intervention. The objectives of this service were: (a) to assess adolescents' understanding of character values and risky behaviors before the intervention; (b) to describe the psychoeducation implementation process; and (c) to analyze the impact of the program on character reinforcement and its implications for preventing risky behaviors. The method used was a series of interactive workshops and seminars conducted in schools and community centers. The results showed improved understanding and awareness among adolescents about maintaining healthy relationships and applying character values in daily life. Theoretically, this service contributes to the literature on psychoeducation as a preventive approach. Practically, the program can be replicated as a sustainable effort to prevent risky social behaviors among adolescents.

Abstrak

Kata Kunci:
psikoedukasi, pergaulan bebas, penguatan karakter, remaja

Remaja merupakan kelompok usia yang rentan terhadap pengaruh lingkungan, termasuk pergaulan bebas yang berisiko menimbulkan dampak negatif terhadap pembentukan karakter. Sayangnya, masih banyak remaja yang belum memiliki pemahaman utuh mengenai nilai-nilai karakter dan bahaya pergaulan bebas. Kesenjangan ini menjadi dasar perlunya intervensi psikoedukatif. Tujuan kegiatan ini adalah: (a) mengetahui tingkat pemahaman remaja terhadap nilai karakter dan risiko pergaulan bebas sebelum intervensi; (b) menjelaskan proses pelaksanaan psikoedukasi di lokasi pengabdian; dan (c) menganalisis dampak psikoedukasi terhadap penguatan karakter remaja serta implikasinya dalam pencegahan pergaulan bebas. Metode yang digunakan adalah workshop dan seminar interaktif yang melibatkan remaja di lingkungan sekolah dan komunitas. Hasil menunjukkan adanya peningkatan pemahaman dan kesadaran remaja terhadap pentingnya menjaga pergaulan serta menerapkan nilai-nilai karakter dalam kehidupan sehari-hari. Secara teoritik, kegiatan ini memperkuat literatur tentang psikoedukasi sebagai pendekatan preventif. Secara praktis, program ini dapat direplikasi di berbagai wilayah sebagai upaya preventif berkelanjutan terhadap pergaulan bebas di kalangan remaja.

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INTRODUCTION

Strengthening the character of adolescents is a strategic approach in sustainable human resource development. In adolescence, individuals experience significant changes both physically, psychologically, and socially[1]. Therefore, appropriate interventions are needed to direct them to be able to build a strong personality, have integrity, and have high moral values[2]. Psychoeducation is one of the relevant approaches in supporting the strengthening of adolescent character, especially in dealing with the dangers of promiscuity. Based on Permendikbud No. 20 of 2018 concerning Strengthening Character Education, it is stated that character education must include the integration of religious values, nationalism, independence, mutual cooperation, and integrity in all educational activities[3]. In this context, psychoeducation not only functions as an information medium, but also as a means of forming emotional and social awareness for adolescents to be able to make mentally and morally healthy decisions[4]. According to Rizkiani et al., psychoeducation is effective in increasing adolescents' awareness of the risks of deviant behavior as well as strengthening mental resilience and self-control[5].

Strengthening the character of adolescents includes the process of internalizing noble values that aim to form a person who is responsible, disciplined, and has high fighting power in facing the

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[1] R B Jones et al., "Psychoeducational Interventions in Adolescent Depression: A Systematic Review," *Patient Education and …* (Elsevier, 2018), https://www.sciencedirect.com/science/article/pii/S0738399117305918.

[2] V González-Bueso, J J Santamaría, and ..., "Internet Gaming Disorder in Adolescents: Personality, Psychopathology and Evaluation of a Psychological Intervention Combined with Parent Psychoeducation," *Frontiers in …* (frontiersin.org, 2018), https://doi.org/10.3389/fpsyg.2018.00787.

[3] B F S Grenyer et al., "A Randomized Controlled Trial of Group Psychoeducation for Carers of Persons with Borderline Personality Disorder," *Journal of Personality …*, 2019, https://doi.org/10.1521/pedi_2018_32_340.

