Factors That Contribute to Adolescent Audience's Interest in the Webinar-Based Psychoeducation Process During the Covid 19 Pandemic

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Abstract

It has been more than two years since the Covid-19 pandemic has hit the world, including Indonesia. Webinars refer to online seminar activities using certain internet-based websites or applications. Webinars are an alternative to transferring knowledge through online applications. This study aims to identify what factors factually influence the interest of the adolescent audience to be actively involved in the webinar-based psychoeducation process. Qualitative research methods are used in this study. The respondents in this study were 545 teenagers by voluntary sampling, where participants were recruited through social media channels and campus organizations. The main criteria for respondents are that they have attended at least five webinars with the theme of psychology in the last six months, assuming they are familiar with the webinar situation and there is a proper comparison. Respondents are aged 16 - 21 years. The survey method was used in this study. The data were analyzed using descriptive qualitative analysis using the atlas.ti 8 for Mac application. The researcher found that (1) the speaker's flight time was the factor that most influenced other factors, where experienced speakers in their field would be able to bring up fresh material and create quality teaching media and solutive and relevant material content for the audience. The experience of the facilitator plays a big role in increasing audience engagement. (2) The facilitator's skills in managing the audience where will reduce noise and build exciting and fun interactions between participants. (3) The quality of the webinar that makes them enthusiastic about being actively involved in the webinar process is divided into four themes, namely (a) technical implementation regarding the moderator's performance, number of participants, duration, implementation time, gimmick, the interaction between participants, assignments, noise during the webinar process; (b) materials regarding relevance, novelty, solutions, and quality of teaching media; (c) the presenter relates to interactive communication, voice intonation, ease of use of language, able to manage audience, experience, physical appearance, popularity; and (d) Information Technology aspects regarding device performance and network quality.

Keywords: *Youth; Psychoeducation; Webinar; Covid 19 Pandemic*

Introduction

The use of the internet as a medium for psychological intervention is increasingly being carried out, including providing psychoeducation. Webinars allow us to learn directly from resource persons in their respective fields at low cost, connect with people with different educational backgrounds, study remotely, have live dialogues, earn certificates, and view presentation materials boldly. The research results by Khasanah et al. (2020) show that 82% of students support and increase enthusiasm to ward off the spread of the Covid 19 virus with the webinar learning method. Empirically, webinar-based psychoeducation proved to be reliable for preventive psychological intervention, such as facing something new and challenging. During the pandemic, where direct interaction is limited, webinar-based psychoeducation is the main choice for various prevention activities. This can be seen from the increasing number of psychological webinars.

The sharp increase in the quantity of implementation raises questions about how effective and quality the output is. One of the main elements that affect the effectiveness of implementing psychoeducation is the involvement of participants during the psychoeducation process (Brown, 2018). This study aims to identify the factors that factually influence the interest of the adolescent audience to be actively involved in webinar-based psychoeducation.

Literature Review

Adolescence

Sarwono (2002) defines adolescents according to local culture wherein Indonesia the age of adolescents is between 11-24 years and unmarried with the following considerations: 1) the age of 11 years in general, secondary signs have begun to appear; 2) In Indonesian society, in general, at the age of 11, they have reached puberty, both according to custom and religion, so that people no longer treat them as children; 3) at the age of 11 years, there are signs of improvement in mental development such as the achievement of ego identity according to Ericson, the achievement of the genital phase of Sigmund Freud's psychosocial development, and the achievement of the peak of Piaget's cognitive development, as well as Kohlberg's moral development; 4) the age limit of 24 years is the maximum limit to provide opportunities for those who are still dependent on their parents and do not yet have full parental rights; 5) In this definition, marital status is very important to determine whether an individual is a teenager or not. If you are not married, you are considered a teenager, and if you are married, you are an adult.

