# The Mental Health Condition of Students in Public Junior High Schools in Surakarta City

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**Abstract.** *This research is to find out about The Mental Health Condition of Students in Public Junior High Schools in Surakarta City. This research is a quantitative descriptive research with a survey method approach. Descriptive research is an exposure to the state of the field at the time the research takes place, by not looking for and explaining relationships, not testing hypotheses or not making predictions about research results. Basically, quantitative descriptive research focuses on observation and real conditions during research. In quantitative descriptive research, a researcher is only an observer, a category maker of behavior, a recorder of symptoms in the observation notes. The method used is a survey method regarding the completeness of data through research when samples are collected by using a questionnaire or questionnaire as an instrument for data collection. Data analysis techniques need to be carried out by compiling, sorting data in various frequencies and percentages after which the analysis process occurs and is interpreted according to the existing data exposure using clear and detailed sentences. Based on the results of the study showing that the mental health condition of Surakarta City Public Middle School students during the transition period of the Covid 19 pandemic has various interpretations of each Strength and Weakness as well as according to the interpretation of the distribution of emotional mental problems. The results of the difficulty interpretation were 63% normal, 19% borderline, 18% abnormal, the strength interpretation score was 94% normal, 3% borderline, 3% abnormal. Meanwhile, according to the results of the distribution of emotional mental problems, the average gets a Normal interpretation, but in emotional symptoms, 30% of students experience Abnormal to Borderline symptoms, and behavior problems, 32% of students are in Abnormal to Borderline conditions. From the results of the study it can be concluded that students' mental health factors show a normal tendency even though there are still many who are in borderline and abnormal positions can have a negative impact if left alone, the teacher's performance in teaching in a variety of ways will increase pleasure and reduce students' volatile emotions and roles Peers become a trigger for increased stress on students personally.*
**Keywords**: *Mental Health, Students, Junior High Schools*

## 1. INTRODUCTION

The rapid spread of Covid-19 in the country of Indonesia is the effect of the pandemic since 2020 around the world. Various regulations and public policies related to pandemics have been regulated by the government in such a way with the aim of mitigating a pandemic disaster so that transmission cases that occur in the community are sloping or low in transmission (Deddy Whinata Kardiyanto, 2020). From PPKM policies, PSBB, wearing masks, keeping your distance, etc. One policy that has had a major impact is on the education sector at all levels of education because the Indonesian government requires that the learning and teaching process be carried out in face-to-face schools must be replaced with a new procedure, namely online learning from their respective homes.

In this condition, teachers as educators are required to be able to provide learning materials online with various problems faced by both teachers and students. New problems that arise come from teachers and students in conducting online learning. According to (Maylitha et al., 2022) stated that teachers are required to be creative and have qualified mastery of technology with the learning and teaching process in order to find appropriate and appropriate ways of learning in the pandemic era (Tarigan et al.,

2021). While the problems that occur in students lack of facilities and network access in carrying out distance learning and students are less active in the teaching and learning process due to boredom, laziness, not enthusiasm for carrying out learning and teaching with online methods (Dewi, 2020)

If students' mental health is disrupted, their readiness to take part in transitional or transitional learning will also be constrained because feelings of anxiety, confusion, worry, fear, sadness, and drastic mood changes can cause social relations with other people to become new problems when participating in the learning process (Badaruddin & Said, 2016). Mental health is a condition that is created from a process of comfort that is known to oneself, where there is the ability to control emotional life that is reasonable to use productively and achieve social and social goals in society (Radu et al., 2020).

Mental health is closely related to socio-emotional existence with various conditions that exist within the scope of a person's life which will have more influence on the person's psychological condition (Fuchs, 2015). That mental health in the family environment can affect the psychological atmosphere in the home (Morgan, 2013). If conditions occur from within the home or family environment that are not in accordance with the wishes of the child or student, various assumptions will emerge that are felt to affect the development of children's mental health in their school environment. Home and school are places where a child or student's character is formed and will influence psychological patterns and have an impact on the maturity of student thinking.

From mental health conditions to emotional impact on normal life in society can be an indicator of the level of quality of life. The improvement process that produces a feeling of pleasure in various important social choices in terms of the level of physical fitness with an objective measurement of the resulting health impact, not having physical health problems is a quality of life. Poor quality of life will have a negative impact on the process of students receiving knowledge from teachers. Given that junior high school students tend to experience puberty who are vulnerable to stress due to their busy lives in school or society (Iswoyo et al., 2018).

The adaptability of the school community during the learning transition period or the process of transitioning learning from online to offline will raise fundamental problems such as anxiety, fear, unfriendliness, students becoming less able to socialize with peers, there is still a feeling of hesitation to go to school again, which will have a negative impact sooner or later with and without rejection of existing learning components (Soraya et al., 2021). Because of this, humans have a conservative process, namely humans will tend to prefer to apply old habits that are carried out as long as possible as a rejection of the arrival of new things.

Reduced direct physical contact with other school communities or lack of social interaction, that will have a deeper psychological impact because a teenager has important interpersonal relationships for the development of his character (Tri Iwandana & Stiyapranomo, 2022). In addition to the emergence of negative things related to the three variables in the discussion of this study as long or short impacts that need to be considered more specifically. The school needs further adjustments and considerations to prevent psychological problems in adolescents as in transitional learning (Herlina & Suherman, 2020).