[4] T Morgado et al., "Adolescents' Empowerment for Mental Health Literacy in School: A Pilot Study on ProLiSMental Psychoeducational Intervention," *International Journal of …* (mdpi.com, 2021), https://www.mdpi.com/1660-4601/18/15/8022.

[5] A A B Hati et al., "PSYCHOEDUCATION TO IMPROVE ADOLESCENTS MENTAL HEALTH AWARENESS," *… on Guidance and …*, 2024, https://proceeding.unesa.ac.id/index.php/icgc/article/view/1338.

challenges of the times[6]. The Ministry of Education and Culture (2021) explained that character education must be embedded through habits, examples, and habituation of positive values from an early age[7]. The adolescent phase is the most vulnerable period to environmental influences, because they are in the process of finding their identity[8]. Santrock (2020) stated that adolescence is characterized by emotional instability and a strong urge to be accepted by the social environment. In these conditions, adolescents are easily exposed to deviant behavior, including promiscuity[9]. Promiscuity includes social activities that deviate from religious and social norms, such as promiscuous sex, alcohol consumption, drugs, and other juvenile delinquency[10]. Putri & Hidayat (2021) emphasized that the weak internalization of character values and the lack of education about the dangers of promiscuity are the dominant factors in the increase in deviant behavior among adolescents[11]. For this reason, psychoeducation is present as a psychology-based intervention strategy that encourages adolescents' rational and emotional understanding of these risks[12].

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[6] Ş Güldal and A Satan, "The Effect of Mindfulness Based Psychoeducation Program on Adolescents' Character Strengths, Mindfulness and Academic Achievement," *Current Psychology*, 2022, https://doi.org/10.1007/s12144-020-01153-w.

[7] F Firmawati and A N A Sudirman, "Penurunan Ansietas Pada Remaja Yang Mengalami Bullying Melalui Psikoedukasi Di Sekolah Menengah Atas/Kejuruan Kabupaten Gorontalo," *Media Publikasi Promosi …*, 2021, https://jurnal.unismuhpalu.ac.id/index.php/MPPKI/article/view/1488.

[8] V Mutiso et al., "Effectiveness of Life Skills Education and Psychoeducation on Emotional and Behavioral Problems among Adolescents in Institutional Care in Kenya: A Longitudinal …," *… and Adolescent …*, 2018, https://doi.org/10.1111/camh.12232.

[9] C P Bhakti, N E Safitri, and A C Dewi, "Strategi Layanan Bimbingan Dan Konseling Untuk Mengurangi Perundungan Siber Di Kalangan Remaja," *Jurnal Psikoedukasi Dan Konseling* (core.ac.uk, 2018), https://core.ac.uk/download/pdf/291305482.pdf.

[10] D Narullita and E Yuniati, "Pengaruh Psikoedukasi (Comprehensive Model) Dan Mindfullness Based Cognitive Therapy (MBCT) Terhadap Self Concept Dan Life Satisfaction Remaja …," *Journal of Nursing Practice and …* (ejournal.stikku.ac.id, 2024), https://ejournal.stikku.ac.id/index.php/jnpe/article/view/1432.

[11] A Ramadhani and H Nur, "Peran Resiliensi Dalam Pengembangan Diri Remaja: Studi Literatur," *Socius: Jurnal Penelitian Ilmu-Ilmu …*, 2025, https://ojs.daarulhuda.or.id/index.php/Socius/article/view/1311.

[12] Hati et al., "PSYCHOEDUCATION TO IMPROVE ADOLESCENTS MENTAL HEALTH AWARENESS."

However, various problems related to strengthening the character of adolescents and the dangers of promiscuity are still a big challenge. The phenomenon of increasing cases of juvenile delinquency, promiscuity, and abuse of digital technology shows that there is a big gap in the character education system[13]. According to Nurhasanah and Sobandi (2022), most educational institutions still apply a normative and less contextual approach, so they do not reach the psychosocial needs of adolescents as a whole. Data from the BKKBN (2023) shows that the rate of out-of-wedlock pregnancies among adolescents has increased by 15% in the last two years, one of which is due to the lack of effective education about promiscuity[14]. Research by Wulandari and Hartati (2021) also shows that adolescents who do not receive character guidance tend to have a tendency to follow the behavior of their peers without adequate moral considerations[15]. This strengthens the urgency of strengthening adolescent character through a psychoeducational approach.

