

Fostering a Healthy Psychosocial Environment for Adolescents: The Role of Health Promoting School in Sukoharjo District

Tausyiah Rohmah Noviyanti¹, Muji Sulistyowati², Tiber Raniar Inner Beauty Bilqis¹, Anggit Wirama Siwidati³, Adin Nasichah⁴

¹ Public Health Master Student, Faculty of Public Health, Universitas Airlangga, Surabaya, Indonesia 60115

² Department of Epidemiology, Biostatistics, Population Studies and Health Promotion, Faculty of Public Health, Universitas Airlangga, Surabaya, Indonesia 60115

³ Public Health Master Student, Gadjah Mada University, Sleman, 55281

⁴ Faculty of Public Health, Universitas Airlangga, Surabaya, Indonesia 60115

✉Email: tausyiahrohman@gmail.com

ABSTRACT

Background: Adolescent mental health is increasingly a global concern, particularly within the school environment. **Objectives:** This study aims to analyze the role of schools in supporting mental health and creating a healthy psychosocial environment as part of health promotion efforts in Sukoharjo District. **Methods:** This study uses an evaluation study approach with qualitative method was used, with in-depth interviews conducted with 25 informants from 10 junior high schools, selected through purposive sampling. Data were analyzed thematically, based on the WHO's Health Promoting School elements and CDC's 6 mental health strategies in schools. **Results:** The school has implemented several efforts, such as counseling by providing guidance services with counseling guidance teachers (BK), spiritual activities with the aim of encouraging to focus on student awareness and counseling activities, character education, increasing welfare by providing activities such as student councils and family involvement to increase the impact of interventions on the level of social anxiety in adolescent environments although not all mental health strategies are explicitly implemented. **Conclusion:** This study highlights the importance of social support and a healthy environment in promoting mental health. Schools are advised to strengthen collaboration with mental health professionals and improve access to mental health services for students.

Keywords: Mental health, psychosocial environment, health promotion, schools

INTRODUCTION

Mental health encompasses the emotional, psychological, and social well-being that affects how a person thinks, feels, and acts, as well as how they deal with stress, relate to others, and make decisions (DASH, 2023). Mental health problems according to the Ministry of Health of the Republic of Indonesia are people who have physical, mental, social, growth and developmental problems, and/or people with poor quality of life that put them at risk for mental disorders (I-NAMHS, 2023).

Adolescent mental health is an important element in the education process at school. Adolescents are a potential group that needs serious attention because they are experiencing a

very rapid phase of development and growth. Various mental health problems in adolescents are influenced by a number of factors. Based on the results of the literature review, the factors that affect adolescent mental health are grouped into four levels, namely: 1) the first level is related to health behavior and lifestyle, 2) the second level includes social and community factors, 3) the third level includes structural factors, and 4) the outermost level is related to macro conditions (Aisyaroh et al., 2022).

Adolescent mental health is increasingly becoming a global concern. Based on the Indonesia National Adolescent Mental Health Survey (I-NAMNHS) in 2023, one in three adolescents (34.9%) or equivalent to 15.5 million Indonesian adolescents, had one

mental health problem. There is no difference in the pattern between males and females. The I-NAMNHS also explains that the most frequently used services are those provided by schools (I-NAMHS, 2023).

Schools play an important role in providing social support and promoting mental health through various programs. One of them is through the School Health Program as a preventive and promotive effort. According to CDC (Centers for Disease Control and Prevention) guidelines, schools have a special role in creating a safe and supportive environment. In addition, schools can help connect students with mental health services, especially for those from low-income families (DASH, 2023).

Mental health in schools can be improved through various strategic approaches. There are 6 main strategies suggested to promote mental health in schools by the Centers for Disease Control and Prevention, namely: (1) Increase Student Mental Health Literacy; (2) Promote Mindfulness; (3) Promote Social, Emotional, and Behavioral Learning; (4) Increase Connectedness among Students, Staff, and Families; (5) Provide Psychosocial Skills Training and Cognitive-Behavioral Interventions; and (6) Support Staff Well-Being (I-NAMHS, 2023).

Schools have a great influence on adolescent mental health and may even be more influential than the home environment. Therefore, school policies can be encouraged to improve adolescent mental health (Mustamu et al., 2020). Based on research conducted by Jumiati (2024), the mental health counseling program has successfully increased students' knowledge about mental health significantly at SMA 7 Pekanbaru. Support from teachers, school staff, and parents is a key factor in the success of this health promotion program provided by schools (Jumiati et al., 2024).

