



Analysis of Adolescent Mental Health at SMAN Banua South Kalimantan

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Abstract

Background: Mental health can be measured by Psychological Distress and Psychological Well-Being. Globally, 10 to 20% of children and adolescents worldwide experience mental health problems and half of all mental health problems begin between the ages of 14 years and mid-20 years. Suicide is the third leading cause of death in 1519 year olds, with an estimated 62,000 adolescents dying by self-harm in 2018. The importance of a holistic approach to adolescent mental health in high school should not be overlooked. Schools and parents should work together to support adolescent mental health. Open communication between teachers, parents and students is essential for mental health issues to be identified and addressed in a timely manner. Objective: To analyze the mental health that occurs in adolescents. Methods: This study used descriptive analytic with Accidental Sampling sampling technique. The data collection instrument used a questionnaire. Results: The results obtained were, as many as 26 (57.8%) respondents had good mental health with the most indicators in life satisfaction as many as 15 (33.3%) respondents, and as many as 19 (42.2%) respondents had mental health distress with the most indicators in depression as many as 13 (28.9%) respondents. Conclusion: Mental health of adolescents at SMAN Banua South Kalimantan is classified into Psychological Well-Being with the most indicators on life satisfaction.

Keywords

Mental Health, Psychological Distress, Psychological Well-Being, Adolescents.

Introduction

Mental health is an important dimension in individual well-being that includes a person's emotional, psychological, and social conditions. Aspects of mental health can be measured by Psychological Distress and Psychological Well Being. Psychological Well-Being reflects a positive and productive state of an individual's thoughts, emotions, and behavior which involves feelings of happiness, meaning in life, and engagement and achievement in various aspects of life (Rachman, 2018). Psychological Distress refers to an individual's experience of various symptoms that signal an emotional or psychological imbalance in the form of excessive feelings of anxiety,

sadness, or hopelessness, sleep disturbances, changes in appetite, or even self-defeating thoughts (Sugiarti, et al., 2018).

Globally, 10 to 20% of children and adolescents worldwide experience mental health problems and half of all mental health problems begin between the ages of 14 years and mid-20 years (WHO, 2022). Mental health problems are a major burden of disease for adolescents, globally it is estimated that 1 in 5 adolescents will experience mental health problems each year such as self-harm and depression. Suicide is the third leading cause of death in 15-19 year olds, with an estimated 62,000 adolescents dying by self-harm in 2018 (WHO, 2022).

Based on Riskeudas data, the prevalence of mental disorders in Indonesia has increased significantly from 1.7% in 2013 to 7% in 2018. With people with depression aged more than 15 years and over who get treatment only 9%, meaning that many do not get treatment due to various factors, and people with depression have started in adolescence (Riskeudas, 2020).

In adolescent girls, anxiety can affect the menstrual cycle to become irregular. Hormonal changes during the menstrual cycle are associated with physical changes in the ovaries and female reproductive organs. Factors such as pressure and work demands can trigger a stress response that affects the menstrual cycle. Stress stimulates the hypothalamic-pituitary-adrenocortical axis resulting in the production of the hormone cortisol. The hormone cortisol causes hormonal imbalances, including reproductive hormones, thus affecting the menstrual cycle. Stress activates hormonal responses that can affect follicular development and ovulation as well as the length of menstruation (Guyton et al., 2014).

The importance of a holistic approach to adolescent mental health in high school should not be overlooked. This includes the promotion of mental health in schools through educational programs and psychological support available to students. Mental health education should also be an integral part of the school curriculum to increase understanding and awareness of the importance of maintaining mental health (Iskandar, 2019).

Schools and parents should work together in supporting adolescents' mental health. Open communication between teachers, parents and students is essential so that mental health issues can be identified and addressed in a timely manner. Parents also need to provide emotional support to their children and teach them healthy ways to cope with stress and pressure (Auliya, 2017).

In addition, the development of healthy coping skills is also important to help adolescents cope with the stresses and challenges in their lives. This could include relaxation techniques, exercise, art, or other creative activities that can help them cope with stress and improve their mental well-being (Gainau, 2021).

Based on a preliminary study conducted by the author at the Banua South Kalimantan State Junior High School, the results of 6 out of 15 students showed symptoms or signs of mental illness, such as mood changes, weight loss, difficulty concentrating and becoming more sensitive.

Based on the explanation described in the background above, the author is interested in examining the analysis of adolescent mental health at Banua State Junior High School in South Kalimantan

Methods

The research method used in this research is Analytical Descriptive with *accidental* sampling technique. This research was conducted at SMAN Banua South Kalimantan. The population used in this study were adolescent girls aged 15-18 years with a total of 83 people. The sample used in this study was 45 respondents, this sampling was in accordance with the Solvin formula.