Several adolescent phenomena, according to Jatmika (2020): 1. Teenagers begin to express their freedom and right to express their own opinions. Inevitably, this can create and create fun and bias in the youth of his family.2. Adolescents are more easily influenced by their peers than when they were children. This means that the influence of influence becomes weak. Adolescents behave and have pleasures that differ even from family behavior and pleasures. Common examples are terms of fashion, clothing, haircuts, and musical enjoyment, all of which must be updated. 3. Adolescents experience extraordinary physical changes, both growth, and sexuality. The feelings that begin to emerge can be frightening, overwhelming, and a source of feelings of guilt and frustration. 4. Adolescents often become overconfident (overconfidence), and this, together with their usually increased emotions, makes it difficult to accept parental advice and direction. Furthermore, Sidik Jatmika, explains the difficulties that are often experienced by teenagers, which are boring for them and their parents. It is a normal part of adolescent development itself. Some of the difficulties or dangers that teenagers may experience include: 1. Variations in mental conditions. At times he may appear reserved, sullen, and withdrawn, but at other times he may appear otherwise, cheerful, beaming, and confident. This unpredictable and volatile behavior is something that is not normal. This is only to be concerned about and be vigilant when it has

led to difficulties at school or difficulties with friends. Sexual curiosity and trial and error. This is something normal and healthy. Sexual curiosity and arousal are normal and healthy. Remember, sexual attraction is also a standard feature of adolescent development. Sexual curiosity and lust lead to other forms of sexual behavior.3.Trugging.4.Anti-social behavior, such as disturbing, lying, and showing aggressive behavior. The reasons may vary and depend a lot on the culture. However, the underlying cause is the bad influence of friends, and the wrong discipline from parents, especially when it is too harsh or too soft – and often not present. 5. Drug abuse. 6. Psychosis, the most well-known form of psychosis, is schizophrenia. (half crazy to crazy).

Psychoeducation

Psychoeducation is a form of education or training (training) for a person due to a mental/psychiatric disorder with the aim of the treatment or rehabilitation process to focus on developing and increasing self-acceptance of something being experienced (Fayyazi Bordbar & Faridhosseini, 2012). According to Donker (in Wibowo et al., 2021), psychoeducation is a method of health education for people with mental disorders that aims to overcome social problems such as depression, anxiety, and schizophrenia. Psychoeducation can be passive, such as presenting information through leaflets, e-mails, or websites, and can also be active through individual or group counseling.

Training with psychoeducation using methods of exploration, assessment, discussion, role-playing, and demonstration (Soep et al., 2009). The basis of psychoeducational interventions lies in the strength and focus on the present (Lukens & McFarlane, 2004). These interventions only provide information about individual or group problems in dealing with problems. Still, they are also applied in age groups and educational levels that do not differ in the learning process, education, self-awareness, and self-understanding, where cognitive has a larger than the effective component (Brown, 2018). With psychoeducation, teenagers can be assisted in choosing and practicing more positive coping, reducing internal stigma, and continuing their life with better quality, especially during this Covid 19 Pandemic.

The focus of psychoeducation (Griffiths & Smith, 2010) is as 1) helping participants with life challenges; 2) helping participants develop sources of support and social support in dealing with life's challenges; 3) skills to face life's challenges; 4) develop emotional support; 5) reduce the participant's sense of stigma against a disorder; 6) Detect and explore feelings towards an issue.

Psychoeducation in this study is a process of intervention from researchers to respondents, in this case, teenagers, to educate and understand the importance of changing the paradigm from conventional learning to bold learning or through webinars. Therefore, it is necessary to identify what factors factually influence the interest of the adolescent audience to be actively involved in the webinar-based psychoeducation process.

Methods

This research method is a qualitative survey. In qualitative research, researchers reveal as many answer variants that appear but do not measure the intensity of the emergence of each answer variant (Jansen, 2010). Sampling was carried out using a voluntary sampling technique, where participants were recruited through social media channels and campus organizations. The main criteria for respondents are that they have attended at least five webinars with the theme of psychology in the last six months, assuming they are familiar with the webinar situation and there is a proper comparison. Respondents were aged 16 - 21 years. The number of respondents is 545 teenagers. The instrument used is a survey with the question component, "what kind of webinar quality is activated to be actively or inactively involved in the webinar process?". Data were analyzed using word cloud, open coding, and network analysis.