Sukoharjo district has low coverage in the implementation of health services for children of primary education age. According to data from the Central Java Health Profile, (2021), the coverage of health services for primary education age children in Sukoharjo District is in the low category and below the provincial average, which is 52.0%. Sukoharjo District is one of the sub-districts with the largest number of junior high school

students, and has the second largest number of junior high schools in Sukoharjo District.

WHO-SEARO (2003) issued six elements of Health Promoting School (HPS) which were formulated by taking into account the situation, conditions and characteristics in Southeast Asia where Indonesia is included, the six elements include the following (Sulistyowati, 2019): (1) Involving health and education staff, teachers, parents, community leaders in health promotion efforts in schools, (2) Ensuring a healthy and safe environment, both physical and psychosocial, (3) Organizing effective skill-based health education and "Life skills" (4) Providing access to health services, (5) Implementing school policies and activities that support health, (6) Efforts to improve overall public health.

Researchers are interested in analyzing the role of schools in supporting mental health as a health promotion effort and supporting policies that help create a healthy psychosocial environment for students and school residents which are indicators in the Health Promoting School (HPS) element. Social support and mental health promotion efforts are included in the indicators of element (2) Ensuring a healthy and safe environment, both physical and psychosocial, and the indicator Overall School-Supported Policies and Teaching Practices Help Create a Healthy Psychosocial Environment for Students and Other School Citizens is included in element (5) Implementation of school policies and activities that support health, Health Promoting School (HPS) (WHO, 2003).

From the explanation above, the researcher conducted a study with the main objective to examine and understand how schools contribute to supporting mental health and creating a healthy psychosocial environment for students. This study aims to identify specific strategies and practices implemented by schools in Sukoharjo, by adjusting them to the recognized mental health promotion framework to improve adolescent well-being in educational settings.

This study is different from other studies because it specifically analyzes the role of schools in Sukoharjo Regency in supporting students' mental health

through health-promoting school initiatives. This study combines elements of the WHO Health Promoting School (HPS) framework and the CDC's six school mental health strategies, providing a unique approach in evaluating psychosocial support structures compared to other studies that generally focus on school-based mental health interventions.

METHODS

This study employs an evaluation approach to assess whether an ongoing or completed program accurately reflects the real situation in the field. A qualitative method is used, gathering data through interviews guided by the Health Promoting School (HPS) framework from the WHO (2003). The collected data are then analyzed using six key strategies recommended by the Centers for Disease Control and Prevention to promote mental health in schools.

This study was conducted in January-March 2023 in all junior high schools (SMP) in Sukoharjo District and focuses on 10 junior high schools in Sukoharjo Subdistrict, consisting of seven public and three private schools, with 25 informants in total. Using a total sampling approach, all schools in the subdistrict are included as research objects. Inclusion criteria require schools to grant permission and consent to participate, while exclusion criteria eliminate schools that do not. Informants are purposefully selected based on their roles in the School Health Program (UKS), and they are categorized into key, main, and supporting informants. Key informants, typically UKS Coordinators, provide detailed insights on program implementation. Main informants, such as

school principals, offer information on policy and regulations, while supporting informants, including counseling, physical education, and curriculum teachers, contribute additional relevant information.

This study uses interviews, observations, and in-depth interviews to collect data. Interview sheet is gathered through interviews with informants, while observations focus on field conditions and document reviews. In-depth interviews explore the involvement and implementation efforts of the School Health Program (UKS) as part of health-promoting schools. Data analysis occurs throughout and after data collection, with preliminary interpretations made during interviews. The analysis process follows Miles and Huberman's (2014) steps: data condensation, where key themes are identified; data display, often in narrative form, to illustrate findings; and conclusion drawing, which involves verifying initial conclusions with consistent evidence from further data collection. To ensure validity, the study uses source triangulation, cross-referencing data from different sources to confirm accuracy and reliability.

RESULTS AND DISCUSSION

The following tables provide a comprehensive overview of the characteristics of the informants who participated in this study. These informants are categorized into three groups: key informants, main informants, and supporting informants, each offering unique perspectives on the implementation of the School Health Program (UKS).

