

Supplementary File S1

Supplementary File S1 contains the full research instrument used for data collection.

A. Research Instrument

Part A: Adolescent Knowledge (Pengetahuan)

Instructions: Answer with "True" or "False".

1. Academic pressure and social demands are significant triggers for mental health disorders in adolescents. **(True)**
2. TRIAD KRR is a prevention program focusing on risky sexuality, drug abuse, and HIV/AIDS. **(True)**
3. Poor mental health is directly linked to an increased risk of dropping out of school. **(True)**
4. Animation-based psychoeducation is generally more effective in increasing knowledge than print leaflets. **(True)**
5. Social stigma often prevents adolescents from seeking help for their mental health concerns. **(True)**
6. Using animated videos can help adolescents better recognize and identify their emotions. **(True)**
7. Drug abuse can lead to decreased academic performance and loss of future opportunities. **(True)**
8. Mental health literacy includes knowing where to find professional help in the community. **(True)**
9. Adolescence is a vulnerable period with rapid changes that require emotional support. **(True)**
10. Seeking professional help for mental health is a sign of weakness. **(False)**

Part B: Adolescent Behavior (Perilaku)

Instructions: Rate your behavior (1 = Never, 2 = Sometimes, 3 = Often, 4 = Always).

1. I seek help from a trusted adult or professional when I feel overwhelmed by stress.
2. I avoid social groups or situations that involve risky sexual behaviors.
3. I firmly reject offers to use drugs, alcohol, or other addictive substances.
4. I use healthy coping strategies, like hobbies or exercise, to manage academic pressure.
5. I communicate my emotional feelings openly with my parents, teachers, or counselors.
6. I choose to be around friends who support positive behaviors and encourage staying in school.
7. I actively participate in health education programs to improve my well-being.
8. I manage my time effectively to ensure a balance between study, rest, and social life.
9. I apply health information I learn (e.g., about TRIAD KRR) to my daily decision-making.
10. I encourage my friends to seek help if they show signs of emotional distress.

B. Standard Operating Procedure

Program: PENA-Based Psychoeducation (Education and Animation)

Duration: 4 Weeks (2 sessions per week, 8 sessions total)

Week	Session	Duration	Topic	Activity Description
1	1	60 min	Introduction & Pre-test	Implementation of pre-test (O1). Screening of introductory PENA animation on mental health literacy
	2	45 min	Recognizing Emotions	Animation-based session on identifying and managing emotional distress.
2	3	45 min	TRIAD KRR: Risky Sexuality	Education on the impact of early sexual initiation and reproductive health risks.
	4	45 min	TRIAD KRR: Drug Abuse	Visual storytelling via animation about drug types and prevention strategies
3	5	45 min	TRIAD KRR: HIV/AIDS	Animation session on transmission, prevention, and reducing stigma
	6	45 min	Peer Support & Skills	Modeling refusal skills and peer support through animated social scenarios.
4	7	45 min	Dropout Prevention	Connecting mental health with academic resilience and future planning.
	8	60 min	Post-test & Evaluation	Final summary and implementation of post-test (O2) to measure knowledge and behavior changes.