

Mental Health Evaluation As A Preventive Measure For Student Academic Disorders

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Abstract

Mental health in Indonesia has become a serious focus of attention in recent years with the highest cases of depressive disorders, namely 9,162,886 cases or 3.7% of the population. This study aims to provide insight into mental health problems faced by first and second year students, offering guidance and research to address this issue in educational settings. The study employs a longitudinal research method to evaluate the impact of mental health on new students in 2023, utilizing quantitative data analysis and statistical analysis. Students participated in a mental health survey using the WHOQOL-BREF instrument as a questionnaire. This study revealed that students initially experienced mental and physical stress due to their adaptation and response to the new system and climate, which potentially affected their performance in education. New students experienced a boost in social relationships due to numerous friends and support from both material and non-material sources. The majority of new students at Islamic Universities come from the same province, causing an increase in the adjustment of the living environment.

Keywords : Longitudinal, Mental Health, Student, WHOQOL-BREF

1. INTRODUCTION

In general, mental health is defined as a typical mental state and a desire to lead a fulfilling life (in accordance combining cultural and religious principles), both in terms of personal and professional life, family, society, and other aspects of life (Adhyka et al., 2023). Many factors can affect mental health, including healthy eating, physical activity, enough sleep and rest, socio-economic factors, and family influences (Maenhout et al., 2020). Many researchers have studied topics related to mental health.

The reason for this is that in the last few decades, mental disorders and illicit substance abuse have increased, both of which are leading causes of depression and anxiety that cause disability worldwide (Gonnord et al., 2023; WHO, 2021). Several researchers have linked the subject of mental health to academic scope (Baba & Bunji, 2023; Bitsko et al., 2018; Garg, 2023; O'Connor et al., 2019; Trinidad et al., 2019) and social (Assuline et al., 2022; Delgado et al., 2021; Dutton et al., 2024; Graham et al., 2019; Thompson et al., 2024). In some findings, the researchers also used the World Health Organization's (WHOQOL) standard of living in researching mental health (Gagliardi et al., 2021; Ilić et al., 2019; Singh et al., 2022).

The World Health Organization (WHO), mental health problems and depression are the leading causes of disability worldwide (WHO, 2023a). The community has paid a lot of attention to the mental health of students (Liu et al., 2022). So some researchers also relate the topic of mental health to its relevance to education as student demographics, the educational environment and the wider community affect mental health (Agnafors et al., 2021; Dekker et al., 2020; Jeffries & Salzer, 2022; Leung et al., 2021; Mahdavi et al., 2021; O'Connor et al., 2019). The scientific literature of sociology, epidemiology, and social psychiatry has long acknowledged the negative correlation between mental health and educational attainment (Agnafors et al., 2021). This can be seen from the symptoms that students experience, such as lower GPAs and higher chances of dropping out of school

due to mental health disorders that reasonably affect a number of specific academic criteria, including academic persistence, procrastination, learning ability, academic self-efficacy, and campus involvement (Jeffries & Salzer, 2022).

Mental health is defined as "a state of well-being" by the World Health Organization (WHO) (Bagis, F., Adawiyah, W. R., Purnomo, R., & Sudjadi, 2024; WHO, 2014). This concept was first introduced in 1948 and it is said that mental health is when a person able to handle everyday stress, be able to contribute to his community, be content and happy with his life, and work in a productive and fulfilling manner (Chan & Weich, 2020). This study is a longitudinal study related to student mental health analysis at the time of entering the world of lectures and after one semester of attending lectures. The educational institutions conduct a comprehensive analysis of mental health to create a more proactive and supportive learning environment for dealing with mental health problems of students.

Health as a whole depends on mental health, and mental well-being are equally crucial (Bagis, F., Adawiyah, W. R., Purnomo, R., & Sudjadi, 2024; WHO, 2013). According to the World Health Organization (WHO), "health as a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity". As the number of cases of mental health disorders continues to increase, we must not ignore mental health disorders. Around the world, 450 million people experience behavioral and mental disorders. A mental illness will affect one in four persons at some point in their lives (WHO, 2004). As stated by the WHO Asia Pacific Regional (WHO SEARO), India has the greatest quantity of instances of depression (4,5% of the population, or 56,675,969 instances), Maldives, meanwhile has the fewest (12,739 instances or 3.7% of the total population) (WHO, 2012).