The data collection instrument used in this study was the MHI (Mental Health Inventory) questionnaire. There are 50 questions with 5 answer choices. Answer choices with positive and negative item directions.

Alternative Answer	Item Direction	
	Positive	Negative
Very often (SS)	5	1
Frequently (S)	4	2
Sometimes (KK)	3	3
Rarely (J)	2	4
Never (TP)	1	5

Summing up the total score of the 2 items on the questionnaire that have been filled out. After getting the total score, from 2 items the researcher matches the formula to get the Pshycological Well-Being and Pshycological Distress categories, namely:

Category	
<i>Psychological Distress category</i>	if x (Score) is higher than the <i>Psychological Well Being</i> score then have poor mental health
<i>Psychological Well Being</i>	if x (Score) is higher than <i>Psychological Distress</i> then it has good mental health.

Then a univariate analysis of frequency distribution was carried out to determine *Psychological Distress* with indicators of *Anxiety, Depression, Lost of Emotional Control*; or *Psychological Well-Being* with indicators of *Life Satisfication, Emotional Ties, and General Positive Effect*.

Results and Discussions

Table 1. Frequency Results of Characteristics of Adolescent Girls Based on Age

Age	F	%
15	4	8,8
16	20	44,5
17	18	40
18	3	6,7
Total	45	100

Table 2: Results of Frequency of Mental Health Categories

Mental Health	F	%
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Psychological Distress	19	42,2
Psychological Well-Being	26	57,8
Total	45	100

Table 3. Frequency Results of Adolescent Mental Health Category Indicators

Psychological Distress Indicator	F	%
Anxiety	3	6,7
Depression	13	28,9
Loss of Behavioral	3	6,7
Life Satisfaction	15	33,3
Emotional Ties	9	20
Life Satisfaction and Emotional Ties	2	4,4
Total	45	100

Discussion

The results of the study obtained data on the frequency distribution of the age of respondents. The age range of respondents obtained was 15-18 years. The largest age group was 16 years old as many as 20 respondents. The age of the respondents is in accordance with the age limits of adolescents according to Adyani (2019), Alina (2022) and Evelin (2020) where adolescence ranges from 10-21 years.

The adolescent development stage consists of 3 stages. The first stage, which is early adolescence, usually starts around the age of 10 to 14 years. Adolescents begin to explore their self-identity and try to understand changes in their bodies and emotions. The process of adapting to these changes can cause confusion and anxiety, but also provide opportunities for growth and self-exploration (Adyani, et al., 2019). The second stage, middle adolescence, generally takes place between the ages of 15 and 17. During this period, individuals begin to experience further stability in their identity and begin to set clearer values and life goals (Alina & Meisyalla, 2022). The last stage, late adolescence, takes place between the ages of 18 and 21. During this period, individuals begin to complete the transition from adolescence to adulthood. Late adolescents usually experience an increase in responsibility and independence as they enter the adult stage (Evelin, 2020).

At this stage, adolescents experience puberty which results in hormonal changes, physical growth and development and maturity in the reproductive organs (Jannah, 2017). These changes can affect adolescents' perspectives and how they behave. In its development, emotions in adolescents often become unstable. Adolescents often find it difficult to control their emotions due to the major changes experienced during this transitional period. This can trigger conflict within the adolescent or with the surrounding environment.

Development in adolescents occurs hormonal changes, growth and physical development. In addition, the development of achieving independence and identity in adolescents is also very prominent due to increased thinking patterns, as well as the development of decision-making abilities (Hockenberry & Wilson, 2015; Unayah & Sabarisman, 2016). In their development, adolescents have developmental tasks that must be fulfilled, but some adolescents experience

difficulties in fulfilling these developmental tasks (Ausrianti et al., 2022). During this period, adolescents will be faced with various problems that will affect their ability to achieve their developmental tasks (Saputro, 2018). The inability of adolescents to overcome obstacles well, can have an impact on the onset of emotional mental health problems (Bethell et al., 2019).

Researchers assume that the characteristics of adolescents in the form of age are one of the things that can affect adolescent mental health which is in line with Liesay, Leonardo Stevano, et al (2023) in his research entitled Overview of Symptoms of Mental Health Disorders Based on DASS-42 (Depression Anxiety Stress Scales-42) in the Productive Age Community of Hutumuri Village, it was found that stress disorders based on age showed the highest number of disorders with severe levels in late adolescents (17-25 years).

