

PREVENTIVE EFFORTS OF MENTAL HEALTH DISORDERS IN STUDENTS, THROUGH INFORMATION & SUPPORT SERVICES OF COUNSELING SYSTEM

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Abstract

The mental health of students is one of the things that schools need to pay attention to. If mental disorders that arise in students cannot be intervened properly, it will have a negative impact on many aspects. Starting from the emergence of behavior that is not in accordance with school rules, decreased motivation to learn, difficulties in adapting to the environment so that student learning outcomes are not fulfilled at school. Therefore, the purpose of this study is to provide an overview of the various efforts that can be made by schools and Counseling Guidance Teachers to prevent mental health disorders from occurring in students at school. This research was conducted using a type of qualitative research, literature study method. The results of the study show that schools can help maintain students' mental health through programs from guidance and counseling services provided by counseling teachers at schools. These services are in the form of information services and system support. Information services refer to literacy activities regarding mental health in schools while system support takes the form of forming peer counselors and *self-care programs*. These various efforts can be given to students who are at the junior high school to high school levels.

Keyword: *Preventive Efforts, Mental Health Disorders, Students, Information Services, Systems Support.*

Abstrak

Kesehatan mental siswa merupakan salah-satu hal yang perlu diperhatikan oleh sekolah. Apabila gangguan mental yang muncul dalam diri siswa tidak dapat diintervensi dengan baik, akan berdampak negatif terhadap banyak aspek. Mulai dari timbulnya perilaku yang tidak sesuai aturan sekolah, menurunnya motivasi belajar, kesulitan untuk adaptasi dengan lingkungan hingga tidak terpenuhinya capaian pembelajaran siswa di sekolah. Oleh karena itu, tujuan dari penelitian ini adalah untuk memberikan gambaran tentang ragam upaya yang dapat dilakukan oleh sekolah beserta Guru Bimbingan Konseling untuk mencegah timbulnya gangguan kesehatan mental pada siswa di sekolah. Penelitian ini dilakukan

dengan menggunakan jenis penelitian kualitatif, metode studi pustaka. Hasil penelitian menunjukkan bahwa sekolah dapat membantu menjaga kesehatan mental siswa melalui program-program dari layanan bimbingan konseling yang diberikan oleh Guru BK di Sekolah. Layanan tersebut berupa layanan informasi dan dukungan sistem. Layanan informasi mengacu pada aktivitas literasi mengenai kesehatan mental di sekolah sedangkan dukungan sistem berupa pembentukan konselor sebaya dan program self-care. Ragam upaya ini dapat diberikan kepada siswa-siswa yang berada pada jenjang SMP sampai SMA.

Kata kunci: Upaya Preventif, Gangguan Kesehatan Mental, Siswa, Layanan Informasi, Dukungan Sistem

INTRODUCTION

The state of the public's mental health is one of the hottest new debates. since is well-known, a person's mental health is crucial, since it covers everything having to do with their mind and spirit. Using the information found at "yankes.kemkes.go.id" (Directorate General of Health Services, nd) as an example. It is generally accepted that when a person's mental health is optimal, they are in a position to thrive economically, socially, personally, and professionally; they are also capable of realizing their full potential and overcoming obstacles.

When it comes to their mental health, not everyone in today's society hides the fact that they've been given a diagnosis of mental illness. People of any age, including adults, kids, and teens, are susceptible to developing mental health problems. The number of studies on mental health has increased steadily over the past several decades in response to rising worries about the prevalence of mental diseases in contemporary society. According to the report, there has been an uptick in recent years in the number of American students seeking professional care for mental health issues. As a result, it is very evident that mental health issues are extremely important and may affect anybody, including students and regular people.

Students are at increased risk for experiencing mental health issues due to the circumstances and developmental tasks of those just entering their teenage years. Children of this age are susceptible to the influences of their peers and adults, which can lead to an identity crisis. Such challenges are inevitable during the teen years and must be met head-on by today's pupils. An article published on yankes.kemkes.go.id (Directorate General of Health Services, nd) lists changes in maladaptive behavior, mood swings, trouble focusing and concentrating, intense emotional feelings, the emergence of multiple health problems, and the habit of self-harm as symptoms of mental disorders in students or children entering their adolescent years. For this reason, it's crucial that institutions like schools and households like homes pay close attention to the emotional well-being of their students.

