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## Community Service Activities – Counseling and Anxiety Screening for Adolescents

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**Keywords:** Anxiety;  
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**Abstract:** Counseling and screening anxiety in adolescents is an important activity in supporting adolescent mental health. Counseling activities aim to provide relevant understanding and information about anxiety in adolescents, including definitions, causes, impacts, and effective management strategies. Through interactive methods, participants are given the opportunity to share experiences and gain a better understanding of anxiety. Meanwhile, anxiety screening in adolescents aims to early detect adolescents who may experience anxiety. Using structured questions and questionnaires, mental health professionals can evaluate adolescents' anxiety levels and direct them to appropriate sources of help. Early detection of anxiety allows adolescents to get appropriate interventions and prevent further negative impacts. Counseling activities and anxiety screening in adolescents have significant benefits. Education helps reduce the stigma associated with anxiety and provides youth with the knowledge and skills to recognize and deal with anxiety in healthy ways. Anxiety screening allows teens to get help earlier and prevent anxiety from getting worse. By actively involving adolescents in counseling and screening activities, they can feel supported and gain a better understanding of anxiety. It is hoped that through these activities, youth can

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*develop positive stress management skills, improve mental well-being, and live a more balanced and productive teenage years.*

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## INTRODUCTION

Anxiety in adolescents is a common problem that can affect their overall well-being. Teenagers often experience pressure from various aspects of life such as school, peers, academic demands, social relationships, and the physical and emotional changes that occur during puberty.<sup>1</sup> Some common forms of anxiety in adolescents include:

1. Social anxiety: Adolescents may feel anxious or fearful when faced with new social situations or when interacting with other people. They may worry about the judgment of others, be reluctant to participate in social activities, and feel isolated.
2. Performance anxiety: Teenagers often feel pressure to achieve academic success, especially in exams and tests. They may worry about their performance, fear failure, or feel unable to live up to the expectations of their parents or teachers.
3. Future anxiety: Adolescents can feel anxious about their future, including career choices, colleges, and the possibility of success in life. Uncertainty about the future can create significant stress and anxiety.
4. Anxiety related to body and appearance: Teenagers are often dissatisfied with their physical appearance and may develop anxiety related to their weight, body shape or facial appearance. Social pressure and social media can also exacerbate negative body perceptions.
5. General anxiety: Some adolescents may experience generalized anxiety, such as excessive worrying, constant restlessness, difficulty concentrating, and physical tension such as headaches or sleep disturbances.

Counseling and early detection of anxiety in adolescents has an important role in overcoming anxiety problems and preventing more severe impacts.<sup>2</sup> Here are some reasons why counseling and early detection of anxiety in adolescents is very important:

1. Reducing stigma: Education about anxiety in adolescents helps reduce the stigma

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<sup>1</sup> Mahnaz F Khesht-Masjedi et al., "The Relationship between Gender, Age, Anxiety, Depression, and Academic Achievement among Teenagers," *Journal of family medicine and primary care* 8, no. 3 (2019): 799; Barbara Henker et al., "Anxiety, Affect, and Activity in Teenagers: Monitoring Daily Life with Electronic Diaries," *Journal of the American Academy of Child & Adolescent Psychiatry* 41, no. 6 (2002): 660–670.

<sup>2</sup> Januar Rizqi et al., "Skrining Kesehatan Mental Menggunakan Skala Depresi, Kecemasan, Dan Stres (Dass-42): A Cross-Sectional Study Pada Website 'PEDULIJIWA. COM,'" in *Prosiding Seminar Nasional Multidisiplin Ilmu*, vol. 4, 2022, 380–385; Risza Choirunissa, Siti Syamsiah, and Intan Ratna Komala, "Analisis Deteksi Dini Kesehatan Jiwa Remaja Di Masa Pandemi Covid-19" (2020); ATHI'LINDA YANI, "Layanan Berbasis Android Untuk Melakukan Deteksi Dini Depresi Pada Remaja," *EDU Nursing* (2018).

associated with mental health problems. By increasing understanding and awareness about anxiety, teens can feel more comfortable seeking help and talking about their experiences.