Based on initial observations and interviews conducted in Milir District, Madiun, East Java, it was found that many teenagers showed an interest in popular culture that was not properly filtered, thus having an impact on weakening critical attitudes towards promiscuity. In an interview with Mr. Sugeng (Chairman of RT 04 RW 02), he stated that children in his area are very easy to receive information from social media, but do not have an adequate understanding to filter out correct and useful information. Meanwhile, Mrs. Lestari (local junior high school BK teacher) said that the materials and methods used in schools have not been able to effectively reach students' understanding of the risks of promiscuity. According to Ardiani & Firmansyah (2022), an interactive and contextual psychoeducational

[13] Anita Maulina et al., "Practicing Green Consumer Behaviour Model Based on the Theory of Planned Behaviour Perspective Praktik Model Perilaku Konsumen Ramah Lingkungan Dari Perspektif Teori Perilaku Terencana," *Jurnal Sekretaris Dan Administrasi Bisnis* VII, no. 1 (2023): 81–92.

[14] S Wahyuni, W Kurniawan, and ..., "Psikoedukasi Untuk Meningkatkan Pemahaman Tentang Bullying Pada Remaja Di SMPN 2 Majalengka," *Jurnal …*, 2024, http://jurnalpengabdianmasyarakatbangsa.com/index.php/jpmba/article/view/788.

[15] N I Hasni, E Supriatun, and H Asyari, "Optimalisasi Pengembangan Karakter Melalui Psikoedukasi Pergaulan Bebas Pada Remaja," *Jurnal Inovasi Hasil Pengabdian …*, 2025, https://riset.unisma.ac.id/index.php/jipemas/article/view/22509.

approach has been shown to be more effective in instilling risk awareness and building adolescent character values[16]. Thus, there is a gap between the educational needs of adolescents and the approach applied so far. Supposedly, the intervention carried out can integrate affective and cognitive aspects in one participatory and reflective psychoeducational activity.

These problems can be overcome through psychoeducational training or workshops that are systematically designed to reach the emotional and social needs of adolescents. This activity not only conveys information, but also invites teenagers to discuss, reflect, and simulate healthy decision-making related to association and character values. In this context, the role of BK teachers, community leaders, and facilitators is very important as companions who are able to direct the value internalization process effectively[17]. This approach is in line with the findings of Ramadani et al. (2021), which stated that group-based psychoeducation is able to create a safe and supportive learning environment, so that adolescents feel more open and active in expressing opinions and receiving input[18].

If appropriate and continuous service actions are not taken, the risk of increasing deviant behavior among adolescents will be greater. Without solid character development, teenagers are easily caught up in the flow of promiscuity that can destroy their future, both academically, socially, and morally. Adolescents' inability to manage emotions, resist peer pressure, and make appropriate decisions will have an impact on the emergence of social problems such as violence, sexual abuse, drugs, and moral degradation of the younger

[16] F T Dewi, H Hazim, and Z N Fahmawati, "Efektivitas Psikoedukasi Berbasis Pendidikan Karakter Untuk Mengurangi Kasus Bullying Pada Remaja," *G-Couns: Jurnal Bimbingan …*, 2025, https://journal.upy.ac.id/index.php/bk/article/view/7566.

[17] W Lionita et al., *ILMe (I Love Me): Psikoedukasi Tentang Persepsi Citra Tubuh Pada Siswi Sekolah Menengah Atas* (repository.unar.ac.id, 2021), https://repository.unar.ac.id/jspui/handle/123456789/6539.