To bolster the above statement, it is well-known that a student's physical and mental health must be in good shape if they are to engage in learning activities with attention and fluency. If students are both physically and mentally well, then they will have a far better chance of participating in and benefiting from educational activities (Becoming a Global Issue, This is the Importance of Student and Student Mental Health, nd). However, in light of the

present circumstances, it is common knowledge that being a teenager, and particularly a student, is not as easy as the dreams and stories their parents may have told them. They may not know it, but many of the challenges they face on the job have the potential to bring on mental health issues. In this regard, the mental health of students in Indonesia is quite worrisome and requires serious attention on a worldwide scale as well as locally.

The public has recently been stunned by tragic events involving elementary school through high school pupils. A little over a month later, it was learned that an SD student in Banyuwangi had committed himself because he could no longer take the taunting of his peers. According to a report on cnnindonesia.com (Banyuwangi Elementary School Students Suicide, Allegedly Often Mocked Because of Orphans, n.d.), a young man identified only as MR committed suicide by hanging himself at home because he was so depressed by the daily bullying and teasing he experienced at school.

A research by Faizah and Amna (Faizah & Amna, 2017) found that incidents of bullying often resulted in the victimization of already vulnerable people, in this instance pupils with mental health issues. Several victims of bullying at different secondary schools (SMA) in Banda Aceh were found to have suffered considerably from mental problems, according to the study's authors. From the perspective of both the victims and the bullies, it became clear that some of the students who engaged in bullying had mental health issues that contributed to their behavior. Therefore, as though in a vicious loop, one person's poor mental health can have a significant influence on producing another person's maladaptive behavior, which in turn can cause even other people to have mental diseases. Therefore, effective preventative efforts are required to end this cycle and save lives.

In keeping with the aforementioned explanation, the Republika.co.id website (KPPPA, 2022) explains that as of July 2020, more than 3,200 (13 percent)) students/children in Indonesia experienced mental disorders based on data from the Commission for Women's Empowerment and Child Protection (KPPPA). They are dispersed across the provinces of Indonesia and have been diagnosed with a wide range of mental health issues, from mild to severe depression. often, primary school pupils are between the ages of 10 and 13, whereas high school students are often between 14 and 18. It's well-known that there's a wide variety of influences, both internal and external to the children who develop mental problems, including the home, community, and school settings.

In light of the foregoing, it is clear that preserving mental health, particularly in preteens and teenagers, is more difficult in today's fast-paced society. This is something that should receive extra focus in classrooms and at home. This is why early intervention efforts for mental health problems are so important. In an effort to shed light on the topic, this study will focus on a variety of programs from information services. and system support organized by Guidance & Counseling Teachers, all of which aim to keep students and adolescents mentally healthy and stave off the onset of mental disorders. The research methodology employed in this study was a qualitative literature review.

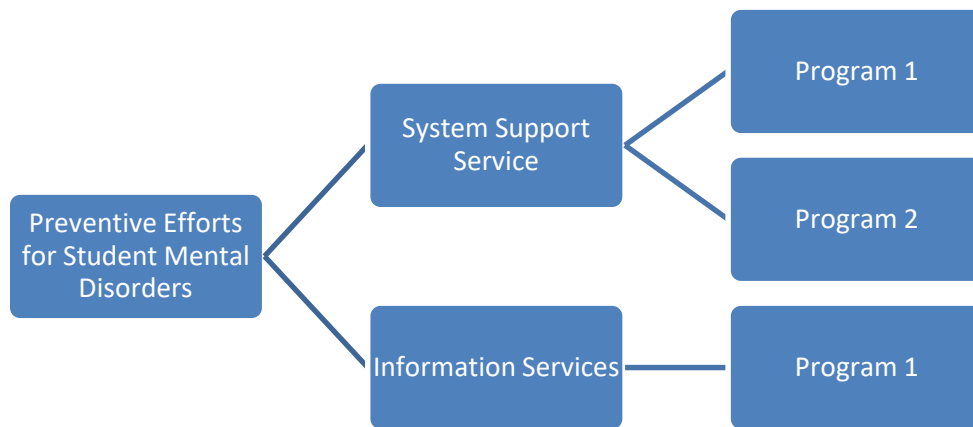
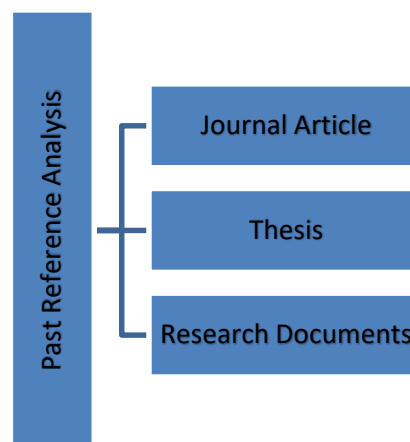


