

## Raising Mental Health Awareness in School Education: An SDG-Oriented Integrative Approach

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### Abstract

**Objective:** The main objective of this study is to explore strategies to increase awareness and understanding of mental health among students through an integrative approach in school education. The study aims to address the critical gap in mental health awareness within the education system by emphasizing its importance for student development. **Theoretical framework:** This study highlights mental health as a crucial component in student development, which is often overlooked in the education system. An integrative approach that combines academic, social, and emotional aspects serves as the foundation for creating an educational environment that promotes mental well-being. This approach aligns with SDG 3 (Good Health and Well-being), which aims to improve mental health and well-being for all, especially in educational settings. **Literature Review:** The literature review likely includes previous studies on the importance of mental health in education, the benefits of counseling sessions, social skills training, and community awareness activities. The review supports the notion that integrating mental health education into schools is essential for fostering a supportive learning environment. **Methods:** The study uses a qualitative approach, with data collected through interviews, observations, and questionnaires involving students, teachers, and parents as participants. These methods provide a comprehensive understanding of how mental health is viewed and managed within the school environment. **Results:** The integrative approach significantly enhances students' understanding and awareness of mental health. Educational programs that incorporate social skills training, counseling sessions, and community awareness activities have proven to be effective in creating a supportive environment that fosters mental well-being. These findings contribute directly to achieving the targets of SDG 3 by promoting mental health awareness and reducing stigma in educational settings. **Implications:** This study highlights the need to integrate mental health materials into the school curriculum and provide training for educators to foster an environment that prioritizes mental health, in line with SDG 3. **Novelty:** The study's novelty lies in its integrative approach that combines academic, social, and emotional aspects of mental health education, with multidimensional engagement from students, teachers, and parents, supporting the goals of SDG 3.

**Keywords:** mental health awareness, integrative approach, school education, sustainable development goals, student well-being.

### INTRODUCTION

Mental health is an important aspect of individual development, especially in adolescence. Adolescence is a transitional period in which individuals experience a variety of physical,

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emotional, and social changes. In the context of education, students' mental health is often overlooked, even though this condition can affect academic performance, social interaction, and overall quality of life. According to the World Health Organization (WHO), mental health not only means the absence of mental disorders, but it also includes a state of well-being in which individuals can manage stress, work productively, and contribute to the community. Therefore, it is important to increase awareness and understanding of mental health among students [1].

In the context of global development, mental health is explicitly addressed under Sustainable Development Goal 3 (SDG 3), which seeks to ensure healthy lives and promote well-being for all, at all ages. This goal emphasizes the need to reduce the global rate of suicide, eliminate harmful practices such as substance abuse, and increase the accessibility of mental health services. As part of SDG 3, governments are encouraged to integrate mental health into their health and education policies. Schools, as fundamental institutions for adolescent development, are critical in shaping students' understanding and management of mental health. Incorporating mental health awareness in the educational system aligns directly with SDG 3, as it contributes to a healthier, more resilient generation.

In Indonesia, data show an increase in the number of cases of mental health disorders among adolescents. According to Basic Health Research (Riskesdas) 2018, around 6% of adolescents experience mental and emotional disorders, and this number continues to increase along with the various challenges faced by the younger generation. Factors such as academic pressure, social change, and shifting values can affect their mental health. Although there are several efforts to raise awareness of mental health, its implementation in the education system is still very minimal [2].

The formal education system in Indonesia tends to focus on the academic aspect, often ignoring the emotional and social needs of students. Materials on mental health are rarely integrated into the curriculum, and the counseling sessions available are often insufficient to meet the needs of students. This creates a gap between the mental health needs of students and the services provided by the school. Ignorance about the importance of mental health often leads to stigma among students, making them reluctant to seek help when faced with problems [3].



**Figure 1. Mental Illness Illustration**

Source: <https://id.pinterest.com/pin/350506783507113127/>

The importance of an integrative approach in education is clear. This approach not only focuses on academic teaching but also considers the social and emotional aspects of students. By combining these three aspects, students can learn about mental health in a broader context, so they can better understand and appreciate the importance of taking care of their mental health. In this case, an integrative approach includes a variety of teaching methods, such as social skills training, counseling sessions, and community awareness activities that can help create an environment that supports mental well-being [4].