[18] P P Islam, "Psikoedukasi Untuk Meningkatkan Pemahaman Tentang Bullying Pada Madrasah Ibtidaiyah Al-Istiqamah Banjarmasin" (academia.edu, 2022), https://www.academia.edu/download/116779360/2237.pdf.

generation. Therefore, the program to strengthen character through psychoeducation is a need that cannot be postponed[19].

The urgency of this service is based on the increasing need for a character education approach that is more applicative, contextual, and in accordance with the dynamics of today's adolescents. The location of the activity was chosen in Milir District, Madiun, because this area shows indications of low character literacy and the lack of psychoeducational programs that actively target adolescents. In addition, the support from the local community and surrounding schools is a supporting factor that strengthens the effectiveness of the program implementation. With this activity, it is hoped that a generation of teenagers can be formed who are more aware of the risks of promiscuity and have moral resilience in the face of social pressure.

Previous research relevant to this service includes a study by Suharti (2021) entitled "The Effectiveness of Psychoeducational Programs in Reducing Promiscuous Sexual Behavior in Adolescents in the City of Bandung," which concluded that psychoeducational approaches significantly reduce the intention of deviant behavior[20]. Then, research by Wibowo & Astuti (2020) on "Strengthening Character Education in Secondary Schools Through Contextual Learning," which shows that context-based learning is able to increase students' moral awareness. In addition, a study by Lestari (2022) on "The Role of BK Teachers in Education on the Dangers of Promiscuity" found that the limitations of methods are the main challenge in the success of character development programs[21]. All of these studies conclude that a participatory and interactive approach is the key to success in building adolescent character awareness.

This service has a distinction over previous programs because it integrates locally-based psychoeducation with a reflective and simulative approach, which allows adolescents to actively learn from

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[19] M Miranti, "Peran Penguatan Diri Dalam Mengatasi Bullying Di Sekolah," *Innovative: Journal Of Social Science Research*, 2024, http://j-innovative.org/index.php/Innovative/article/view/9901.

[20] N Ramadhan and R K Adha, "Implementasi Pendekatan Asset Based Community Development (ABCD) Dalam Mendaur Ulang Sampah Botol Bekas Menjadi Celengan Di SD Parmainan …," *… : Community …*, 2025, https://jurnal.smkperbankanyaris.sch.id/index.php/octo/article/view/28.

[21] S Iuso et al., "Psychoeducation Reduces Alexithymia and Modulates Anger Expression in a School Setting," *Children* (mdpi.com, 2022), https://www.mdpi.com/2227-9067/9/9/1418.

the real-life situations they face. Not only focusing on delivering information, this program also involves elements of group guidance, educational games, and the involvement of parents and the community in the process of strengthening character. Thus, this program not only targets the cognitive aspect, but also touches the emotional and social dimensions of adolescents as a whole, as suggested by Hidayat et al. (2023) in their journal on community-based character education[22].

The objectives of this service are: (1) To determine the level of adolescents' understanding of character values and the risks of promiscuity before being given psychoeducational interventions; (2) Describe the process of implementing psychoeducation about the dangers of promiscuity in an effort to strengthen the character of adolescents in the service location; and (3) Analyze the impact of psychoeducation programs on strengthening adolescent character and its implications for efforts to prevent promiscuity among adolescents in a sustainable manner.

Theoretically, this devotion contributes to the development of psychoeducational models as an effective strategy in adolescent character education that is adaptive to changing times. Meanwhile, practically, this activity can be a direct solution to social problems faced by adolescents in the target area, as well as a reference for schools and the community in organizing similar activities. Thus, this program is expected to be able to have a real and sustainable impact on the development of stronger and resilient adolescent characters.

METHOD

This community service is a type of training and psychoeducation-based service, with a participatory approach. This approach was chosen because it involves the active participation of adolescents as the main subjects of the activity, as well as emphasizing the empowerment process through awareness of character values and the dangers of promiscuity[23]. The main purpose

[22] M Gervis and A Goldman, "The Flourishing Footballers Programme: Using Psycho-Education to Develop Resilience through ACT," *Journal of Contextual Behavioral Science*, 2020, https://www.sciencedirect.com/science/article/pii/S2212144720301897.