Results

Respondents in this study found 545 teenagers consisting of 137 boys (25.14%) and 408 girls (74.86%). Of these, five people were aged 16, 14 were aged 17, 94 were 18, 253 were 19 years old, 138 were 20 years old, and 42 were 21 years old. Based on these data, female respondents occupy the largest number, and age 19 is the most respondents (46.42%).

The following is a table of survey respondents.
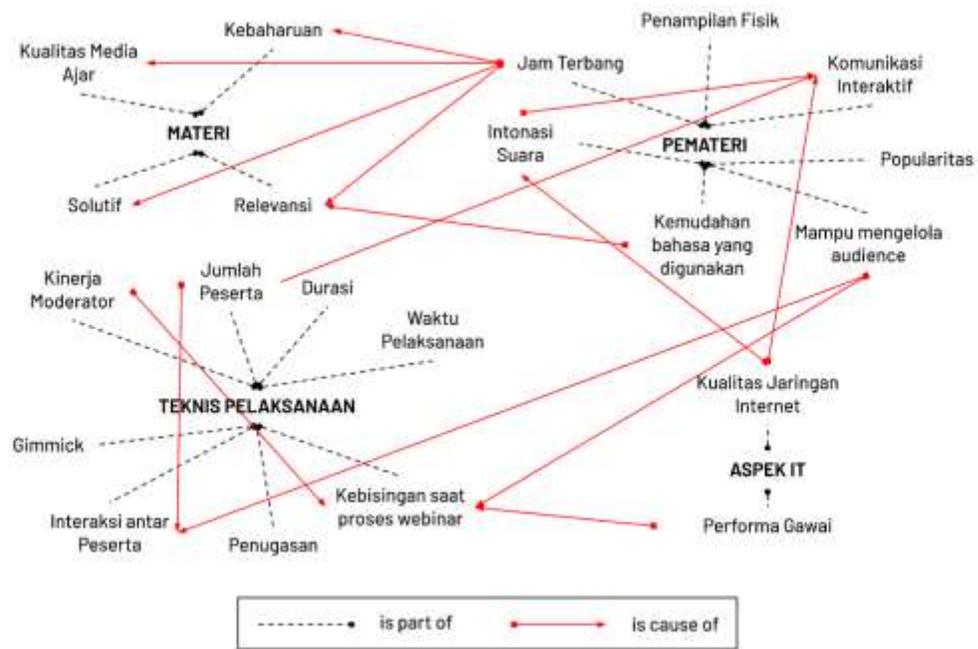
Table 1. Responden Survey

Category	SubCategory	Count	Percentage
Sample Size		545	100%
Sex	Male	137	25.14%
	Female	408	74.86%
Age	16 years	5	0.92%
	17 years	14	2.57%
	18 years	93	17.06%
	19 years	253	46.42%
	20 years	138	25.32%
	21 years	42	7.71%

Although qualitative researchers do not count the number of variations and occurrences, they bring up the word cloud to get a general impression of the direction of the respondents' answers. The following picture is the top 100 words that emerged from the respondents' answers after eliminating several conjunctions such as: which, and, if, and on.

Pictures 1. Word Cloud

After getting the big picture of the respondents' answers, coding is done to explain and group the respondents' answers. The coding process is carried out with the help of the atlas.ti eight applications for Mac.