This integrative approach directly supports the principles of Sustainable Development Goal 3 (SDG 3), which seeks to promote well-being for all and ensure healthy lives,

including addressing mental health. SDG 3 calls for improving mental health services, increasing awareness, and reducing the stigma surrounding mental health issues. By applying an integrative approach in education, we can actively contribute to achieving SDG 3, helping students understand mental health as an essential aspect of overall well-being.

In this study, we used qualitative methods to explore strategies that can be applied to increase awareness and understanding of mental health among students. Data were collected through interviews with students, teachers, and parents, as well as observations in schools. This method allows us to gain a deeper view of how mental health is viewed in the context of education and how existing strategies can be optimized [5].

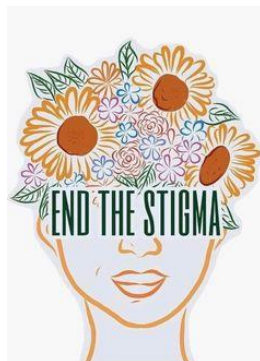
The results of the study show that the integrative approach has a significant positive impact on increasing students' understanding and attention to mental health. Educational programs that involve social skills training help students learn to communicate well, manage emotions, and build healthy relationships with peers. In addition, the counseling sessions available in the school provide a space for students to talk about the problems they are facing so that they feel heard and cared for [6].

Community awareness activities have also proven to be effective in raising awareness of the importance of mental health. By involving students in activities such as seminars, workshops, and campaigns, they can learn more about mental health and its impact on daily life. The involvement of parents in these activities is also very important, as they can be the main support for their children in facing challenges related to mental health [7].

The recommendations of the study include the need to integrate mental health materials into the school curriculum so that students can learn about the importance of maintaining mental health as part of their education. In addition, increased training for educators is essential to create an atmosphere that cares about mental health issues. By providing adequate training, educators will be better able to recognize the signs of mental health problems in students and provide the necessary support [8].

Thus, this research is expected to make a significant contribution to increasing awareness and attention to mental health among students. Through an integrative approach in education, it is hoped that students can understand and appreciate the importance of mental health so that they can develop optimally both academically and emotionally. Increased awareness and attention to mental health among students will create a healthier generation and better prepare them to face future challenges [9].

By implementing these strategies in the education system, we can create an environment that supports the development of students' mental health. This is not only the responsibility of the school but also involves parents, the community, and the government to jointly create an ecosystem that cares about mental health. With these concrete steps, we can hope to reduce the stigma surrounding mental health and provide the necessary support for learners to reach their full potential [10].



**Figure 2. End the Stigma Illustration**

Source: <https://id.pinterest.com/pin/39406565482782283/>

Mental health among students is often considered a less important issue than academic achievement. In Indonesia, despite the increasing number of cases of mental health disorders among adolescents, the formal education system still focuses on the academic aspect and ignores the emotional and social needs of students. This creates a significant gap between students' mental health needs and the services available in schools [11].

Mental health materials are rarely integrated into the educational curriculum, and the existing counseling sessions are often insufficient to meet the needs of students. Many learners feel isolated and have no outlet to talk about the problems they face, which ultimately contributes to the stigma among them. Ignorance and ignorance regarding mental health discourage students from seeking help, even when they need support [12].

On the other hand, teachers and educators are also often not equipped with the necessary knowledge or skills to recognize the signs of mental health problems in students. Without adequate training, they are unable to provide the necessary support, thus creating a learning environment that is unresponsive to students' mental health needs. Therefore, this study seeks to bridge this gap by exploring integrative approaches that can be applied in the education system to increase awareness and understanding of mental health [13].

This study aligns with Sustainable Development Goal 3 (SDG 3), which advocates for ensuring healthy lives and promoting well-being for all. In particular, SDG 3 emphasizes the importance of mental health by encouraging the integration of mental health care into education systems and public health policies. By implementing these integrative approaches in schools, we not only address the immediate mental health needs of students but also contribute to the global efforts in achieving SDG 3.

The indicators of the success of this study include several important aspects that can be measured to evaluate the effectiveness of the integrative approach. First, increasing students' understanding of the concept of mental health and its impact on daily life. This can be measured through pre-tests and post-tests before and after the implementation of mental health education programs [14].

Second, increasing the involvement of parents and the community in supporting students' mental health. This indicator can be measured through the level of participation in mental health-focused activities, such as seminars or workshops involving parents and students [15].

Third, reducing stigma around mental health among students. This can be measured through surveys that collect students' views on mental health before and after educational programs are implemented [16].