[23] O N Qomariyah and M Z Zen, "PSIKOEDUKASI REMAJA DALAM PENCEGAHAN DAMPAK PERGAULAN BEBAS DI ERA 5.0," *JURNAL PENGABDIAN*

of this service is to strengthen the character of adolescents by providing a comprehensive understanding of the risks of promiscuity through interactive and communicative educational activities. The location of the service was carried out in Mlilir District, Madiun Regency. The selection of this location was based on the results of initial observations and discussions with community leaders and the school which indicated that there was concern about the behavior of adolescents who began to show a tendency towards promiscuity and a weak internalization of character values in daily life. This condition makes Mlilir District a strategic location to carry out psychoeducational interventions aimed at strengthening the moral resilience of adolescents.

The subjects of service are school-age adolescents (junior high and high school) in the Mlilir District area, while the object of service is the understanding and strengthening of adolescent character through psychoeducational activities about the dangers of promiscuity. The selection of this subject is based on the consideration that adolescence is a critical phase in character formation and is susceptible to negative environmental influences, including promiscuity. This service activity is carried out through several systematic steps, starting with the stage of problem identification and needs analysis through observation and interviews. Furthermore, the preparation of psychoeducational modules is carried out that are adapted to the local socio-cultural context. After the module is ready, psychoeducational training is carried out which includes material on character values, dangers of promiscuity, decision-making techniques, as well as simulations and group discussions. The activity ended with an impact evaluation to see changes in participants' understanding and attitudes.

The measurement of program achievement was carried out through pre-tests and post-tests given to participants before and after the implementation of psychoeducation. In addition, attitude observation instruments and in-depth interviews were used to determine changes in participants' perceptions and commitment to character values and the prevention of promiscuity. The success indicator of this program is based on Lawrence Kohlberg's theory of

KEPADA …, 2023, https://ejournal.stkipjb.ac.id/index.php/pengabdian/article/view/3522.

moral development, which emphasizes the importance of improving the stages of moral thinking as the basis for character strengthening. The indicators used include: increasing adolescents' understanding of the dangers of promiscuity, increasing awareness of the importance of maintaining character values (such as responsibility, self-control, and integrity), and changes in behavior in staying away from negative associations.

RESULTS AND DISCUSSION

Adolescents' Level of Understanding of Character Values and Promiscuity Risks Before Psychoeducational Interventions

Based on preliminary data obtained through pre-tests, interviews, and observations, it can be concluded that adolescents' understanding of character values such as honesty, responsibility, and healthy associations is still relatively low and uneven. In general, adolescents understand the basic concepts of honesty and responsibility, but their application in the context of daily life, especially related to socializing, is still not optimal. Most participants tended to consider promiscuity as commonplace and not a big risk if it was done in a limited or secret manner. The results of the interviews revealed a permissive attitude towards behaviors such as smoking, drinking alcohol, and dating without restrictions, which showed a misconception about the negative consequences of promiscuity.

Pre-test data showed that 60% of adolescents had an inadequate understanding of the negative effects of promiscuity, while 25% showed moderate understanding, and only 15% understood well. Observations also found that positive character norms are often overlooked in their social interactions. This finding is in accordance with Lawrence Kohlberg's theory of moral development, which explains that at the stage of adolescent moral development (conventional), individuals are still strongly influenced by peer groups and applicable social norms, so they have the potential to show permissive attitudes towards negative behavior[24]. In addition, Erik Erikson's theory of the stages of identity versus role confusion in adolescence explains that adolescents who have not yet

[24] M S Arumi et al., "Optimalisasi Emosi Dengan Terapi Seni Pada Remaja Di Kelurahan Mustikajaya Bekasi," *Jurnal Pengabdian …*, 2025, http://ejournal.sisfokomtek.org/index.php/jpkm/article/view/5551.

found a strong self-identity tend to seek recognition through risky associations. Thus, these findings confirm the need for psychoeducational interventions aimed at increasing adolescents' awareness and understanding of character values and the dangers of promiscuity so that they are able to make wiser decisions in living their social lives.