Tablel 2. Coding

Theme	Coding	Description	Sample Quote
Subject	Relevance	The suitability of the content of the material with the conditions of the participants, The accuracy of the use of analogies	The point is to be enthusiastic if the material is in accordance with what happens in the real world, not just theory
	Novelty	Fresh content, not just picking from content that has been widely circulated on the internet	Sometimes it's like there are presenters who take material like pictures or quotes that I've seen on google, there's already a lot of material on the internet

	solution	The material content is full of concrete tips that can be done in everyday life; practical tips to improve self quality.	Like it when concrete material can be treated rather than explained the theory.
	Quality of teaching media	The quality of the media used to deliver the material; Presentations, videos, pictures, etc.	If the slide only contains text, it's not exciting to watch it, and it's like the copied word to PowerPoint
Presenter	Interactive Communication	The ability of the presenters to establish two-way communication; the ability to invite participants to be involved in the learning process	Speakers who make participants interested can invite participants to discuss, not just present themselves.
	Voice Intonation	The ability of the presenter to vary the tone of voice according to the context of the material presented.	If the speaker's voice is passionate, we will also be enthusiastic.
	Ease of Language Use	The ability of the presenter to choose an easy and familiar language to convey the material	Sometimes the language is too psychological, and I don't understand
	Able to Manage Audience	The ability of the presenter to build and maintain the mood of the audience	What's good is if the presenter can liven up the atmosphere, so it's not boring.
	Experienced	The breadth of practical & empirical experience that the presenter has regarding the topic of the material presented.	Speakers must be experts in their fields, not just know
	Physical appearance	The physical characteristics of the presenter (beautiful & handsome) and the neatness of the presenter's clothing appearance	Excited to see beautiful presenters
	Popularity	The level of popularity of the presenter, which is indicated by: the number of followers, etc	The presenter is famous, so it's interesting to listen
IT Aspect	Device Performance	Performance of the device used by participants to take part in the webinar, be it a smartphone or computer device	I get annoyed when my laptop suddenly freezes, and I'm too lazy to join again, even though I'm seriously listening to the material.

	Network Quality	The quality of the internet network that connects participants to webinars	It's a shame if the internet crashes, the speaker's voice becomes less clear.
Technical Implementation	Moderator Performance	The moderator's role in guiding the webinar	The moderator shouldn't talk too much, there was once a moderator who even enjoyed inviting the presenters to talk, so it was like just the two of them.
	Number of participants	Number of participants in a webinar session	For most people, the impression is not intimate, and our questions are also not noticed by the speaker.
	Duration	How long does a webinar take?	There was once a non-stop webinar from morning to noon. How could it be possible to focus on it for that long
	Execution time	Time for the webinar	It's too bad if the webinar is too early.
	Noise during Webinar Process	Noise that appears during the implementation of the webinar	During the filling time, behind the speaker, there is the sound of a chicken, so the focus is wrong.
	Assignment	Tasks & obligations given during the webinar session	It isn't very easy, and you have to follow the speaker's Instagram and ask to write a comment.
	Interaction between Participants	Social relations that exist between participants during the webinar and can continue outside the webinar	It's fun to have discussions between participants, not just with the presenters. It's good to have interaction with new people.
	gimmick	Pembina Activities and objects that can improve the atmosphere of the webinar; games, gifts, certificates, etc	It's cool if there's a quiz in the middle of the webinar, then there's a prize. It's an encouragement to be active. Especially if the webinar is long

Furthermore, network analysis is performed to understand the relationship between factors. The analysis was carried out via the atlas.ti 8 for mac application, but who redrew the output to better display resolution. The results of the network analysis can be seen in Picture 2.

Picture 2. Network Analysis

Based on Picture 2 above, there are four groups of themes, namely technical implementation, materials, presenters, and aspects of information technology.

The ideal description of the duration of implementation and the implementation time of webinar-based psychoeducation is in Table 3 below.

