

Mental Health Matters: School Contribution in Strengthening Mental Health

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Abstract

Mental health is one of the essential aspects that should be watching out in student evolution process. The growths of a student contain frustration and over learning pressure vulnerable to cause mental disorder occur to student. Occurrences of mental issue occur everywhere. For instance, based on the result of KPPA survey in 2020, retrieved almost 3.200 (13%) student of elementary school and students of senior high school from 34 provinces in Indonesia undergo symptoms depression both mild to severe tiers. Therefore, refer to that issues, this article aims to describe school contribution to strengthening students mental health. The method of this research uses library research. The result shows that there are several measures which are using by school to amplifying mental health. First, through learning strategy. Second, provisioning counseling guidance services. Fourth, giving motivation to students. The last one is giving time to take a break.

Keywords: mental health matters; mental health; schools

History:

Received : 12 Feb 2023

Revised : 28 March 2023

Accepted : 07 June 2024

Published : 29 June 2024

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Publishers: LPM IAIN Shaykh Abdurrahman Siddik Bangka Belitung, Indonesia

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Introduction

Depression is a mental disorder characterized by feelings of sadness or anxiety that can appear and disappear and are continuous, thus interfering with a person's activities (Wira'atmaja & Ricky, 2021) This situation affects a person's emotions, psychology, cognition, and behavior, thus changing the pattern and response that is usually done (Hadi et al., 2017).

Depression is a mental disorder that affects feelings, ways of thinking, and acting in a negative direction that affects daily life (Rahmaputri et al., 2022). Various cases have occurred, such as a child in Tasikmalaya in fifth grade at elementary school who was depressed and sick. He died because he was forced to have sex with a cat, which was recorded and distributed, thus making the victim depressed (Prihatini, 2022). Also, MTs students in Kediri experienced severe depression because they received a reprimand from their teacher about school assignments (Dwi, 2020).

Referring to data from Women's Empowerment and Child Protection (KPPPA) in 2020, more than 3,200 (13%) elementary to high school children in 34 provinces in Indonesia experience symptoms that lead to mild to severe depressive disorder. In most of them, 93 percent of depressive symptoms are experienced by children in the age range of 14-18 years, while the other 7 percent are in the age of 10-13 years (Republika, 2022). Furthermore, based on Basic Health Research data for 2018, as many as 10% of all people with mental and emotional disorders are in the 15-24 year age group (Kementerian Kesehatan RI, 2018).

World Health Organization (WHO) on World Suicide Prevention Day (World Suicide Prevention Day 2022) on September 10, 2022, took the Creating Hope Through Action theme. According to WHO, 2019, around 800,000 people die from suicide per year in the world. The suicide rate is higher at a young age. In Southeast Asia, the highest suicide rate was in

Thailand, namely 12.9 (per 100,000 population), Singapore (7.9), Vietnam (7.0), Malaysia (6.2), Indonesia (3.7), and the Philippines (3.7). Suicidal behavior (suicidal ideation, suicidal plans, and suicidal actions) is associated with various mental disorders, such as depressive disorders (Hukormas RSJSH, 2022).

Indonesia National Adolescent Mental Health Survey (I-NAMHS) conducted a national mental health survey measuring the number of mental disorders in adolescents 10-17 years in Indonesia. The results show that one in three Indonesian adolescents has a mental health problem, while one in twenty Indonesian adolescents has had a mental disorder in the last 12 months (Gloria, 2022).

Responding to the mental health issues above, it is necessary to contribute to schools in strengthening students' mental health. Thus, this paper will describe mental strengthening by maximizing the school's contribution through an article entitled "*Mental Health Matters: School Contribution in Strengthening Mental Health.*"

Method

The research method used is qualitative research with a library approach (Sugiyono, 2011). *Library research* is a research approach that departs from studying library data (J. W. Cresswell, 1998). This study collected data from published articles in scientific journals, books, and internet-based information.

Result and Discussion

Mental Health of Student

Several factors cause stress in students: academic demands that are considered too heavy, bad exam results, piling up of assignments, and the social environment (Barseli et al., 2017). According to Kamble, as quoted by Uswatun Hasanah, the reaction to depression experienced by some students is to feel depressed. Students may constantly cry, skip class, or isolate themselves without realizing they are stressed. Depression can affect academic performance. The students face many academic burdens, such as answering questions in class, understanding the material, competing with classmates, and meeting the expectations of teachers and parents, which causes academic stress (Hasanah et al., 2020).

The WHO definition of mental health is the state of well-being of an individual who is aware of his abilities, can cope with the normal stresses of life, can work productively, and can contribute to his community (WHO, 2013). Student mental health is a condition where mental functions work optimally in students so that students can carry out productive activities in their field, such as studying well, being able to have good interpersonal relationships with other people, both between students, with teachers, parents, and people involved in their education (Nurochim, 2020).

To prevent suicide, it is necessary to understand the main cause of suicide, namely depression in individuals. Depression is a serious public health problem. WHO states that depression is the order of number 4 disease in the world and is predicted to become a major health problem. Suicide is a serious public health issue today (Hukormas RSJSH, 2022).

In the learning process, various supporting factors are needed to run according to the objectives to achieve maximum student learning success, including students' mental health, learning interest, and teacher-teaching competence. Mental health is the condition of a person who can adapt to various circumstances around him with a sense of comfort and security so that in living his life, person does not feel disturbed or pressured by the circumstances around him. Mental health in the learning process is very important because, with a healthy mentality, students will feel comfortable and calm to increase their concentration on learning (Setiawan & Soraya, 2020).