The research was conducted with an explanation of the type of research to be carried out, the purpose of the research, and the procedure for filling out the questionnaire and agreeing to become a respondent. After that, it was continued with giving time for approximately 30 minutes to answer the questionnaire which amounted to 50 items. Assessment categories from a total of 27 questions for Psychological Distress and 23 questions for Psychological Well-Being by seeing which score is higher than the two categories, then each category is examined on visible indicators. The results obtained are, as many as 26 (57.8%) respondents have normal mental health with the most indicators in life satisfaction as many as 15 (33.3%) respondents, and as many as 19 (42.2%) respondents have abnormal mental health with the most indicators in Depression as many as 13 (28.9%) respondents.

According to Diaanovinina (2018) in her research entitled Depression in Adolescents: Symptoms and Problems, states that adolescents are vulnerable to experiencing various obstacles, such as the increase in adolescents experiencing depression, with symptoms of depression such as lack of focus (57%), feeling meaningless (37%), no desire or interest in activities (31%) this is a form of unhappiness in living life and not being able to control themselves. The low contribution of self-control is only 16.4% to subjective well being so that individuals will have difficulty in avoiding themselves from negative things such as obsessive and compulsive traits caused by celebrity worship behavior (Laura, 2019).

The involvement and presence of both parents plays an important role in the growth of an adolescent. Francis et al. (2021) suggested that adolescents who have parents with authoritative parenting will experience an increase in psychological well-being in each dimension, namely self-acceptance, positive relationships with others, autonomy, mastery of the environment, life goals, and personal growth. Authoritarian parenting will experience a decrease in autonomy in their psychological well-being. Parents with permissive parenting will inhibit adolescent growth (self-development). Then, parents who have neglectful parenting will make adolescents' psychological well-being inhibited. Positive parenting will make adolescents' well-being high. Meanwhile, negative parenting can reduce the well-being of adolescents (Gul et al., 2021).

This study uses a questionnaire based on the Mental Health Inventory (MHI) developed by Elmisp (2023) which can show mental health categories in the form of *Psychological Distress* or *Psychological Well-Being*. According to Paromban Abes Crismayanti, et al (2023) in his research entitled Adaption of the Mental Health Inventory (MHI-38) for Adolescent - Indonesian Version obtained the results that the Indonesian version of MHI-38 shows good psychometric properties

and validity and can be relied upon as a tool for assessing mental health in Indonesian adolescents. So that the implementation of research using this instrument is in line and can demonstrate 2 factors, namely: *Psychological Distress* and *Psychological Well-Being*.

From this study, the majority of adolescents have Psychological Well-Being mental health with a total of 26 (57.8%) respondents with the most category indicators in Life Satisfaction (life satisfaction) with a total of 15 (57.8%) respondents.

Life satisfaction can be influenced by high self-esteem, which makes individuals feel satisfied with their lives. In research conducted by Riyanto, Agustinus (2017) with the title Well Being Adolescents in the Education Process, it was found that self-esteem has a significant influence on well being with an F count of 53,946 "and a significance value of 0.000" (<0.05"). According to Asnawi, Abdul Adib (2018) in his research entitled The Relationship between Stress Management Skills and Adolescent Life Satisfaction, the results of a positive correlation between stress management skills and life satisfaction among high school students.

A person's cognitive and affective interpretation of the ability to control themselves in life makes individuals have emotional actions and improve the thinking ability of adolescents to have a sense of satisfaction in the life they live (Tu & Yang, 2016). Individuals with life well-being will be greater and have a positive personality so that they are able to achieve good actualization needs in their development, have a positive environment, supportive family, friends who provide support, if they don't get this, they tend not to get life satisfaction and are unhappy (Sardi & Ayriza, 2020).

Self-control describes the ability to make decisions by individuals with cognitive considerations so that there is continuity between what is thought and reality so as to obtain the views and goals that have been set (Mandasari, 2019). Self-control is influenced by emotions, to have positive emotions, it is necessary to have self-control which is the power to obey or control oneself from actions that can cause negative feelings (Alamsyah et al., 2018). With the ability to control oneself, this reduces negative reactions and displays positive energy which is ideal for having a subjective well being that is full of satisfaction (Triana, 2020). It is further explained that positive affects will be related to life satisfaction, good self-confidence, good care for others and good self-control, while negative affects will be related to feelings of sadness, anger, disappointment, and depression, if these negative affects are less then he is able to get a life full of well-being and happiness and the ability to control himself (Ronen et al., 2016b).

So that researchers assume that the life satisfaction of adolescents can come from self-esteem, the ability to control themselves and positive emotions so as to create mental health Psychological Well-Being s

Conclusion

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