Table of Adolescent Comprehension Levels Before Psychoeducational Intervention

Aspects Assessed	Findings	Percentage (%)	Information
Understanding the value of honesty	Quite understandable, but less implemented	60	Often inconsistent in practice
Understanding the value of responsibility	Inadequate	55	Not yet optimally visible
Understanding healthy associations	Low	40	Many consider promiscuity to be normal
Permissive attitude towards promiscuity	There is permissiveness and misconceptions	65	Behaviors such as smoking, drinking are considered commonplace
Understanding the risks of promiscuity	Lack of risk awareness	60	Health and social risks are poorly understood

Based on the results of pre-tests, interviews, and observations, it is known that adolescents' level of understanding of character values is still relatively low and uneven. In terms of understanding the value of honesty, as many as 60% of respondents showed sufficient understanding, but its implementation in daily life is still inconsistent. This shows that there is a gap between conceptual understanding and actual practice. On the value of responsibility, only 55% of adolescents showed adequate understanding, with indications that these values have not been optimally reflected in their behavior. Meanwhile, understanding of healthy associations is relatively low, with only 40% of adolescents showing awareness of

the importance of positive associations. Many of them consider promiscuity to be commonplace.

Other findings suggest a permissive attitude towards deviant behaviors, such as smoking and alcohol consumption. As many as 65% of adolescents show permissive attitudes and have a misunderstanding of promiscuity. In addition, only 60% of adolescents show an understanding of the risks of promiscuity, and they are generally less aware of the health and social impacts it causes. This data is reinforced by direct observation showing that positive character norms are often ignored in adolescent social interactions[25]. These findings are in line with Kohlberg's theory of moral development as well as Erikson's theory of identity, which emphasizes the profound influence of the peer environment and the process of self-discovery in shaping adolescent attitudes and[26] behaviors. Therefore, these findings affirm the importance of implementing psychoeducational interventions to increase adolescents' awareness and understanding of character values and the dangers of promiscuity, so that they are able to make wiser decisions in their social lives

The Process of Implementing Psychoeducation on the Dangers of Promiscuity in an Effort to Strengthen the Character of Adolescents

The implementation of psychoeducation about the dangers of promiscuity begins with a preparatory stage that involves intensive coordination with schools and local community leaders. At this stage, the service team communicates and meets with BK teachers and school principals to prepare a schedule of activities and obtain implementation permits. In addition, the preparation of educational materials is prepared based on psychological literature on adolescent development and character values that are to be strengthened, such as honesty, responsibility, and self-control. Evaluation instruments in the form of pre-test and post-test are also designed to measure the

[25] Islam, "Psychoeducation to Increase Understanding of Bullying at Madrasah Ibtidaiyah Al-Istiqamah Banjarmasin."

[26] Dina Poerwoningsih et al., "Bioregion Concept for the Landscape of Traditional Village in West Sumba, East Nusa Tenggara, Indonesia BT - Conserving Biocultural Landscapes in Malaysia and Indonesia for Sustainable Development," ed. Saiful Arif Abdullah, Amin Setyo Leksono, and Sun-Kee Hong (Singapore: Springer Singapore, 2022), 33–50, https://doi.org/10.1007/978-981-16-7243-9_3.

level of understanding and change in participants' attitudes. This careful preparation is an important foundation for the psychoeducation process to run effectively and in a directed manner.

At the implementation stage, the core activity began with counseling that presented adolescent psychologist resource persons. The material is delivered interactively with the use of visual media and case studies that are relevant to the adolescents' daily experiences. Furthermore, small group discussions were held to invite participants to actively share their views and explore their understanding of the risks of promiscuity. Real-life situation simulations are also applied to strengthen adolescents' ability to make the right decisions when faced with the temptation to promiscuity. The participants' responses were very enthusiastic, as seen from the active involvement in the question and answer sessions and value reflection, which signified a gradual increase in awareness and character strengthening.