Figure Research Framework

METHOD

As was said before, this study employs a qualitative methodology based on a literature review. Darmalaksana (Darmalaksana, 2020) explains that conducting a literature review, also known as a literature study, is a qualitative research method that entails searching for and collecting extensive data from a variety of secondary and primary sources before analyzing, abstracting, interpreting, and drawing conclusions about them. Books, journals, and theses are all fair game for the literature evaluation, as are any other publications that pertain to the study's central concepts. Support for guidance and counseling systems, information services, and student mental health condition prevention are some of the primary concepts explored in this research.



Picture of Literature Study Research Methods Framework

RESULTS AND DISCUSSION

Concerning the topic of mental health, specifically student mental health, it is known that there is a tight association between the condition/mental health of students and their learning motivation based on study performed by Badaruddin et al. (Badaruddin et al., 2016).

Students' enthusiasm to learn improves as their physical and mental health improve. Students' motivation to attend school, study, and grasp concepts diminishes in direct proportion to the severity of their mental health issues. According to the findings of Badaruddin et al., all members of the school community have a responsibility to foster a safe and supportive learning environment for their students.

According to Karyani et al., (2016) discuss the importance of school climate and environment on students' learning motivation, happiness, comfort, and mental health, and offer several recommendations for how schools can foster such an atmosphere, including conducting school interventions that incorporate both positive and negative indicators to foster a nurturing setting. Teachers are urged to use a more humane and rational approach while correcting pupils' maladaptive conduct so that the latter don't take offense. In addition, from elementary school through high school, students can be referred to universal mental health education programs. In addition, schools need BK teachers to be able to act as facilitators so that they can give effective interventions and services.

In addition to the aforementioned methods, Nurochim (Nurochim, 2020) offers suggestions on how else we might promote kids' emotional well-being in the classroom. The goal is to create a program similar to the World Health Organization's health-promoting-school initiative (HPS), titled Student Mental and School Health Efforts (UKS/M). Both initiatives advocate for schools to play a vital part in creating a positive learning environment and call for the participation of all stakeholders, including administration, faculty, students, and parents. Counseling services geared toward mental health, mental health awareness campaigns that target all demographics, and extracurricular activities that emphasize physical and spiritual development should all be established in schools.

Psychologists and counselors in Indonesia, especially those working in the field of school counseling, have expressed worry over this issue in relation to programs focusing on mental health. According to the literature review (Sari et al., 2020), there is a pressing demand for counseling services focused on mental health that make use of modern innovations like the internet. Counselors and psychologists must correctly examine and still incorporate professional service ethics while using telecommunications media in any counseling service they provide. It is well-known that there are several types of counseling services, such as orientation, information, individual guidance and counseling, group guidance and counseling, and system support, for which counselors must meticulously plan. In the context of this study, "services" refers especially to information services and system assistance, with the goal of preventing mental health issues among students.

Student Mental Health Crisis Prevention Through Information Services

One component of guidance and counseling is the provision of information services, the goal of which is to better enlighten the counselee by meeting their specific informational requirements (Information Services, nd). All of the data presented in this study pertain to issues of mental health. Maintaining and preventing mental health issues in young people begins with an awareness of the risks, the presence of warning signs, and the implementation of preventative measures. Reading psychoeducational articles, especially those that focus on mental health, can help a person become more self-aware, as stated by

Soebiantoro (Soebiantoro, 2017). As more people get access to resources that expand their knowledge of mental health, the negative societal and personal stigma attached to those who seek treatment via counseling and therapy fades away.