2. **Prevention and early intervention:** Early detection of anxiety in adolescents allows for more rapid and effective intervention. The sooner anxiety is identified, the sooner teens can receive appropriate support and treatment.
3. **Reduce negative impact:** Unaddressed anxiety in adolescents can have serious impacts on their lives, including reduced emotional well-being, sleep disturbances, concentration problems, and decreased academic performance. With early detection, adolescents can avoid or reduce these negative impacts.
4. **Strengthen management skills:** Anxiety education for adolescents can provide them with knowledge about effective stress management strategies and coping skills. Teens can learn how to manage their anxiety and prevent it from getting worse in the future.
5. **Increase understanding and support:** Adolescent anxiety counseling can also help parents, teachers, and other community members understand and support adolescents with anxiety. With a better understanding, the environment around adolescents can provide more effective support and encourage adolescents to seek help when needed.

Overall, counseling and early detection of anxiety in adolescents is very important in protecting their emotional and mental well-being. With the right efforts, adolescents can overcome their anxiety, grow well, and develop positive management skills for their future.

On the basis of the background above, the community service team is interested in conducting counseling and screening regarding anxiety in adolescents at Kalam Kalam Kudus II Senior High School Jakarta

## **METHOD**

The following are the methods, stages, activity steps, and the application of the PDCA (Plan-Do-Check-Act) cycle in counseling and screening anxiety in adolescents:

**Method:** The method used can be in the form of an educative and interactive approach, such as lectures, group discussions, role plays, visual presentations, and the use of supporting materials such as brochures or videos.

**Stages and Steps of Activity:**

1. **Planning (Plan):**
  - a. Identification of the goals of counseling and anxiety screening in adolescents.
  - b. Determine materials and techniques to be used in counseling.
  - c. Set the time, place and participants to be involved.



- d. Prepare the necessary materials and tools.
2. Implementation (Do):
    - a. Begin by introducing the topic and objectives of the extension.
    - b. Use a planned method of conveying information about anxiety to adolescents, including its definition, signs and effects.
    - c. Engage participants with group discussions, role plays, or other interactive activities.
    - d. Provide relevant case examples and scenarios to help participants understand the topic better.
    - e. Provide opportunities for participants to ask questions and share experiences.
3. Examination (Check):
    - a. Evaluation of participants' understanding through questions and discussions.
    - b. Solicit feedback from participants on the effectiveness of the extension and whether objectives have been achieved.
    - c. Review the methods and materials used, whether there is anything that needs to be improved or improved.
4. Corrective Action (Act):
    - a. Based on the inspection results, make improvements and improvements to the counseling methods and materials.
    - b. Identify additional needs that may arise and make plans for further activities.
    - c. Take action to disseminate information about counseling and screening for anxiety in adolescents to relevant individuals or groups.

Application of the PDCA (Plan-Do-Check-Act) cycle:

1. Plan: Plan counseling and anxiety screening activities for adolescents, including the objectives, methods, and materials to be used.
2. Do: Carry out outreach and screening activities according to the plan that has been made.
3. Check: Evaluate the results of counseling and screening, review participants' understanding, and identify successes and areas for improvement.
  4. Act: Based on the results of the evaluation, make improvements to the methods, materials, or processes of counseling and anxiety screening in adolescents to increase their effectiveness. Next, continue with the next counseling and screening activities with the improvements that have been made.