Fourth, increasing the responsiveness of educators to mental health issues. This indicator can be measured by conducting interviews and observations on how teachers recognize and handle mental health problems faced by students [17].

Using these indicators, the study will be able to evaluate the effectiveness of the proposed integrative approach and provide recommendations based on the findings obtained [18].

The novelty of this study lies in an integrative approach that combines academic, social, and emotional aspects of mental health education. While many previous studies have focused on mental health education separately, this study attempts to bring together these various components in one holistic framework. This approach is expected to create a more supportive learning environment for students, allowing them to understand and appreciate the importance of mental health in a broader context [19].

In addition, the study involved various stakeholders, including students, teachers, and parents, in the development and implementation of mental health education programs. It aims to create a sense of ownership and shared responsibility in supporting students' mental health. In this way, the research not only offers theoretical solutions but also implements strategies that are practical and can be applied directly in the school environment [20].

By focusing on collaboration between various parties, this research aims to reduce the stigma surrounding mental health and create a culture that cares about students' mental well-being. This approach is expected to make a significant contribution to creating a healthier generation and better prepared to face future challenges, directly supporting the objectives of SDG 3 to improve mental health and well-being globally [21].

## LITERATURE REVIEW

Mental health is a fundamental aspect that supports overall well-being, both physically, emotionally, and socially. In the context of education, mental health often does not receive adequate attention, even though its impact on the academic and social-emotional development of students is very significant. This research focuses on the importance of increasing awareness and understanding of mental health among students through an integrative approach to education [22].

An integrative approach in education that combines academic, social, and emotional aspects has proven to be effective in increasing students' awareness and understanding of the importance of mental health. Through educational programs that involve social skills training, counseling, and community awareness, schools can create an environment that supports students' mental well-being. Therefore, schools need to integrate mental health materials into the curriculum as well as provide training for educators to strengthen their attention to this issue, so that students' mental health can continue to receive the attention it deserves [23].

This approach aligns with Sustainable Development Goal 3 (SDG 3), which focuses on ensuring healthy lives and promoting well-being for all. SDG 3 emphasizes the importance of mental health and encourages the integration of mental health services and education into public health systems, including the educational sector. By incorporating mental health into the curriculum and fostering a supportive school environment, this approach directly contributes to achieving SDG 3, particularly the targets related to mental health, including reducing suicide rates, addressing harmful practices, and increasing access to mental health care for young people. Schools play a critical role in this, as they are key environments for early intervention and awareness-raising about mental health issues.

**Table 1. Literature Review**

WRITER	YEAR	HEADING	SUMMARY
WHO	2014	Mental Health: A Global Perspective	The WHO defines mental health as a state of well-being in which individuals can manage stress and contribute to the community.
Sari et al.	2020	Academic Pressure and Mental Health in Adolescents	This study shows that adolescents who face high academic pressure are more prone to mental health disorders.
Susanti	2019	The Role of School Curriculum in Mental Health Education	This article emphasizes that mental health materials are rarely integrated into school curricula, so students don't get enough information.
Mind	2021	Counseling Services in Schools: A Gap Analysis	The study identified shortcomings in counseling services in schools that did not meet students' mental health needs, creating gaps.
Nursalam et al.	2021	Stigma and Mental	This study discusses the stigma

		Health: Barriers to Seeking Help	surrounding mental health that prevents students from seeking help and the importance of education to reduce the stigma.
Jones et al.	2013	Integrating Social-Emotional Learning in Schools	Research shows that the integration of social-emotional education in the curriculum can help students manage emotions and social skills.
Durlak et al.	2011	The Impact of After-School Programs on Children's Social and Emotional Development	This article explains that programs that include social skills training and counseling sessions are effective in creating an environment that supports mental well-being.

The table above covers relevant studies and provides a foundation for research on mental health among students.

## METHODOLOGY

This study uses a qualitative approach to explore strategies to increase awareness and understanding of mental health among students. This methodology was chosen because it allows researchers to gain an in-depth understanding of students, teachers, and parents' perspectives on mental health issues [24].

This research is designed with a case study approach involving several schools as research locations. The main focus is on the individual's experiences and perceptions related to mental health in the context of education [25].

Participants in this study consisted of:

1. Students: Representing various levels of education, including elementary, junior high, and high school.
2. Teachers: Includes teachers and counselors involved in mental health education.
3. Parents: Involving parents of students involved in school activities.

The number of participants involved was about 30 students, 10 teachers, and 10 parents, who were selected purposively to get a variety of views.