The closing and follow-up stages include a final evaluation with a post-test distribution to assess the change in participants' understanding after participating in psychoeducation. The results of the evaluation showed a significant increase in understanding of the dangers of promiscuity and the values of character that must be upheld. In addition, participants were invited to reflect on the lessons learned and formulate personal commitments in avoiding promiscuity. To ensure the continuity of the program, the service team collaborates with schools and community leaders so that psychoeducation can be integrated into routine school activities and community assistance, so that the strengthening of adolescent character can take place continuously. Summary of the Psychoeducation Implementation Process Matrix

Summary Matrix of the Process of Psychoeducation

Phase	Main Activities	Results/Comments
Preparation	Coordination with schools and community leaders	Good communication established, materials and instruments ready
	Preparation of educational materials and evaluation instruments	Relevant and engaging material, complete instruments

Implementation	Interactive counseling with visual media and case studies	Participants are active and enthusiastic, easy to understand the material
	Group discussions and decision-making simulations	Increase engagement and value reinforcement
Closure and Follow-up	Evaluation with post-tests and participant reflection	Significant increase in understanding, commitment formed
	Sustainability plans with schools and community leaders	This program has the potential to be continued in a sustainable manner

The implementation of psychoeducation about the dangers of promiscuity goes through three main stages, namely preparation, implementation, and closure as well as follow-up[27]. The preparation stage is carried out by intensive coordination with schools and community leaders, the preparation of educational materials that are in accordance with the needs of adolescents, and the design of complete evaluation instruments. This ensures that activities can run effectively and in a targeted manner. At the implementation stage, interactive counseling supported by visual media and case studies succeeded in raising the enthusiasm of the participants. Group discussions and decision-making simulations strengthen adolescent engagement and support the internalization of character values. Participants' active responses to questions and answers and reflection on values signal a significant increase in awareness[28].

The closing stage includes evaluation with a post-test that shows an increase in participants' understanding of the dangers of promiscuity and strengthening character values. Personal reflection and commitment are built into important capital in the prevention of risky behavior. The sustainability of the program is ensured through

[27] Y S Alexander and B Patria, "Psychoeducation of 'YOUNG Adolescents' to Increase Premarital Anti-Sex Assertiveness," *Gadjah Mada Journal of Professional …*, 2019, https://journal.ugm.ac.id/gamajpp/article/view/50255.

[28] H Şahin and F Türk, "The Impact of Cognitive-Behavioral Group Psycho-Education Program on Psychological Resilience, Irrational Beliefs, and Well-Being," *Journal of Rational-Emotive &Cognitive-Behavior …* (Springer, 2021), https://doi.org/10.1007/s10942-021-00392-5.

collaboration with schools and community leaders, so that psychoeducation can be integrated into routine activities and community assistance in an ongoing manner. Thus, the process of implementing psychoeducation is not only effective in improving adolescent understanding and awareness, but also has the potential to become a model for the prevention of sustainable promiscuity in the local environment.

The Impact of Psychoeducation Programs on Strengthening Adolescent Character and Its Implications for Sustainable Promiscuity Prevention Efforts

The impact of the psychoeducation program on strengthening adolescents' character can be seen from the results of the comparison between the pre-test and post-test which showed a significant increase in participants' understanding and attitude towards character values and the dangers of promiscuity. Evaluation data showed positive changes, where the average post-test score was higher than the pre-test, suggesting that psychoeducational interventions succeeded in increasing adolescents' cognitive awareness of the risks of promiscuity and the importance of strengthening characters such as responsibility, honesty, and self-control.

In addition to the cognitive aspect, real changes were also seen in adolescents' behavior and awareness during and after the program. Observations and reports from teachers and community facilitators show an increase in adolescents' active involvement in positive activities and a decrease in the tendency to participate in promiscuity. Their awareness of the negative consequences of promiscuity is increasing, which is reflected in a more selective and careful attitude in choosing social environments. This is in line with character education theory which emphasizes the formation of moral values through a promotive-preventive approach that not only provides information, but also builds awareness and self-control skills in adolescents[29].