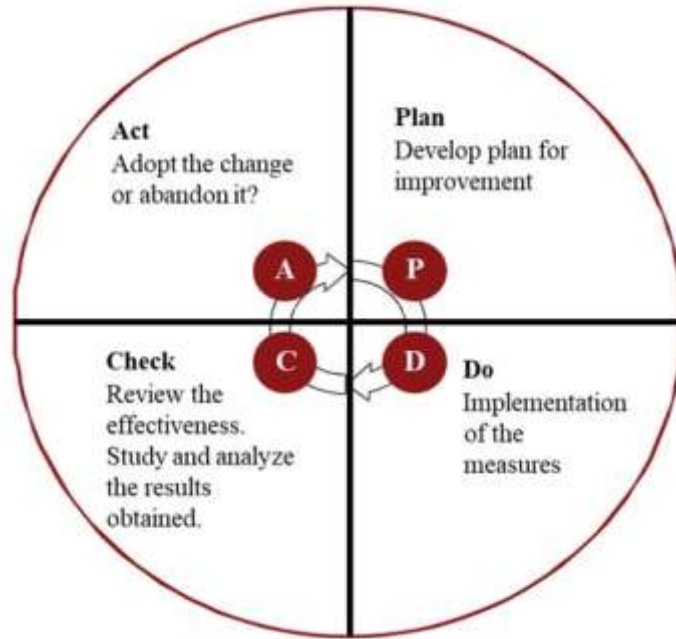


Figure 1. Plan, Do, Check, and Act Diagram <sup>3</sup>

## RESULTS

This community service activity was attended by 178 respondents spread from grade 10 to grade 12 of senior high school. Respondents' basic data is presented in table 1 and photo evidence of activities is presented in Figures 2 – 3

Table 1. Basic Data of Participants

| Parameter        | N (%)      | Mean (SD)    | Med (Min- - Max) |
|------------------|------------|--------------|------------------|
| Ages (years)     |            | 16,02 (0,83) | 16 (15 – 18)     |
| Gender           |            |              |                  |
| • Male           | 92 (51,7%) |              |                  |
| • Female         | 86 (48,3%) |              |                  |
| Anxiety Score    |            | 8,44 (5,20)  | 8 (0 – 20)       |
| • Severe         | 24 (13,5%) |              |                  |
| • Moderate       | 53 (29,8%) |              |                  |
| • Mild           | 55 (30,9%) |              |                  |
| • Normal/Minimal | 46 (25,8%) |              |                  |

<sup>3</sup> Vi Nguyen et al., “Practical Application of Plan–Do–Check–Act Cycle for Quality Improvement of Sustainable Packaging: A Case Study,” *Applied Sciences* 10, no. 18 (September 11, 2020): 6332, <https://www.mdpi.com/2076-3417/10/18/6332>.



**Figure 2. Counseling Process for Adolescents**



**Figure 3. Questionnaire Filling Activity Process**

## DISCUSSION

Anxiety in adolescents is a mental condition characterized by excessive feelings of worry, fear and anxiety in various situations. This anxiety can interfere with the daily functioning of adolescents and affect their overall well-being.<sup>4</sup>

There are several factors that can cause anxiety in adolescents, including:<sup>5</sup>

- a. Hormonal changes: Hormonal changes during puberty can affect the chemical balance

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<sup>4</sup> Khesht-Masjedi et al., “The Relationship between Gender, Age, Anxiety, Depression, and Academic Achievement among Teenagers”; Henker et al., “Anxiety, Affect, and Activity in Teenagers: Monitoring Daily Life with Electronic Diaries.”

<sup>5</sup> Helen Bould et al., “Depression and Anxiety in Children with CFS/ME: Cause or Effect?,” *Archives of Disease in Childhood* 96, no. 3 (2011): 211–214; Tara J Crandon et al., “A Social–Ecological Perspective on Climate Anxiety in Children and Adolescents,” *Nature Climate Change* 12, no. 2 (2022): 123–131; Caroline Miller, “How Anxiety Affects Teenagers,” *Child Mind Institute*, <https://childmind.org/article/signs-of-anxiety-in-teenagers> (2022); George C Patton et al., “Is Smoking Associated with Depression and Anxiety in Teenagers?,” *American journal of public health* 86, no. 2 (1996): 225–230.

of the brain and cause anxiety.