Table 1. Key Informant Characteristics

Informant	Initials	Gender	Age (years)	Education
Informant 1	IK1	Man	42	Bachelor's Degree
Informant 2	IK2	Woman	57	Bachelor's Degree
Informant 3	IK3	Man	54	Bachelor's Degree
Informant 4	IK4	Woman	59	Bachelor's Degree
Informant 5	IK5	Man	34	Bachelor's Degree
Informant 6	IK6	Woman	58	Bachelor's Degree
Informant 7	IK7	Woman	51	Bachelor's Degree
Informant 8	IK8	Man	36	Bachelor's Degree
Informant 9	IK9	Woman	27	Bachelor's Degree
Informant 10	IK10	Woman	27	Bachelor's Degree

The key informants in this study consist of 10 individuals, both male and female, ranging in age from 27 to 59 years. All key informants hold at least a Bachelor's degree, indicating a relatively high level of education across this group. The wide age range and diverse gender distribution in this group help to ensure

that the insights collected are varied and representative of different generations and gendered experiences in the context of the School Health Program (UKS). These informants play a critical role in the direct implementation and management of UKS programs in schools.

Table 2. Main Problems of People with Hypertension

Informant	Initials	Gender	Age (years)	Education
Informant 1	IU1	Woman	57	Master's Degree
Informant 2	IU2	Woman	42	Master's Degree
Informant 3	IU3	Woman	56	Bachelor's Degree
Informant 4	IU4	Man	59	Bachelor's Degree
Informant 5	IU5	Man	56	Bachelor's Degree
Informant 6	IU6	Woman	43	Master's Degree
Informant 7	IU7	Woman	52	Master's Degree
Informant 8	IU8	Man	58	Bachelor's Degree
Informant 9	IU9	Man	30	Bachelor's Degree
Informant 10	IU10	Man	34	Bachelor's Degree

Main informants are individuals in leadership or supervisory positions within the school system, providing broader insights into the strategic decisions guiding the UKS program. This group, consisting of 10 informants, includes both men and women with ages ranging from 30 to 59 years. Seven of the informants hold a Master's degree, while the

remaining three have Bachelor's degrees. The educational backgrounds of the main informants suggest a high level of expertise in the management and policy aspects of school health promotion. Their perspectives are valuable for understanding how policies are formed and implemented at the school level.

Table 3. Characteristics of Supporting Informants

Informant	Initials	Gender	Age (years)	Education
Informant 1	IP1	Woman	48	Bachelor's Degree
Informant 2	IP2	Woman	55	Bachelor's Degree
Informant 3	IP3	Woman	42	Bachelor's Degree
Informant 4	IP4	Man	55	Bachelor's Degree
Informant 5	IP5	Man	58	Bachelor's Degree

Supporting informants, though not directly responsible for overseeing UKS, provide supplementary insights into its daily operations and the community environment in which it functions. This group includes five informants, with a mix of male and female participants, all holding a Bachelor's degree. The age range for this group spans from 42 to 58 years, and their perspectives help to paint a fuller picture of the program's impact and areas of improvement from those working alongside the key and main informants.

The results of the interview regarding School Efforts in Ensuring Social Support and Mental Health Promotion Efforts show that school efforts in ensuring social support and mental health promotion efforts are the existence of psychological tests conducted by the

puskesmas to detect or screen students who have a tendency to depression or have suicidal attitudes, provide socialization or guidance from Counseling Guidance (BK), Health Centers (Puskesmas), Village Guidance Officer (BABINSA), Polri regarding bullying, delegate students in a hidden manner to supervise if there is any kind of bullying, providing counseling through BK with students who have mental health problems such as depression or stress by communicating with parents and using a spiritual approach, holding spiritual activities such as studies on spiritual Friday. In addition, it also provides rules regarding bullying which, if this happens, will be subject to sanctions, varying from providing guidance to students, being given a warning letter, parents, being called given memorization of

letters, and, if it is severe, it can be subject to suspension or expulsion.

The form of school policies and teaching practices help create a healthy psychosocial environment for students and other school residents based on the results of the interview shows that from an emotional point of view, spiritual building activities are held, for example inviting ESQ institutions, besides the application of character education by teachers in every lesson and also from counseling teachers also serve guidance for students who have individual problems such as bullying, Routine recitation invites preachers from outside when there is an Islamic religious day and Basic Leadership Training (LDK), in addition to which, in schools that are cottage-based, shalawat is often held, and there are also schools that impose sanctions in the form of memorization. Social aspects are

carried out, daily donations to build mosques, working together to maintain the cleanliness of the school environment with the community, at SMPIT Daarul Hidayah calling cleaning activities together with ra'an. Physical aspects are through gymnastics, healthy walking, cleaning the school environment, throwing garbage into its proper place, and washing hands after doing something.