Data is collected through three main techniques:

1. Interview: Conducted in a semi-structured manner to explore participants' views and experiences regarding mental health. These interviews last for 30-60 minutes and are recorded for further analysis.
2. Observation: Researchers conduct observations in the classroom and in classroom activities, counseling, and mental health programs implemented in schools to look at students' social interactions and behaviors related to mental health.
3. Questionnaires: Questionnaires are distributed to students, teachers, and parents to collect quantitative data regarding their level of awareness and understanding of mental health.

The data obtained from interviews and observations were analyzed using thematic and descriptive analysis. This process includes:

1. Transcript of interviews and observation notes.
2. Data coding to identify themes and patterns.
3. Interpret the results to understand the context and meaning behind the data.

4. Processing of questionnaire results to analyze participants' level of understanding and awareness about mental health.

The following is a table of research methodologies describing the approaches and steps taken in research on student mental health through an integrative approach in school education.

**Table 2. Methodology**

Aspects	Description
Research Objectives	Analyze and explore strategies to increase awareness and understanding of mental health among students through an integrative approach in school education.
Research Approach	Qualitative
Research Design	Case studies with exploratory methods
Participants	<ol style="list-style-type: none"> <li>1. Students: Students from several schools at various levels of education (SD, SMP, SMA).</li> <li>2. Teachers: Teachers and counselors involved in mental health education.</li> <li>3. Parents: Parents of students who are involved in school activities.</li> </ol>
Data Collection Methods	<ol style="list-style-type: none"> <li>1. Interviews: In-depth interviews with students, teachers, and parents to identify their perceptions regarding mental health and the importance of integration in education.</li> <li>2. Observation: Direct observation of classroom activities, counseling, and mental health programs implemented in schools.</li> <li>3. Questionnaires: The use of structured questionnaires was distributed to students, teachers, and parents to obtain quantitative data on their level of awareness and understanding of mental health.</li> </ol>
Data Analysis Techniques	<ol style="list-style-type: none"> <li>1. Thematic analysis:</li> <li>2. Transcript of interviews and observation notes.</li> <li>3. Data coding to identify themes and patterns.</li> <li>4. Interpret the results to understand the context and meaning behind the data.</li> <li>5. Descriptive analysis: Processing of questionnaire results to analyze participants' level of understanding and awareness of mental health.</li> </ol>
Research Instruments	<ol style="list-style-type: none"> <li>1. Interview Guidelines: A list of questions focused on perceptions of mental health, training experiences, and obstacles encountered in the integration of this material.</li> <li>2. Questionnaire: Likert Scale to assess attitudes, knowledge, and involvement in mental health issues.</li> <li>3. Observation Sheet: A criterion used to observe and assess activities related to mental health in schools.</li> </ol>
Research Time	6 months
Research Location	Schools from various levels of education (SD, SMP, SMA) are

	located in urban and rural areas.
Data Processing and Presentation	Data collected from interviews, observations, and questionnaires will be processed using qualitative and statistical analysis software to present the results in the form of narratives and graphs.

Data from the questionnaire were analyzed statistically descriptively to provide an overview of participants' level of knowledge and attitudes towards mental health.

To ensure the validity and reliability of the research, several steps are taken, including:

1. Triangulation of data using various sources of information (interviews, observations, and questionnaires).
2. Using member checking by asking participants to review the results of interviews and initial findings.

This research follows strict ethical principles. All participants were provided with complete information regarding the research objectives, and their consent was obtained before participation. The identity of the participants is kept confidential to protect their privacy.

With this methodology, the research is expected to provide valuable insights into how to increase awareness and understanding of mental health among learners through an integrative approach in education.

This study uses a mixed research design that combines qualitative and quantitative methods. This approach was chosen to provide a more holistic picture of mental health among students, as well as to understand how academic, social, and emotional factors interact in an educational context [\[26\]](#), [\[27\]](#), [\[28\]](#).

## RESULTS AND DISCUSSION

From the analysis of data collected through interviews, observations, and questionnaires, several key findings were found regarding awareness and understanding of mental health among students.