There is a significant difference between the need for care and its availability as the global health system is considered not sufficiently responsive to the burden of mental disorders (Ayuningtyas, 2018). Different aspects of human life are affected by mental health conditions include depression, anxiety, fear, sleep disturbances, and other common problems (Shen, 2023). Every year, 800,000 people die from suicide caused by mental health problems (Aloysius & Salvia, 2021). Data from the World Mental Health Organization (2023) show that depression is one of the most common causes of death among children and adolescents, suicide is the fourth most common cause of death for those between the ages of 15 and 29. The type of mental disorder identified suggests that the disorder begins at the age of 14, but there are also unidentified and untreated (WHO, 2022). Men are generally more likely than women to die by suicide at any age (Koo et al., 2017).

In higher education institutions, mental health problems become a problem that can interfere with the lives of students (Fauzi & Suminar, 2023). Students at a vulnerable age have problems that can come from both internal and external sources (Putri & Tobing, 2020). This is because early adult students tend not to seek help when they face problems (Mitchell et al., 2017). Decreased academic achievement, willingness to do worse jobs, and worse job performance are all related to mental disorders experienced by students (Winzer et al., 2018).

Students with severe mental health disorders are susceptible to academic failure and often leave college (Madani et al., 2022). Even an insignificant mental disorder can prevent a person from reaching his or her potential (Callender et al., 2016). As stated by Mykletun (in Grotan et al., 2019), mental disorders such as depression cause a decline in mood, energy, decreased cognitive function, and a decrease in the ability to cope with stress and show interest in others. Students suffering from depression often experience anxiety,

reduced memory, and difficulty concentrating, which can cause difficulties for them to absorb new information and face exams (Grotan et al., 2019).

Life quality can be measured by measuring An individual's degree of satisfaction or disappointment in various aspects of his or her life (WHO, 1994). The state of one's body, mind, degree of independence, and social interactions, and individual beliefs are related to the main factors in a person's life (WHO, 2012). The World Health Organization's Quality of Life is an evaluation of quality of life tool developed by the WHOQOL Group, a collaborative effort involving 15 international field centres (Ilić et al., 2019; WHO, 2012). It aims to measure individual perceptions of their standing in life within the framework of their own cultural and moral systems, as well as their relationship to their goals, norms, anticipations, and worries (WHO, 1998; Bujang et al., 2023).

Peer support includes interventions that promote recovery given to individuals diagnosed with mental health issues by individuals who have also experienced emotional problems (Hofstra et al., 2021). Most emotional problems occur in adolescence could adversely affect the standard of living to adulthood. The impact of interventions is evaluated quantitatively through controlled design (Shelemy et al., 2020). The quantity of mental health-related interventions problems has increased as a result of the increasing prevalence of the problem. One example is therapeutic methods aimed at younger generations that are considered at risk as well as universal sessions to the younger generation (Mrazek & Haggerty, 1994).

Data from the Mental Health National Institute (2021) show that mental disorders occur most often between the ages of 18 and 25. These are early adult age groups, and most are in this age range. This is due to the fact that adulthood begins to think and make decisions about the future as well as becoming more independent and responsible (Arnett, 2000). This research aims to determine the mental health condition of students when they first enter college and one semester after attending college. This research was carried out as an effort to prevent and assist mental health problems experienced by students in the educational environment.

2. METHOD

Research that is carried out continuously is currently receiving attention because it can describe dynamic movements in the study of a social phenomenon. This research uses a quantitative descriptive methodology using a longitudinal approach. The initial stage of research was carried out when students entered the world of lectures and took part in the first soft skills training with the theme study preparation and sending to be the conqueror training advisory. Data collection in the second stage was carried out with a similar population when students had attended the second stage of soft skills training with the theme good resolution entrepreneurship advisory and training.