Based on the results of interviews regarding School Efforts in Ensuring Social Support and Mental Health Promotion Efforts, forms of school policies and teaching practices help create a healthy psychosocial environment for students and other school residents which were then analyzed based on six main strategies suggested to promote mental health in schools by Centers for Disease Control and Prevention, (I-NAMHS, 2023), as follows:

Analysis Based on 6 Key Strategies for Mental Health in Schools Centers for Disease Control and Prevention, (I-NAMHS, 2023),	Social Support and Mental Health Promotion	Overall School-Supported Policies and Teaching Practices Help Create a Healthy Psychosocial Environment for Students and Other School Members
Increase Students' Mental Health Literacy	Some schools have involved puskesmas to conduct psychological tests to detect students' tendency to experience depression or other mental disorders (for example, SMPN 5 Sukoharjo). This is a good step in improving students' mental health literacy by helping them understand the importance of mental health and recognizing signs of mental health problems early.	<ul style="list-style-type: none"> Some schools have collaborated with external parties, such as puskesmas and the police, to provide socialization on mental health, bullying, and psychological examinations for students who show symptoms of depression or suicidal tendencies. Educators also provide character education in the learning process which indirectly improves mental health literacy,
Promote Mindfulness	In some schools, such as SMPN 3 Sukoharjo, mindfulness is implemented through activities that give students time off to prevent stress and burnout. Students are encouraged to manage stress by taking time out from academic activities. Schools that hold spiritual activities (such as Friday recitation at SMPN 6 Sukoharjo) can also be part of mindfulness, as these activities emphasize calmness and self-reflection.	There is no explicit indication of mindfulness practices in schools. However, some schools implement spiritual activities, such as regular recitation, which can be an alternative to promoting mindfulness through spiritual reflection.
Promote Social, Emotional, and	Social and emotional learning was evident in several interviews, where BK	<ul style="list-style-type: none"> Schools have implemented policies that teach social

Behavioral Learning	teachers and homeroom teachers actively provide counseling and guidance to students experiencing mental health issues, as is the case at SMPN 7 Sukoharjo. They provide support that focuses on students' emotional recovery through religious approaches and communication with parents.	and emotional skills through character education, recitation, and spiritual building activities. <ul style="list-style-type: none"> Some schools also provide counseling guidance for students facing emotional or social problems such as depression and bullying.
Enhance Connectedness Among Students, Staff, and Families	In some schools, the connection between students, staff and families is given great attention. For example, at SMPN 7 Sukoharjo, counseling is done by involving parents and providing a faith-based approach to support students facing mental problems. Students with suicidal tendencies also receive special attention with the involvement of counseling teachers and families in the treatment process.	<ul style="list-style-type: none"> The school promotes connectedness through social activities such as daily donations, Friday clean-ups and community collaboration. Some schools pay special attention to students with health problems or family pressures, involving counseling teachers and parents.
Provide Psychosocial Skills Training and Cognitive Behavioral Interventions	Psychosocial interventions are implemented in some schools, such as SMPN 5 Sukoharjo which collaborates with the community health center to counsel students with mental problems. Some schools also provide informal social and emotional skills training through routine activities, such as pengajian and other spiritual activities, which give students space to think positively and manage emotions.	BK teachers in some schools provide counseling for students facing psychosocial problems, such as suicidal tendencies or depression. Policies in place also address bullying through a system of secret surveillance by other students and disciplinary sanctions,
Support Staff Well-Being	Support for teachers and staff in mental health has not been explicitly mentioned in the interviews and observations. However, some schools showed active involvement of BK teachers in the counseling process, which may indicate the need to support teachers' mental health in handling student cases.	There is little data on direct support for staff wellbeing, but spiritual activities involving the whole school community, including teachers, can help support staff mental health through reflection and spiritual support.