- a. Improved Comprehension: Most students show an increased understanding of the importance of mental health after participating in an integrative education program. Interviews with students revealed that they were better able to recognize signs of stress and anxiety [\[29\]](#). This improvement aligns with SDG 3, which emphasizes the importance of mental health and well-being for all. By increasing awareness and understanding of mental health, educational programs contribute to meeting the targets set by SDG 3 to promote mental health for students and reduce the stigma associated with mental health issues.
- b. Influence of School Environment: Observations show that schools that implement social skills training programs and counseling sessions create a more supportive atmosphere. Students feel more comfortable talking about mental health issues, both with peers and teachers [\[30\]](#). This supportive environment plays a crucial role in achieving SDG 3, which encourages integrating mental health services into educational settings to ensure that students receive the care they need to thrive academically and emotionally.
- c. The Role of Teachers and Parents: Interviews with teachers and parents revealed that education about mental health not only impacts students but also raises awareness among adults about the importance of their role in supporting children's mental health [\[31\]](#). This finding reinforces SDG 3, which calls for comprehensive mental health services and the involvement of families and communities in addressing mental health challenges, ensuring a holistic approach to student well-being.

d. **Community Awareness Activities:** Community-engaging activities, such as seminars and workshops, have proven to be effective in expanding understanding of mental health, both among students and parents [32]. These activities align with SDG 3 by helping to reduce stigma and increasing public awareness of mental health issues, which is essential for creating environments that foster mental well-being.

This study shows that an integrative approach that combines academic, social, and emotional aspects in education has a positive impact on increasing mental health awareness and understanding among students. These findings are in line with previous research that suggests that a holistic approach can help address mental health issues in educational settings [33], [34], [35]. This approach directly supports SDG 3, as it contributes to creating a healthier and more supportive environment for students, ultimately improving their mental and emotional well-being and aligning with global efforts to promote well-being for all.



**Figure 3. Mental Health Illustration**

Source: <https://pin.it/3O9bhfdl>

## **The Importance of Curriculum Integration**

The integration of mental health materials into the school curriculum is indispensable. By incorporating these topics into everyday learning, students not only gain theoretical knowledge but also practical training in managing emotions and stress. This is in line with existing recommendations that mental health education should be an integral part of formal education [36]. Integrating mental health into the curriculum supports SDG 3, which focuses on ensuring well-being and promoting mental health for all. By embedding mental health education in schools, we can work toward reducing mental health challenges and building a resilient generation of students who are equipped to manage emotional and psychological stress.

## **Training for Educators**

Increasing training for educators is also a crucial aspect. Teachers who are trained in recognizing the signs of mental health problems and how to support students can create a safer and more supportive environment. This training should include basic counseling techniques as well as strategies for overcoming the stigma surrounding mental health issues. This aligns with SDG 3, which emphasizes the importance of training educators to be sensitive to mental health challenges, enabling them to provide effective support for students. The integration of mental health training for teachers ensures that educational settings are not only academically supportive but also emotionally and socially supportive, in line with global health and well-being goals [37].

## Community Engagement

Community awareness activities not only expand understanding but also encourage support from parents and the community. Parent involvement in these programs can strengthen the support students receive at home, thus creating a more holistic support system. These community-based activities are aligned with SDG 3 by fostering collaboration between schools, families, and communities to address mental health challenges. Raising awareness within the community helps to reduce stigma, ensuring a more comprehensive and supportive environment for students' mental well-being [38].

Overall, this study confirms that increased awareness and understanding of mental health among students can be achieved through an integrative approach involving students, teachers, and parents. With proper implementation, these programs can create a more caring and responsive educational environment for mental health issues, which will ultimately support the sustainable development of students' mental well-being. These initiatives contribute directly to SDG 3 by creating an environment in which mental health is prioritized, stigma is reduced, and students are empowered to manage their emotional and psychological challenges effectively [39], [40].



**Figure 4. Mental Health Awareness Illustration**

Source: <https://pin.it/3DDJuRTyi>

## Analysis of Strategies for Raising Mental Health Awareness among Students in the Context of SDGs

Mental health awareness in education is increasingly recognized as a central component of sustainable development. The uploaded study highlights an integrative approach that combines academic, social, and emotional dimensions to promote student well-being. This aligns directly with Sustainable Development Goal 3 (SDG 3), which emphasizes ensuring healthy lives and promoting well-being for all, at all ages. By embedding mental health into school education, the initiative not only addresses students' immediate psychological needs but also contributes to the broader sustainability agenda. The findings demonstrate that mental health awareness among students improves significantly when schools adopt programs such as social skills training, counseling sessions, and community engagement. These strategies reduce stigma, increase resilience, and foster supportive environments. Such outcomes resonate with the targets of SDG 3, particularly in expanding mental health education and services. At the same time, they intersect with SDG 4 (Quality Education), as they enhance the inclusivity and equity of learning environments by addressing non-academic barriers to achievement [39], [40].