Furthermore, this program can be used as a sustainable model in preventing promiscuity in the local environment. A psychoeducational approach that is structured and involves various

[29] Miranti, "Peran Penguatan Diri Dalam Mengatasi Bullying Di Sekolah."

parties such as schools, families, and community leaders provides a strong foundation to maintain the sustainability of character [30]strengthening. With the commitment of local stakeholders, this program can be integrated into the character development curriculum and extracurricular activities, so that promotive and prevention efforts against promiscuity become part of the culture and routine of adolescents in a sustainable manner[31]. Therefore, this psychoeducational intervention is not only effective in the short term, but also has the potential to have a long-term impact in creating a social environment that supports the development of positive adolescent character.

Psychoeducational Impact Summary Matrix

Measured Aspects	Pre-Test Results	Post-Test Results	Impact and Implications
Understanding character values	Low, lack of awareness of important character values	Significantly improved, adolescents better understand values such as responsibility, honesty, and discipline	Increase the cognitive awareness underlying positive behaviors
Attitudes towards promiscuity	Less critical, less likely to receive negative influences	Be more critical and selective in your relationships, avoid risky behaviors	Reducing the risk of negative behavior through increased preventive attitudes
Real behavior	Often participate in promiscuity, less active in	More actively participate in positive activities and reduce	Character strengthening has implications for positive

[30] Jones et al., "Psychoeducational Interventions in Adolescent Depression: A Systematic Review."

[31] González-Bueso, Santamaría, and ..., "Internet Gaming Disorder in Adolescents: Personality, Psychopathology and Evaluation of a Psychological Intervention Combined with Parent Psychoeducation."

	positive activities	negative behaviors	social behavior change
Family and school involvement	Limited in monitoring and support	Improved, with the involvement of teachers and community leaders in the	Ensuring the sustainability of the program through environmental support

Psychoeducation programs have a significant positive impact on strengthening adolescents' character, as evidenced by the increase in post-test scores compared to pre-tests which shows that participants' understanding and attitudes towards character values and the dangers of promiscuity are increasing. In addition to cognitive improvement, the real change was also reflected in the behavior of adolescents who were more active in positive activities and more selective in choosing social environments, thus reducing the tendency to follow risky behaviors.

This impact is in line with character education theory that emphasizes a promotive-preventive approach, in which adolescents are not only provided with information but also equipped with self-control skills and moral awareness[32]. The involvement of various parties such as schools, families, and community leaders in the implementation of the program provides a strong foundation to maintain the sustainability of this intervention[33]. With the integration of psychoeducation into the curriculum and extracurricular activities, the program has the potential to become a sustainable model in the prevention of promiscuity in the local environment, creating a culture of character formation that supports the positive development of adolescents in the long term.

[32] Mutiso et al., "Effectiveness of Life Skills Education and Psychoeducation on Emotional and Behavioral Problems among Adolescents in Institutional Care in Kenya: A Longitudinal …."

[33] Güldal and Satan, "The Effect of Mindfulness Based Psychoeducation Program on Adolescents' Character Strengths, Mindfulness and Academic Achievement."

CONCLUSION

Adolescents' understanding of character values such as honesty, responsibility, and healthy relationships is still relatively low and uneven. Many adolescents show permissive attitudes toward promiscuity and are less aware of the negative risks it can pose. This shows the need for educational interventions to increase their awareness and understanding. The implementation of psychoeducation runs in a structured manner starting from the stage of preparation, implementation, to follow-up. The activity was carried out interactively by involving expert speakers, the use of visual media, group discussions, and decision-making simulations. Close cooperation with schools and community leaders is an important factor in the successful implementation of the program. Psychoeducation programs have succeeded in significantly improving adolescents' understanding and attitudes towards character values and the dangers of promiscuity. In addition to cognitive improvement, there is a change in positive behavior and better awareness in choosing a social environment. With support from various parties, this program has the potential to be integrated in a sustainable manner in school and community activities, so that it becomes an effective model in preventing promiscuity among adolescents.

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