1. Improving Student Mental Health Literacy

Literacy is the beginning to open wider knowledge. Student health literacy in Sukoharjo sub-district schools can be seen in the following data:

"Efforts regarding mental health are usually carried out by the health office in this case by the local puskesmas and there is also socialization from the education office." (IU9, 30 years old)

"From the police, there has been socialization about bullying." (IK10, 27 years old)

"His efforts bring in from the health center and collect data by asking questions such as 'have you thought about suicide in the past few days. The police are also involved in violent issues such as bullying.'" (IK1, 42 years old)

Some schools have collaborated with external parties, such as puskesmas, the education office and the police, to provide socialization on mental health, bullying, and psychological examinations for students who show symptoms of depression or suicidal tendencies. Health literacy helps improve students' mental health by providing the knowledge and skills needed to manage their own mental

health and that of their environment (Mangindaan et al., 2024). Student mental health literacy can improve mental health and well-being by helping to identify mental health problems and facilitating access to timely and effective interventions (CDC, 2023).

Mental health literacy includes increasing knowledge on how to develop and maintain positive mental health.

"Holding recitations every Friday on the third week from the teacher who fills in and activities such as spiritual building from outside." (IP3, 42 years old)

Schools organize spiritual building activities and regular recitations, which can contribute to the development of positive mental health through spiritual reflection and character building. In addition, reducing the stigma around expressing distress or having a mental illness is also an effort to increase knowledge about health literacy.

"The effort was to bring in from the health center and collect data by asking questions such as 'have you thought about suicide in the past few days'." (IK1, 42 years old)

In the interview, it was mentioned that the school conducts psychological checks on students with depressive tendencies or who have emotional problems, such as suicidal thoughts. This step shows the school's efforts to open discussions about mental health without stigma, and the involvement of counseling teachers in counseling. Students also seek to be effectively involved in help-seeking behavior.

"In BK, there is knowledge about mental health because we usually pay attention and often go to class, so we often greet children like gojek-gojek e 'how are you? Healthy? Are you sane? Well use words like that.'" (IP1, 48 years old)

BK teachers in schools are actively involved in providing counseling guidance to students experiencing problems such as bullying or depression, and they work closely with parents and outside parties

(such as health centers and police) to support students' mental health.

2. Promoting Mindfulness

In this study there was no explicit indication of mindfulness practices in schools. However, some schools implemented spiritual activities, such as regular recitation, which could be an alternative to promoting mindfulness through spiritual reflection.

"Organizing recitation every Friday in the third week from the teacher who fills in." (IP3, 42 years old)

"From a social perspective, it is carried out by regularly inviting preachers from outside when there is an Islamic religious day." (IU1, 57 years old)

"Friday is divided into healthy Friday, spiritual Friday, clean Friday. Healthy Friday has gymnastics and a walk. Spiritual Friday is recitation in the morning." (IK3, 54 years old).

Promoting mindfulness means encouraging or teaching students to focus on full awareness of the present moment. Mindfulness helps reduce human stress, depression, and anxiety (Tran et al., 2024). Teaching students to realize and accept their feelings without judgment is an important way to help them maintain mental health while learning (Fino et al., 2021). Research (Golden et al., 2021) shows that mindfulness is positively correlated with self-compassion. Self-compassion helps one accept failures and problems in a more balanced way, without exaggerating or ignoring them. This can prevent negative emotions and increase positive feelings, which is good for mental health (Tran et al., 2024).

3. Promoting Social, Emotional, and Behavioral Skills

In this study, the school has implemented policies that teach social and emotional skills through character education, recitation, and spiritual building activities. Social activities such as daily donations, social services and cooperation to keep the environment clean also support the development of social skills. Some schools also provide

counseling guidance for students facing emotional or social problems such as depression and bullying.

"Psychosocial environmental policies that are instilled through character education by teachers in every lesson and also from counseling teachers also serve guidance for students who have individual problems such as being bullied, introverted, or problems with other friends." (IK2, 57 years old)

"School support efforts in mental health through spiritual activities such as recitation every Friday called religious Friday." (IK4, 59 years old)

"From an emotional point of view, maybe this can be about spiritual activities building, usually we invite from some kind of institution that organizes ESQ. From a social perspective, it is done with daily donations to build the mosque." (IU1, 57 years old)

"Social service, if you want to include that. But it is not programmed, if the Friday cleanup is scheduled." (IU5, 56 years old)

Social-emotional learning is the process by which children learn to manage emotions, set positive goals, show empathy, build rapport, and make wise decisions. It aims to improve emotional control and social skills, serving as a preventive measure in the face of challenges and building resilience in young students (Zhou, 2023).