The Health Law interprets that mental health cannot be separated from the meaning of "health" as a whole. So physical, mental, spiritual, and social health means "health" as a whole.

This integrity is reinforced by the principle of balance as explained in the Elucidation of Article 2 of the Health Law. Namely, health development must be carried out between the individual's and society's interests, physical and mental, and between the material and the spiritual (Priambudi et al., 2022).

Mental health should not be neglected because mental health is a fundamental tool to improve performance and is a major prerequisite in forming quality human resources (Otnie et al., 2021). Disruption of mental health directly or indirectly will affect a person's health, ultimately affecting his activities in carrying out his life roles (Suryanto & Nada, 2021).

The characteristics of mental health include (a) Spirituality, (b) Self-direction, and (c) Friendship. The first is spirituality. Spirituality is the first and most important life task and becomes the central point of perfection. This task has religious dimensions, life peace, meaning and purpose, optimism, the anticipation of the future, and values guiding life and decision-making.

The second is self-direction, namely the task of self-regulation to live a good and healthy life. This life task includes components, namely: (1) realizing and maintaining self-esteem, (2) self-control, (3) realistic beliefs, (4) emotional awareness, (5) problem-solving and creativity, (6) nutrition, (7) sports, (8) self-care, (9) stress management, (10) gender identity (11) cultural identity.

The third is friendship, namely social relations between individuals in society based on the commitment to one another based on familiarity and mutual understanding. The result of friendship is obtaining social support, both material and non-material.

School Strategy in Strengthening Mental Health Campaign

Stress-related problems have recently been increasingly discussed, both in the community and the educational environment, which is growing. In terms of education, students are the most important element, as they will always face daily learning routines. So that stress on students can be reduced, prevention efforts are needed, such as the following solution.

1. Through Learning Strategy

The learning strategy is very important because the learning strategy is a series of teaching and learning activity plans that teachers use to help students to be able to think rationally in entering life in adulthood today. Thus teachers can achieve satisfactory student learning outcomes online (Sarifah et al., 2022).

In the learning strategy, there is the use of methods and utilization of various resources in online learning. Therefore, every use of teacher strategy to start learning must prepare learning strategies that are interesting and follow the material that will later be delivered in class so that the situation in the classroom becomes conducive and supports the implementation of the teaching and learning process.

2. Counseling Guidance Service

Counselor teachers/counselors, in the context of carrying out their roles in schools, must provide good and optimal services for all students following their responsibilities and plan services according to the needs of students in schools so that the services provided to students can be right on target and have an effect on changes in behavior. Students in a better direction. Resilience is a capability that is needed in everyone's needs because human life is always colored by adversity or unpleasant conditions (Mirna Wahyu Agustina & Broto, 2019).

3. Spiritual Psychotherapy

Someone with a high spiritual level will have more endorphins than those with a low spiritual level. In simple terms, we can pay attention to people far from Allah SWT, who usually easily experience stress. In stressful conditions, the hormones that work are adrenaline, norepinephrine, and cortisol. Stress hormones will cause stomach acid to rise and the immune system to decrease, making it susceptible to disease. On the other hand, for people who believe and trust, the hormone oxytocin works better, producing high endorphins, which cause peace, and calm so that the body's immune system becomes stronger (Yono et al., 2020).

4. Providing Motivation

The provision of motivation is expected to move other factors that lead to work effectively in general. In this case, motivation is the driving force that can cause behavior toward certain goals. Motivating students have an important role (Yusuf, 2019).

In other words, educational staff will feel motivated if they have high motivation in carrying out their duties and functions. Motivation, as a soul boost, should already exist in every teacher. As professionals, it is appropriate for teachers to carry out their duties and functions with discipline. This is related to the oath of office that has been pronounced. But do not rule out that their motivation in him can be reduced under certain conditions. In such cases, external encouragement is needed (Yusuf, 2019). For parents, identify the child's behavior pattern, whether the child has a type A or type B behavior pattern, then identify the symptoms of stress in children, both behavioral, psychological, and physiological, by observing and taking the time to talk and tell stories (Kurniawan & Yulianti, 2013).

5. Giving Time to Relax

Free time for students to relax before continuing with additional learning activities. Teachers can also insert light humor when giving material to students so that students are not too tense and bored while attending lessons and suggestions for parents to work together in helping children. In this case, in addition to school counseling, researchers suggest parents provide full support to their children by inviting them to dialogue. Provide understanding that school exams are not everything and always support children when moving up grades and rankings or failing to reach targets (Putnarubun, 2021).

6. The role of PAI teachers in fostering students

Emotional intelligence of students can be fostered through 1) Improving the ability to recognize one's own emotions, 2) Improving the ability to manage emotions, 3) Increasing the ability to recognize other people's emotions, 4) Increasing the ability to motivate oneself 5) Improving the ability to foster social relationships (Ramli & Prianto, 2019).

Conclusion

In terms of education, students are the most important element, as they will always face daily learning routines. To reduce stress on students, prevention efforts are needed following solutions: First, through learning strategies; Second, through counseling guidance services; Third, through spiritual psychotherapy; Fourth, by giving motivation to students; Fifth, provide time to relax by inserting light humor when giving material to students so that students are not too tense and bored while attending lessons; and the six roles of PAI teachers in fostering students.

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