Table. 3 Ideal Duration and Execution Time

Category	SubCategory	Count	Percentage
Sample size		545	100%
Ideal Duration	< 30 Minutes	44	
	30 - 60 Minutes	347	
	60 - 120 Minutes	133	
	> 120 Minutes	21	
	7:00 AM	7	
	8:00 AM	142	
	9:00 AM	174	

	10:00 AM	118	
	1:00 PM	29	
	3:00 PM	6	
	4:00 PM	8	
	5:00 PM	4	
	7:00 PM	36	
	8:00 PM	21	

Discussion

Through network analysis, one can see that several codes affect the appearance of other codes. From the results of the analysis, it can be concluded that:

1. Experience of the presenter

The speaker's flying hour is the factor that most influences other factors, where experienced speakers in their fields will be able to bring up fresh material and create quality teaching media and solutive and relevant material content for the audience. The experience of the facilitator plays a big role in increasing audience engagement. This research is supported by Yulianto's research (2019) that (1) teaching experience, teacher competence, and work motivation jointly contribute significantly to teacher professionalism, and (2) Teacher teaching experience partially contributes positively to teacher professionalism.

Hadi et al. (2020) that in the online teaching and learning process, teachers or presenters must master learning media to attract an audience, be effective and interactive, manage classes, manage to learn, and develop subject matter according to technological developments. Students will be happy, easily understand the material, and interested if the teacher uses suitable learning media and is not monotonous. Professional competence is the most important competence that educators must-have.

Furthermore, Anwar et al. (2014) research that educators or presenters must be flexible in using methods and strategies according to the field. Usually, there is a difference between senior and junior presenters. Generally, senior lecturers are more flexible in their teaching strategies and methods. In contrast, junior lecturers are more focused on the depth of material, and the use of strategies is less flexible.

Research by Johari et al. (2009) concluded that educators or presenters with more than seven years of experience giving material tend to be confident in involving students in their teaching. Meanwhile, speakers who teach for less than seven years tend to be less involved in their student's learning process. Other supporting studies are Giallo and Little (2003), Looney (2003), Penrose et al. (2007), and Tschannen-Moran and Woolfolk-Hoy (2002). While the research that does not support the

results of this study is the research of Hoy and Woolfolk (1993) that the presenter's experience does not affect the self-efficacy of the presenter.

The findings of this study imply that a teacher or presenter or educator should have high flying hours or experience so that what is conveyed is easily understood by his students. This is because the presenter's teaching experience affects the flexibility in the delivery of the material, is not rigid, and is always creative using technological media following the conditions so that the material becomes interesting and not monotonous for students.

2. Facilitator skills in managing audience

The facilitator's skills in managing the audience or audience will reduce noise and build exciting and fun interactions between participants. This research is supported by Pamela et al. (2019) research. The results of this study indicate that the presenters must be able to manage the class. Managing the class can be done by getting students always to be neat, disciplined, and clean. In addition, making the room attractive, such as decorating the room according to the environment so that students can be comfortable, safe, and beautiful. Providing free wifi, searching for learning resources, how the presenters start giving reinforcement material, ice breaking, and closing the material are also very important.

Chan et al. (2019) stated that the study results showed that teachers who can make the class conducive, good and tidy would make students or students active in the teaching and learning process. In addition, students are also involved in maintaining the cleanliness and beauty of the class. This research is also supported by Puspitaningdyah's research (2018) that there is a correlation between students' active learning and the teacher's skills in managing the classroom. Research by Purwanto (2006) and Palupi & Sugiharti (2014) showed that the skills of teachers to manage the classroom is one of the successes of the teaching and learning process. These skills are in the form of a conducive classroom climate.

This finding implies that the webinar presenter must be able to manage the class so that the class comes alive, there is an interactive relationship between the presenter and the audience, and there is an effective, active, dynamic, efficient, and fun learning process.

3. Webinar quality

The quality of the webinar that makes them eager to be actively involved in the webinar process is divided into four themes, namely (a) technical implementation regarding the moderator's performance, number of participants, duration, implementation time, gimmick, the interaction between participants, assignments, noise during the webinar process; (b) materials regarding relevance, novelty, solutions, and quality of teaching media; (c) the presenter relates to interactive communication, voice intonation, ease of use of language, able to manage audience, experience, physical appearance, popularity; and (d) Information Technology aspects regarding device performance and network quality.