4. Improving Connectedness among Students, Staff, and Families

In some schools, there has been attention to the connection between students, staff and families. This can be seen through the following data

"From an emotional point of view, maybe this can be about spiritual building activities, usually we invite from some kind of institution that organizes ESQ, from a social point of view, it is done by routine recitation inviting preachers from outside when there is an Islamic religious

day, daily donations to build a mosque, in terms of physical through gymnastics every Friday, healthy walking, every two weeks in between, between healthy Friday and clean Friday." (IU1, 57 years old)

"... during Islamic holidays such as the Qurban holiday, students are asked to deliver Qurban meat to the neighborhood, when Eid al-Fitr students are asked to deliver zakat rice to the neighborhood. In addition, related to the scope of emotional policies covering extracurricular activities." (IU9, 30 years old)

"... The psychosocial environment policy that is instilled through character education by teachers in every lesson and also from the counseling teacher also serves guidance for students who have individual problems such as being bullied, introverted, or problems with other friends." (IK2, 57 years old)

"An example of a policy that is social and emotional is the existence of Basic Leadership Training (LDK) while the implementation of policies regarding the practice of psychosocial environments that are physical in nature the school organizes Student Management Leadership Training (LKMP) a combination of school and cottage which is held once every three years." (IK8, 36 years old)

These activities not only strengthen the relationship between students, staff, and families, but also create a school culture that supports emotional and social engagement. In addition, some schools pay special attention to students who have health problems or family stress, by involving BK teachers and parents. The existence of social and emotional learning programs for adolescents supported by cooperation and collaboration from schools and families can increase the impact of interventions on the level of social anxiety in the adolescent environment (Rahmawati et al., 2024). Mental health is not only the responsibility of teachers and parents, but also involves collaborative efforts between schools, communities, and

educational institutions (Sanusi, 2023), Collaboration with the community is needed for prevention through education and support for adolescent mental health. Active and collaborative community involvement is the key to creating positive changes related to adolescent mental health issues, which are a shared responsibility (Karisma et al., 2024).

5. Supporting Staff Welfare

Staff welfare is very important in creating a healthy school environment and supporting students' mental health. The interview results show that several activities have been implemented by schools in Sukoharjo sub-district to support staff welfare, as follows:

*“Through student council activities, the principal delegates to the osis coach to **organize activities that maintain conduciveness, order and discipline of students both in terms of attendance and learning as well as anticipation of criminality including the anticipation of the use of cell phones and motorbikes and also liquor and smoking are included in the discipline.** Then periodically, in the Monday ceremony reminded to prevent this.”* (IK4, 59 years old)

“Physical development is clearly the improvement of drainage, drainage is sought for water that used to not stagnate, it used to be not plastered now plaster, then each front of the class has a sink.” (IU5, 56 years old)

“There is a special room for the UKS and it will be reserved for women and men. And also breakfast together. Fridays are divided into healthy Friday, spiritual Friday, clean Friday...” (IK3, 54 years old)

Staff well-being has been actively supported by schools in Sukoharjo sub-district through various training programs, emotional support and involvement in social activities. By paying attention to staff well-being, schools not only create a healthy environment for teachers but also indirectly have a positive impact on students' mental health. A healthy and collaborative work environment will

contribute to more effective health promotion in schools.

Stress and burnout of educators and school staff affect not only adult professionals but also students who interact with these professionals. Research by Oberle and Schonert-Reichl (2016) showed that teacher burnout significantly affected the variability of students' morning cortisol (morning stress hormone levels). This research indicates that teacher stress can affect student stress in the classroom. That is, if teachers are stressed, students can also feel the effects. This has real impacts that are important to understand and address. Therefore, the well-being of staff needs to be supported so as not to experience stress and thus prevent mental health indications in students.