Descriptive research is research conducted without comparison or relationship with other factors to determine the value of an autonomous variable, or one or more independent variables. The results of the analysis will compare the mental health conditions of students at the Muhammadiyah University of Purwokerto semesters I and II for the 2023 academic year at one of the Islamic Universities. The analysis findings are presented in the form of tables and graphs which are the results of data processing.

The respondents involved were students who filled out a mental health survey questionnaire with the WHOQOL-BREF instrument, a 26 question abridgement of the World Health Organization Quality of Life (WHOQOL) - 100. WHOQOL- BREF consists of two parts derived from general health and well-being, and one's overall part consisting of 24 questions derived from WHOQOL - 100 (Koesmanto, 2013). The WHOQOL-BREF is

evaluated using four dimensions: the physical, psychological, social interactions, and environmental domains (Raudhah, 2012 in Koesmanto, 2013).

A five-point Likert scale (ranging from 1 to 5) is used for all questions, with the focus being on intensity, capacity, frequency, and evaluation. The intensity response scale measures an individual's level of experience with a state or scenario. The capacity for emotions, circumstances, or action is measured by the capacity response scale. The number, frequency, or speed of an event or activity are all indicated by the frequency response scale. A situational estimate of a circumstance, ability, or behavior is referred to in the evaluation scale (Koesmanto, 2013). The data obtained was then carried out a qualitative descriptive analysis of the level of health quality/quality of life of students.

Table 1. Domain

No	Domain	Sections in the domain
	Physical Health	Daily activities
		Dependence on medicines and medical aids
		Energy and fatigue
		Mobility
		Discomfort
		Sleep and rest time
		Working Capacity
	Psychic Health	Body image & appearance
		Negative Feelings
		Positive feelings
		Self-esteem
		Spirituality/religion/personal beliefs Think, learn, remember, & concentrate
	Social Relations	Personal relationships
		Social support
		Sexual Activity
	Environment	Financial resources
		Freedom
		Health and Social Care
		Accessibility and quality
		Home environment
		Opportunities to learn new knowledge and abilities
		Engagement in and availability for recreation/ recreational activities
		Physical environment (pollution/noise/traffic/ climate) Transportation

The data obtained from the respondents and after being classified by domain will be calculated to obtain a percentage by reference to the formula $p=f/n \times 100\%$. In this case, p =percentage, f =number of respondents' responses, and n =numbered respondents. The criteria for the level assessment of mental health conditions in the next first year students will be analyzed using the following table:

Table 2. Criteria Assessment

No.	Criterion	Interval
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1.	Very High	85-100%
2.	Tall	69-84%
3.	Low	53-68%
4.	Very low	36-52%

3. RESULT

The data utilized in this study comes from a 2023 military student mental health survey conducted twice in the first and second semesters. By using four domains in looking at the development of first-year students namely the physical health, psychological health, social relations, and interrelated environments in shaping the mental health of students. Given that the first year of studenthood is a complex transitional period, students face challenges and constraints that can result in academic stress, low self-confidence, and difficulties in adapting to the learning environment (Adha et al., 2020). It can be said that a higher level of education, can make it possible to experience symptoms related to the level of depression and anxiety disorders in students (Leung et al., 2021).

The tasks given to students are very different and the teaching system used is also very different from high school. This makes some people who have no experience difficult to cope with it so that many of the students feel the impact and stress that definitely impacts on physical to psychological health conditions (Ilić et al., 2019).

Education itself can actually improve one's habits and knowledge regarding health, leading to better physical health outcomes and, ultimately, better mental health (Dekker et al., 2020). People with higher levels of education often have more choices in life, which can lead to improved problem-solving skills and resilience in the face of stress. But in some contexts, education can also be stressful where students may experience higher levels of anxiety and sadness due to high academic expectations and pressure to excel (Mahdavi et al., 2021).