The results of this study are supported by the research of Durahman Noer & Hidayat (2019) that webinars have many advantages, including facilitating the registration system, attracting students from various remote areas, and saving transportation. Gunawan et al.'s research (2020 concluded that webinars have many advantages, such as getting electronic certificates and quickly getting updated knowledge from various disciplines. Aqmala (2007) states that the quality of the resource persons, the quality of the material to be delivered, and the delivery method are very influential factors that significantly affect the effectiveness of training and education. Nguyen (2015), a good learning program can be seen from the learning facilities, methods, and achievements obtained.

Priatmoko & Rahmawati (2020) explained that in online learning, aspects of good internet affordability, availability of wifi, budget for internet data packages, and application readiness are technical aspects that need attention. Other research from Firman & Rahayu (2020) states that things needed in online learning and affect the effectiveness of webinars include accessibility, internet network with connectivity, and flexibility. Rahmawati (2020) found that the knowledge transfer process through webinars was very appropriate during the Covid 19 pandemic, Q&A with the presenters, the flexible time distribution was considered by respondents to be very appropriate, and participants were satisfied. Silvianita & Yulianto (2020). 96.77% of the webinar participants were very interested in this activity because, in the position of the Covid19 pandemic, 90% of them finally participated in the webinar activity, 86.67% of respondents thought that there were many benefits to participating in the webinar, especially to increase competence. Getting a free certificate and very interesting and useful material is a consideration for them to join the webinar. Khairi (2021), webinars can make learning more effective, improve teacher quality, improve performance, and are an alternative model of friendly mentoring against the government's ban on working in offices due to the Covid 19 pandemic. Rusli et al. (2020) found research results that increased parents' understanding, knowledge, and experience after attending online psychoeducation. Even in webinar counseling services, research by Duniawati et al. (2020) found that online counseling services provided in the form of psychoeducational counseling services, non-interactive counseling services, and synchronous interactive counseling services are more effective in data collection, data storage, not limited to geographic and economic location. Cost-effective and can record the counseling process.

The results of this study do not follow the research of Dwiyanti (2021), who said that the quality of the resource persons in the webinar, webinar method, and webinar material did not significantly impact the effectiveness of the webinar.

This research implies that an effective Webinar is expected to have a positive impact that is beneficial for the progress of learning in this pandemic era. The webinar presenters must pay attention to things such as technical implementation regarding the moderator's performance, the number of participants, duration, implementation time, gimmick, the interaction between participants, assignments, noise during the webinar process, material regarding relevance, novelty, solutions, quality of teaching media, presenters concerning Interactive communication, voice intonation, ease of use of language, able to manage audience, experience, physical appearance, popularity, Information Technology aspects regarding device performance and network quality.

Conclusion

Based on the results of the discussion above, who can ascertain that the factors that factually influence the interest of the adolescent audience to be actively involved in the webinar-based psychoeducation process based on network analysis are:

1) The presenter's flight time is the factor that influences other factors the most, where experienced presenters in their fields will be able to bring up fresh material, be able to create quality teaching media, and create solutive and relevant material content for the audience. The experience of the facilitator plays a big role in increasing audience engagement.
2) Facilitator's skills in managing the audience will reduce noise and build fun and exciting interactions between participants.
3) The quality of the webinar that makes them eager to be actively involved in the webinar process is divided into four themes, namely (a) technical implementation regarding the moderator's performance, number of participants, duration, implementation time, gimmick, the interaction between participants, assignments, noise during the webinar process; (b) materials regarding

relevance, novelty, solutions, and quality of teaching media; (c) the presenter relates to interactive communication, voice intonation, ease of use of language, able to manage audience, experience, physical appearance, popularity; and (d) Information Technology aspects regarding device performance and network quality.

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