Provide Psychosocial Skills Training and Cognitive-Behavioral Interventions

Some schools in Sukoharjo have made efforts to build psychosocial skills through various forms of training and interventions:

“There was, yesterday from the puskesmas a psychological check. There were 16 children here who had suicidal tendencies, then the 16 children were called, not with me. It was with the counseling teacher.” (IK5, 34 years old)

“In BK, there is knowledge about mental health because we usually pay attention and often go to class, so we often greet children like gojek-gojekan e ‘what's up? Healthy? Are you sane?’ We'll use words like that.” (IP1, 48 years old)

“Holding recitations every Friday in the third week from the teacher who fills in and activities such as spiritual building from outside parties such as the triad every year is always there for Grade 8 students. The theme raised is juvenile delinquency such as drugs.” (IP3, 42 years old)

“Regarding support and efforts regarding mental health promotion at Darul Qur'an Sukoharjo Junior High School by working with Bhayangkara Pembina Keamanan and Ketertiban

Masyarakat (Bhabinkamtibmas), health centers by providing counseling on bullying and the like, from schools providing good education counseling for students carried out by teachers every lesson takes place, because character education is very important for students, they as a young generation must have good attitudes, morals and must be applied in the surrounding environment.” (IK8, 36 years old)

“From the police, there has been socialization about bullying. Yesterday there was also a problem with bullying cases, the name is also in Pondok. We also conduct socialization from the BK teacher, then from the guardian of the students to provide approaches so that such incidents do not occur, yes, even though the bullying is not to the point of being like that, yes there are only insinuations.” (IK10, 27 years old)

Through these interventions and skills training programs, these schools seek to strengthen students' mental resilience and proactively address emotional or behavioral problems. School-based psychosocial interventions are carried out with various services, stages and levels. This is one of the students' rights as an effort to improve students' psychosocial well-being (Rianda et al., 2023). Schools fully contribute to the reduction of social anxiety levels in adolescent environments. This can be achieved through various interventions, such as providing emotional support and social and emotional learning programs (Rahmawati et al., 2024). Technology, program integration, training, and cross-disciplinary collaboration will be the basis for improving students' mental health (Sanusi, 2023). The religious value approach can also greatly maintain mental health. Religious values teach students to be able to purify the soul sincerely, be a middle way, be an example, maintain obedience and get closer to God (Saputra & Suryadi, 2022).

CONCLUSION

Schools in Sukoharjo sub-district have implemented various strategies to

promote students' mental health, although there are few indicators that are explicitly implemented. These include improving mental health literacy through socialization with puskesmas and related agencies, promoting mindfulness through spiritual activities, and social-emotional learning through character education and counseling. The active involvement of families and staff in collaborative activities also strengthens support for students. In addition, psychosocial skills training and cognitive-behavioral interventions help to proactively address students' emotional and behavioral problems. These strategies demonstrate the school's commitment to creating an environment that supports students' mental well-being.

The role that schools can play in improving mental health promotion is as follows:

1. **Strengthening Collaboration with Experts:** Schools can work more intensively with professional psychologists or counselors to address more complex mental health issues among students.
2. **Teacher and School Staff Training:** Organize ongoing training for teachers and school staff to be more sensitive to signs of mental health problems in students and be able to provide early support.
3. **Improving Access to Mental Health Services:** There is a need for easier and faster access to mental health services, both through health centers and online platforms that students can access anonymously.
4. **Engage Parents More Actively:** Programs that engage parents in understanding and supporting their children's mental health could be intensified so that support at home is in line with programs at school.
5. **Develop Supportive School Policies:** Schools can develop more comprehensive policies on mental wellbeing, for example by creating mandatory mental wellbeing programs that are ongoing, not just one-time activities.

With these measures, mental health promotion in schools can be more effective and sustainable, and have a more positive impact on students' well-being.