Considering the findings of the survey on mental health given to 4056 students, the following results were obtained:

Table 3. Mental Health Survey Results

Domain	Semester 1 Training	Semester 2 Training	Result	Category
Physical Health	17%	16%	1% decline	Very low
Psychic Health	50%	48%	2% decline	Very low
Social Relations	15%	16%	1% increase	Very low
Environment	18%	19%	1% increase	Very low

The domain of physical and mental health is something that affects students in many ways such as performance on academic and non-academic achievement, quality of life, and self-adaptation. However, first-year students experience a decrease in physical and psychological health due to several factors associated with academic stress, environmental changes, and imbalanced lifestyles.

4. DISCUSSION

The process of transition from different levels of education, namely Higher Schools to students with more dense academic activity, has caused the students to suffer from such health problems. stresses that are generally felt are anxiety when getting a job with a higher grade than in high school, very fast deadlines, a lifestyle and an irregular diet. The disturbance increases when there is no effort to overcome it. (fataulia et al., 2019). As in the findings in this study shows that first-year students experience a decrease in both physical and psychological health conditions. This is in line with Suryanto & Nada's findings

(2021) that in general, students in some colleges tend to experience health problems, especially mental health, because of difficulties in adaptation and many of the students are still affected by the effects of a covid pandemic. (Keyes, 2002) , stated that mental health is not only characterized by mental illness but also by a healthy mental and physical state and well-being. This peaceful state is characterized by the fulfilment of basic needs such as food, shelter, and security.

The domain of social relations becomes something that affects the development of students. The findings in this study were that the social relations conditions of students improved in the first year, although not so much of the change, but still had an impact. . Mental health conditions have a detrimental effect on academic self-efficacy, or the belief that a person can achieve academic success (Jeffries & Salzer, 2022). Compared to their classmates who faced fewer mental health issues, students who showed significant mental anxiety were twice as likely to experience a delay in learning progress and four times more likely to have low academic self-efficacy. This decrease in self-efficacy can result in a vicious cycle of poor work and worsening psychological problems (Dekker et al., 2020). This is because of the many challenges and problems faced by first-year students that require the support of others in minimizing the impact. According to Saravino (1994) the presence of other people such as friends, lecturers, and family can act as a supporter when under stress because it has to be realized that as a first-year student it is very difficult when going to undertake activities on campus if it is not related to other students. Besides, when individuals get full support from the people around both moral and material can support psychological well-being will be better (fataulia et al., 2019; Vurqaniati, 2018). Social connections are also very strong in the students who go out, this is an attempt to prevent loneliness (WHO, 2023b).

The dominant domain is the environment. In this research, it was found that the living environment has an influence on the health of first year students. The findings in this study show that environmental influence increased compared to the first semester. The most influential parts of habitat are culture, experience, climate, and social environment. The majority of students from the class of 2023 who attend the Islamic University in Purwokerto come from Central Java, which generally has the same type of climate and culture as their region of origin, so the process of adapting to the environment tends to be easier. Even though there was a culture shock, it was quickly resolved because of the same background, different from universities outside Central Java (Jericho et al., 2022).

5. CONCLUSION

The study found that first-year students experienced a decrease in both mental and physical well-being due to the process of adaptation and adaptation to new systems and climates. But on the other hand, first-year students are experiencing an improvement in their social ties due to the number of friends they have and the huge amount of support they need from others, both materially and non-materially. As well as an improvement in living environmental adjustment as the majority of new students come from the same province.

The complex relationship between students' mental health and their educational attainment is influenced by a number of variables, such as the school environment, individual readiness, and demographic traits. To effectively support student well-being, educational institutions must urgently implement a holistic approach as mental health challenges continue to evolve in this environment. This includes improving counseling services, creating a positive school environment, and addressing socioeconomic issues that disproportionately impact specific student populations.

The research suggests that students in the first year need to be strengthened and improved in their health conditions in order to be able to carry out their studies to the

maximum, to strengthen social support especially from the campus environment, as well as as part of the consideration not to impose a heavy burden of both academic and non-academic tasks on first year students so that the adaptation process can go smoothly. The limitations in this research need to add some items that give an overview of the psychological conditions specifically in students so that it is expected in future research can be developed questions that give such an overlooking picture.

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