One of the study's key insights is the role of teachers and parents in shaping perceptions of mental health. Their involvement amplifies the effectiveness of programs, creating an ecosystem of shared responsibility. This echoes the principle of

SDG 17 (Partnerships for the Goals), underlining that sustainable change in education and health requires collaboration between schools, families, and communities. The integration of mental health into daily learning also contributes to SDG 10 (Reduced Inequalities) by ensuring that all students, including those vulnerable to psychological stress, have equal opportunities to thrive academically and socially. The gap identified in Indonesia's education system—where academic achievement is prioritized while mental health is often ignored—reflects a global challenge. Many education systems worldwide have yet to integrate emotional and social well-being into their curricula. Addressing this gap through holistic approaches contributes not only to healthier students but also to more resilient future societies. This is critical for SDG 8 (Decent Work and Economic Growth), as students with strong mental health foundations are better prepared for professional and personal challenges [39], [40].

The analysis suggests several strategic implications. First, systematic integration of mental health education into curricula ensures that awareness becomes part of formal learning rather than an extracurricular activity. Second, continuous training for educators enables them to recognize signs of mental distress early and provide timely support. Third, community-based initiatives extend the reach of awareness campaigns and normalize conversations around mental health. Collectively, these measures reduce stigma, foster resilience, and prepare students to contribute positively to sustainable development. In conclusion, raising mental health awareness through an integrative approach not only improves individual well-being but also advances the global sustainability agenda. By aligning school-based strategies with SDGs—especially SDG 3, SDG 4, and SDG 17—this initiative offers a multidimensional pathway to cultivating healthier, more inclusive, and resilient generations.

## CONCLUSION

This research underscores the importance of mental health as an essential component in student development. Through an integrative approach that combines academic, social, and emotional aspects, this study shows that students' understanding and awareness of mental health can be significantly improved. The results show that educational programs that include social skills training, counseling sessions, and community awareness activities are very effective in creating an environment that supports students' mental well-being. By involving students, teachers, and parents, this approach not only helps students but also raises adult awareness of the importance of mental health. This directly aligns with SDG 3, which calls for promoting mental health and well-being for all, ensuring that educational systems become spaces that support the emotional, social, and psychological development of students.

**Recommendation: Integration of Mental Health Materials into the Curriculum.** Schools should systematically include mental health materials in the curriculum so that students gain the knowledge and skills necessary to manage their mental health. This integration will contribute to achieving SDG 3, specifically targeting mental health awareness and the reduction of mental health issues among students.

**Periodic Training for Educators.** Organize regular training for teachers and education staff on mental health, so that they can support students more effectively and create a safe and inclusive learning environment. This training is essential for fostering SDG 3 by equipping educators with the skills to recognize mental health issues and provide adequate support.

**Community Awareness Activity Program.** Encourage community-engaging activities, such as seminars, workshops, and awareness campaigns, to expand the reach and impact of mental health programs among parents and the community. Such activities are aligned with SDG 3, which advocates for reducing stigma and increasing access to mental health support within the community.

**Creation of a Support Network.** Establish a support network between students, teachers, and parents to share information and experiences related to mental health, thus creating a supportive atmosphere. This collaboration is crucial in addressing mental health issues and aligns with SDG 3,

which emphasizes the importance of a holistic approach to well-being that includes all stakeholders in the student's development. Advanced Research. Encourage further research to explore the effectiveness of different approaches in mental health education and how these strategies can be adapted in different school contexts. This research can contribute to achieving SDG 3 by identifying the most effective methods for addressing mental health issues in various educational settings and ensuring that they are incorporated into education systems worldwide.

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### Author Contribution

All authors contributed equally to the conception, design, data collection, analysis, and interpretation of the study. Meisya Dharmawan developed the framework and conducted fieldwork; Muthoifin provided academic guidance, literature review, and theoretical input; Ashim Romadhony assisted in methodology and analysis. All authors reviewed, revised, and approved the final manuscript, ensuring intellectual balance and scholarly integrity.

### Conflicts of Interest

The authors declare no conflict of interest regarding this publication. The study was conducted independently, without financial or personal relationships that could influence the results. All institutions involved provided academic support only, without external pressure. The authors affirm that the content represents their original scholarly work, free from competing interests or potential bias.

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