REFERENCES

- Aisyaroh, N., Hudaya, I., & Supradewi, R. (2022). Trend Penelitian Kesehatan Mental Remaja di Indonesia dan Faktor yang Mempengaruhi: Literature Review. *Scientific Proceedings of Islamic and Complementary Medicine*, 1(1), 41-51. <https://doi.org/10.55116/spicm.v1i1.6>
- Centers for Disease Control and Prevention (CDC). (2023). *Promoting Mental Health and Well-Being in Schools: An Action Guide for School and District Leaders*.
- DASH. (2023). *Promoting Mental Health and Well-Being in Schools: An Action Guide for School and District Leaders Division of Adolescent and School Health (DASH) National Center for Chronic Disease Prevention and Health Promotion (NCCDPHP) Centers for Disease Control and Prevention (CDC) 2 Promoting Mental Health and Well-Being in Schools: An Action Guide for School and District Leaders*.
- Fino, E., Martoni, M., & Russo, P. M. (2021). Specific mindfulness traits protect against negative effects of trait anxiety on medical student wellbeing during high-pressure periods. *Advances in Health Sciences Education*, 26(3), 1095-1111.
- Golden, H.L., Vosper, J., Kingston, J., & Ellett, L. (2021). *The Impact of Mindfulness-Based Programmes on Self-Compassion in Nonclinical Populations: a Systematic Review and Meta-Analysis*. *Mindfulness*, 12(1), 29-52.
- I-NAMHS. (2023). *I-NAMHS: Indonesia-National Adolescent Mental Health Survey*.
- Jumiati, Rahayu, N.A., Nafartilova, L., & Indrayani, S. (2024). Peningkatan Dukungan Sosial Bagi Kesehatan Mental Remaja Di SMA Negeri 7 Pekanbaru. *Jurnal Pengabdian UntukMu NegeRI*, 8(2), 210-217. <https://doi.org/10.37859/jpumri.v8i2.7555>
- Karisma, N., Rofiah, A., Afifah, S. N., & Manik, Y. M. (2024). Kesehatan Mental Remaja dan Tren Bunuh Diri: Peran Masyarakat Mengatasi Kasus Bullying di Indonesia. *Edu Cendikia: Jurnal Ilmiah Kependidikan*, 3(03), 560-567. <https://doi.org/10.47709/educendikia.v3i03.3439>
- Mangindaan, K.A., Rahman, A., & Adam, H. (2024). Gambaran Literasi Kesehatan Mental Pada Peserta Didik SMA Negeri 9 Manado. *Jurnal Bios Logos*, 14(1), 9-16.
- Miles, M.B., and Huberman, A.M. (1992). *Analisis Data Kualitatif: Buku Sumber Tentang Metode-Metode Baru, Terjemahan, Cetakan Pertama*. UI Press
- Mustamu, A. C., Hasim, N. H., & Khasanah, F. (2020). Pola Asuh Orangtua, Motivasi & Kedisiplinan dalam Meningkatkan Kesehatan Mental Remaja Papua. *Jurnal Keperawatan Muhammadiyah Bengkulu*, 8(1), 17-25. <https://doi.org/10.36085/jkmu.v8i1.640>
- Noviyanti, T. R. (2023). ANALISIS PELAKSANAAN USAHA KESEHATAN SEKOLAH DALAM UPAYA HEALTH PROMOTING SCHOOL.
- Oberle, E., & Schonert-Reichl, K.A. (2016). Stress contagion in the classroom? The link between classroom teacher burnout and morning cortisol in elementary school students. *Social Science & Medicine*, 159, 30-37.
- Profil Kesehatan Jawa Tengah*. (2021).
- Rahmawati, P., Dahlia Putri, N., & Silvia AR. (2024). STUDI KEPUSTAKAAN KECEMASAN SOSIAL. *MUBTADI: Jurnal Pendidikan Ibtidaiyah*, 6(1). <https://doi.org/10.19105/mubtadi.v6i1.10791>
- Rianda, E. C., Ariro Dhinantia, A., & Nuriyah, E. (2023). PENERAPAN PERSPEKTIF PSIKOSOSIAL PADA PEKERJA SOSIAL SEKOLAH DALAM MENANGANI ANAK KORBAN PERANG. *Social Work Journal*, 13(1). <https://doi.org/10.40159/share.v13i1.40159>
- Sanusi. (2023). Pentingnya Mengutamakan Kesejahteraan Mental Siswa bagi Puncak Pencapaian Pedagogis. *Jurnal Pendidikan Islam Anak Usia Dini*, 4(1), 14-31.
- Saputra, A., & Suryadi, A. (2022). PRINSIP PENGELOLAAN PENDIDIKAN KESEHATAN MENTAL BERBASIS ISLAM. *Perspektif*, 1(4), 412-427. <https://doi.org/10.53947/perspekt.v1i4.204>
- Tran, M.A.Q., Vo-Thanh, T., Soliman, M., Ha, A.T., & Van Pham, M. (2024). Could mindfulness diminish mental health disorders? The serial mediating role of self-compassion and

psychological well-being. *Current Psychology*, 43(15), 13909-13922.
WHO (2003) *A Guide For Establishing Health Promoting Schools In The South-East Asia Region*; World Health Organization. Tersedia di <https://apps.who.int/iris/rest/bitstreams/1461237>

Zhou, P.K. (2023). Influence of Social Emotional Learning Curriculum on Preschoolers' Mental Health in School-Setting: A Mixed-Methods Study. *Psychology*, 14(12), 1793-1809.