- b. Academic stress: The pressure to achieve high academic achievement, heavy assignments, and exams can cause anxiety in adolescents.
- c. Social change: Adolescents experience significant social changes, including changes in the school environment, peers, and family dynamics. This can cause uncertainty and anxiety.
- d. Genetic factors: There is evidence that genetic factors may play a role in a person's tendency to experience anxiety.
- e. Family history: If there is a history of anxiety or anxiety disorders in the family, the adolescent may have a higher risk of experiencing anxiety.
- f. Trauma or stressful events: Traumatic experiences such as losing loved ones, violence, or accidents can cause anxiety in adolescents.

A diagnosis of anxiety in adolescents is done by a mental health professional, such as a psychologist or psychiatrist. The diagnostic process involves interviewing, observing, and assessing the symptoms and severity of anxiety. Diagnosis also requires exclusion of other physical or medical disorders that can cause similar symptoms.<sup>6</sup>

Anxiety in adolescents can have significant impacts, including:<sup>7</sup>

1. Impaired emotional well-being: Prolonged anxiety can cause feelings of sadness, hopelessness, and loss of interest in daily activities.
2. Physical disturbances: Anxiety can cause physical disturbances such as headaches, sleep disturbances, stomachaches, or digestive problems.
3. Cognitive Disorders: Anxiety can affect the ability to concentrate, think clearly, and make decisions.
4. Social and interpersonal impairment: Adolescents with anxiety tend to avoid social situations and have difficulty interacting with peers or family members.
5. Decreased academic performance: Severe anxiety can interfere with a teen's ability to learn and perform at school

It is important to be aware of anxiety in adolescents and provide appropriate support. Some steps you can take to help deal with anxiety in teens include:

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<sup>6</sup> Khesht-Masjedi et al., "The Relationship between Gender, Age, Anxiety, Depression, and Academic Achievement among Teenagers"; Henker et al., "Anxiety, Affect, and Activity in Teenagers: Monitoring Daily Life with Electronic Diaries."

<sup>7</sup> M Poursina, Ph D Ahmadi, and Ph D Shafi'abadi, "The Impact of Happiness on Anxiety, Academic Achievement and Parent-Child Relationships in Teenage Girls," *Quarterly Journal of Family and Research* 10, no. 3 (2013): 41–54.

1. Establish open communication: Let youth feel comfortable talking about their worries and anxieties. Listen attentively and without judgment.
2. Provide emotional support: Show that you care and provide emotional support to the youth. Remind them that feelings of anxiety are normal and that there are solutions to deal with them.
3. Teach stress management strategies: Help youth develop stress management skills such as relaxation, meditation, breathing techniques, sports, or fun hobbies.
4. Encourage a healthy lifestyle: Balanced nutrition, adequate sleep, and regular exercise can help reduce anxiety and improve emotional well-being

## **CONCLUSION**

The purpose of adolescent counseling and anxiety screening activities is to increase awareness, identify symptoms, and provide support for anxious adolescents. In counseling, participants are provided with information regarding the definition of anxiety, its causes, its effects, and effective management techniques. Participants can share their experiences and obtain a deeper understanding of anxiety through interaction and conversation.

In the meantime, anxiety screening in adolescents seeks to detect adolescents who may be experiencing anxiety as early as possible. Using structured queries and questionnaires, mental health professionals can assess the anxiety levels of adolescents and direct them to the necessary services.

Using counseling activities, adolescents can realize that anxiety is a common issue that they do not have to confront alone. They are equipped with the knowledge and skills necessary to recognize anxiety and manage it in a healthful manner. Additionally, counseling reduces the stigma associated with mental health issues.

Screening adolescents for anxiety is essential because it can detect undiagnosed cases of anxiety. With early detection, adolescents can promptly receive the appropriate treatment for anxiety and avoid further negative consequences.

Overall, it is anticipated that through anxiety counseling and screening activities, adolescents will be able to better understand, identify, and overcome their anxiety. Teens can develop healthy stress management skills, enhance mental health, and continue their journey toward a more positive and balanced youth with the proper support.



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