While learning is an activity that is very important to do when teachers and students are active in learning and teaching (Riyanto & Kristiyanto, 2017). Learning is an activity designed with a learning system for students. Learning is a combination of many elements such as human beings, materials, facilities, equipment and procedures, which are interrelated with each other in order to achieve the goals of learning, and learning is a way of unifying the vision and mission between those who learn and those who teach

to create learning conditions for students. With the important role of a teacher, it is expected to be able to process learning creatively and interestingly covering nine indicators, namely the teacher makes students motivated to carry out the learning process, provides encouragement to learn, gives directions to students how to learn, involves students in self-development activities, provides feedback, conducts testing the material on learning outcomes and meeting the needs of the material presented by the teacher at the end of learning.

## 2. RESEARCH METHODS

This research is a quantitative descriptive research with a survey method approach. Descriptive research is an exposure to the state of the field at the time the research takes place, by not looking for and explaining relationships, not testing hypotheses or not making predictions about research results. Basically, quantitative descriptive research focuses on observation and real conditions during research. In quantitative descriptive research, a researcher is only an observer, a category maker of behavior, a recorder of symptoms in the observation notes. The method used is a survey method regarding the completeness of data through research when samples are collected by using a questionnaire or questionnaire as an instrument for data collection.

The use of the survey method applied to this research is a simple survey using simple statistical analysis instruments (descriptive statistics) only as complementary information so that it can be used as complementary data in research. Descriptive research is a descriptive depiction of data or information that has been collected to become new findings in a study. So that a detailed description of the final results of the research can be felt to be comprehensive and provide convincing and strong conclusions. After the data has been collected, it will enter the research data processing process. Using this method, the researcher tries to describe the impact of the transition to the learning system on the level of participation, mental health and quality of life of students at State Middle Schools in Surakarta City.

Data analysis techniques need to be carried out by compiling, sorting data in various frequencies and percentages after which the analysis process occurs and is interpreted according to the existing data exposure using clear and detailed sentences. Assessment of question items is calculated using the percentage formula as follows:

$$P = \frac{\sum F}{N} \quad x \quad 100\%$$

Information:
P = Percentage
∑F = The total score of the questionnaire results
N = Number of all respondents

## 3. RESULTS AND DISCUSSION

This section is the most important in a study because it illustrates how to do research, how to test hypotheses, or explain the relevance of theory to the research problems. Therefore, this section is the most dominant part or the longer page. It is recommended that the sections of this chapter are separated into several sub-chapters, each of which has different problems. The main goal is that readers easily understand it. Likewise, the explanation of each material or object is done using paragraphs. In addition, if necessary, images, schemes or matrices may be included as supporting research explanations.

Address the research questions and objectives, explain whether/ how the results of the analysis answer the problem statement. Discuss the relationship of the results of the analysis with previous studies or/and the relationship between the results of the analysis with the theories used in the study. Present arguments that you can convey based on the results of the analysis/ findings and discussion. Explain the implications of the results of the analysis/ findings on existing theory and/ or practice. Explain the

importance of the results of the analysis/research findings, how the results of the analysis/ findings contribute to the relevant research area.

Table 1. Descriptive Statistical Analysis of three variables.

| Variable | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| Participation Level | 400 | 53 | 108 | 84,38 | 9,767 |
| Mental health | 400 | 9 | 40 | 22,07 | 6,018 |
| Quality of Life | 400 | 56 | 122 | 97,58 | 9,876 |
| Valid N (listwise) | 400 | | | | |

Based on table 1, the descriptive statistical analysis of the three variables shows the minimum, maximum, average, and standard deviation values of the three variables in the study. The following is the Participation Level variable with the lowest value of 53, the highest value of 108, the mean of 84.38 and the standard deviation (SD) of 9.767. Mental Health variable with the lowest score of 9, the highest value of 40, the mean of 22.07 and the standard deviation (SD) of 6.018. Quality of Life Variable with the lowest value 56, the highest value 122, the mean is 97.58 and the standard deviation (SD) is 9.876.

Table 2. Distribution of Strength and Difficulty Scores of research respondents

| Interpretation | Amount | |
|---|---|---|
| Difficulty Score | N % | |
| Normal | 253 Student | 63% |
| Borderline | 74 Student | 19% |
| Abnormal | 73 Student | 18% |
| Amount | 400 Student | 100% |
| Strength Score | N % | |
| Normal | 375 Student | 94% |
| Borderline | 13 Student | 3% |
| Abnormal | 12 Student | 3% |
| Amount | 400 Student | 100% |

The score of difficulty and strength in terms of mental health is described in the results table above, out of 400 students there were students with an achievement score of 73 students with abnormal difficulties, with an achievement score of 12 students with abnormal strength as an interpretation. These results are further detailed in mental problems as seen from the total value of difficulty, by detailing the score of each domain in the questionnaire (SDQ).

The mental health condition of Surakarta City Public Middle School students during the transition period of the Covid 19 pandemic has various interpretations of each Strength and Weakness as well as according to the interpretation of the distribution of emotional mental problems. The results of the difficulty interpretation were 63% normal, 19% borderline, 18% abnormal, the strength interpretation score was 94% normal, 3% borderline, 3% abnormal. Meanwhile, according to the results of the distribution of emotional mental problems, the average gets a Normal interpretation, but in emotional symptoms, 30% of students experience Abnormal to Borderline symptoms, and behavior problems, 32% of students are in Abnormal to Borderline conditions.

**CONCLUSION**

Based on the results of the study showing that the mental health condition of Surakarta City Public Middle School students during the transition period of the Covid 19 pandemic has various interpretations of each Strength and Weakness as well as according to the interpretation of the distribution of emotional mental problems. The results of the difficulty interpretation were 63% normal, 19% borderline, 18% abnormal, the strength interpretation score was 94% normal, 3% borderline, 3% abnormal.

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