Given the common misconception that someone who advocates for better mental health and seeks treatment for a disease is seen as a different person or even insane, the preceding explanation makes perfect sense. Pupils frequently have the misconception that counselors only intervene when issues develop, take disciplinary action against offenders, or just penalize troubled pupils. As a matter of fact, counseling may be utilized to avoid mental health problems and illnesses in more crucial settings. This preventative role may be used and accomplished through initiatives, such as acclimating students to enjoyable activities and expanding their knowledge of the value of counseling and its role in promoting and maintaining students' mental health.

Many communities have served as models of mental health literacy. People with genuine interest in lobbying for mental health might range from psychologists to content developers. This may be done by school instructors, particularly BK teachers. The counseling instructor acts as a conduit for students to have access to mental health resources, much as the role played by career information services. To aid their pupils in getting to know themselves, their emotions, and the sources of their discomfort, BK educators might provide advice exercises. Put another way, BK educators make a significant difference in the development and well-being of their students' minds through both the information services they offer and the illustrative activities they lead.

According to a paper by Siu and colleagues (2021), introducing and delivering knowledge on maps of human emotions to students can help students become more self-aware. Students might benefit from attending seminars and workshops that focus on cognitive (mindset) and affective (feelings) components including meditation, prayer, gratitude, and others. Hafidulloh and Fatonah (2017) found that students who participated in religious and religious activities like Duha prayer had better psychological well-being. Thus, the counseling educator may increase students' mental health literacy with a wide range of material while also including activities that exhibit mental health ideals, such as meditation, Duha prayer routines, and others.

Having access to mental health professionals and counseling services is crucial. Essentially, the function of counseling services focused on mental health is needed not just in schools, but also by people outside of the educational setting. Thus, narrative literacy, which can be provided by counselors or other professionals, is required to continue raising awareness of mental health among all segments of society in general, as the public at large still has little understanding of the possibility of mental disorders arising in them. Warniyanti's (2017) research adds weight to the foregoing argument by highlighting the importance of providing mental health counseling services in a variety of settings, including the community at large, schools, and correctional facilities like detention centers and prisons. That this seemingly little step may have far-reaching consequences down the road. If people in the area are already aware with mental health services, then those same people will have this knowledge inside their immediate family as well. In order to give equal priority to children's mental

health within the context of their families.

Using School-Based Mental Health Services as a Preventative Measure

Guidance and counseling rely heavily on both information services and system support services. One type of counseling service is system support services, which are management activities with the goals of keeping existing counseling service programs running smoothly and developing new ones (Muhyatun, 2019). Management efforts in this study focus on elevating students' awareness of mental health issues and reducing the likelihood that they would develop a mental health illness.

Syafitri and Rahmah's research (Syafitri & Rahmah, 2021) suggests that management actions, such as peer counselor training, may be carried out by counseling teachers in an effort to maintain or avoid mental health issues in students. In addition to improving students' knowledge of how to care for their mental health, this exercise may train them to act as good role models and mentors to their fellow classmates. The peers who will be providing this direction should be trained and prepared for the role.

In addition, the guidance counselor can employ their counseling skills by helping students develop healthy habits for themselves. Students are offered this service to help them unwind physically and mentally from the stresses of school. Students can participate in group self-care activities like meditation sessions led by the BK instructor or work on them independently in the counseling laboratory. Students are taught the need of self-care in order to sustain their own emotional and mental well-being. It's important to note that the counselor has to have the necessary abilities and knowledge in order to conduct this activity, particularly those associated with emotion management and mindfulness treatment.

CONCLUSION

In light of the foregoing, it seems clear that mental health is something everyone must prioritize. This is because, just as with today's more complex and contemporary lifestyle, the stresses and difficulties that result from it are also complex and modern. Teenagers, and particularly those who are also students, need guidance and support to help them stay sane, process difficult emotions, and avoid developing mental health issues later in life. Schools and families may work together in many ways to help prevent mental health problems in children and teenagers. Guidance and counseling instructors in schools are making an effort to improve mental health awareness by disseminating relevant information and implementing programs like peer counselor training and self-care activities as part of system support services.

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