
Strategies for Raising Mental Health Awareness Among Students Through an Integrative Approach in School Education

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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. **Theoretical framework:** This emphasizes the importance of 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 is the foundation for creating an educational environment that supports mental well-being. **Literature review:** This study likely involves previous studies on the importance of mental health in education, the benefits of counselling sessions, social skills training, and community awareness activities. **Methods:** using a qualitative approach, with data collected through interviews, observations, and questionnaires involving students, teachers, and parents as participants. **Results:** The integrative approach can increase students' understanding and attention to mental health. Educational programs that include social skills training, counselling sessions, and community awareness activities have proven effective in creating an environment that supports mental well-being. **Implications:** The importance of integrating mental health materials into the school curriculum and the need for training for educators to create an atmosphere that cares about mental health. **Novelty:** lies in an integrative approach that emphasizes the integration of academic, social, and emotional aspects and multidimensional engagement, including students, teachers, and parents, in creating an educational environment that sustainably supports mental health.

Keywords: mental health, students, education, schools, integrative approach.

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, 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 Indonesia, data shows 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 counselling 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, counselling sessions, and community awareness activities that can help create an environment that supports mental well-being [4].

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 counselling 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 counselling 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].

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 [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, counselling, 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].

Table 1. Literature Review

No	Writer	Year	Heading	Summary
1	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.
2	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.
3	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.
4	Mind	2021	Counselling Services in Schools: A Gap Analysis	The study identified shortcomings in counselling services in schools that did not meet students' mental health needs, creating gaps.
5	Nursalam et al.	2021	Stigma and Mental Health: Barriers to Seeking Help	This study discusses the stigma surrounding mental health that prevents students from seeking help and the importance of education to reduce the stigma.
6	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.
7	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 counselling 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. 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. 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 counsellors involved in mental health education. 3). Parents. Involving the parents of students involved in school activities. The number of participants involved was about 30 students, 10 teachers, and 10 parents [24].

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 classroom activities, counselling, and mental health programs implemented in schools to look at students' social interactions and

behaviours 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 [25].

The data obtained from interviews and observations were analyzed using thematic and descriptive analysis. This process includes: 1) Transcript of interviews and observation notes. Data coding to identify themes and patterns. 2). Interpret the results to understand the context and meaning behind the data. 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 [25].

Table 2. Research Methods

Aspects	Description
Research Objectives	Analyse 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	Students: Students from several schools at various levels of education (SD, SMP, SMA). Teachers: Teachers and counsellors involved in mental health education. Parents: Parents of students who are involved in school activities.
Data Collection Methods	Interviews: In-depth interviews with students, teachers, and parents to identify their perceptions regarding mental health and the importance of integration in education. Observation: Direct observation of classroom activities, counselling, and mental health programs implemented in schools. 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.
Data Analysis Techniques	Thematic analysis: Transcript of interviews and observation notes. Data coding to identify themes and patterns. Interpret the results to understand the context and meaning behind the data. Descriptive analysis: Processing of questionnaire results to analyze participants' level of understanding and awareness of mental health.
Research Instruments	Interview Guidelines: A list of questions focused on perceptions of mental health, training experiences, and obstacles encountered in the integration of this material. Questionnaire: Likert Scale to assess attitudes, knowledge, and involvement in mental health issues.

	Observation Sheet: A criterion used to observe and assess activities related to mental health in schools.
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 regarding awareness and understanding of mental health among students were identified.

- 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 [\[29\]](#).
- b. Influence of School Environment: Observations show that schools that implement social skills training programs and counselling sessions create a more supportive atmosphere. Students feel more comfortable talking about mental health issues, both with peers and teachers [\[30\]](#).
- 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 [\[31\]](#).
- 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 [\[32\]](#).

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 [\[33\]](#), [\[34\]](#), [\[35\]](#).



Figure 3. Mental Health Illustration

Source: <https://pin.it/3O9bhfkdl>

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].

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 counselling techniques as well as strategies for overcoming the stigma surrounding mental health issues [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 [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 [39], [40].



Figure 4. Mental Health Awareness Illustration. Source: <https://pin.it/3DDJuRTyi>

Comprehensive Analysis of Mental Health Awareness Strategies in School Education

Mental health is a foundational element in the holistic development of students, yet it remains one of the most neglected aspects within many educational systems, particularly in Indonesia. The study under review adopts an integrative approach to address this pressing issue, aiming to enhance mental health awareness through strategies that simultaneously consider academic, social, and emotional components of education. At the core of the research is the recognition that adolescence is a critical developmental period marked by various emotional, psychological, and social changes. Despite this, the current Indonesian education system places an overwhelming emphasis on academic achievement, often overlooking emotional support and mental well-being. This academic orientation has contributed to rising levels of psychological distress among students, including anxiety, depression, and emotional withdrawal. The study sets out to confront this gap by advocating for educational reform through integrative mental health strategies.

Methodological Strength. The research utilizes a qualitative case study approach, involving 30 students, 10 teachers, and 10 parents from various educational levels (elementary to senior high schools). Data were collected through interviews, observations, and structured questionnaires, offering a triangulated and nuanced perspective. This mixed-methods design enhances the validity of the findings by capturing diverse viewpoints across multiple stakeholders—students, educators, and parents.

Key Findings and Insights. The analysis reveals that students who were involved in integrative mental health programs developed a more profound understanding of stress, emotional regulation, and social skills. Participation in activities such as counseling sessions and peer-group discussions created safe spaces for students to express themselves, reducing stigma and fostering resilience. Additionally, schools that incorporated social-emotional learning into their daily routines were observed to have a more supportive environment where students felt valued and heard. One of the standout aspects of the research is its community-oriented perspective. The study does not limit the responsibility of mental health support to schools alone; it extends this to parents and local communities. Activities such as workshops and awareness campaigns involving parents helped reinforce mental health values at home, creating a more consistent and sustainable support system for students.

Implications for Policy and Practice. The study outlines four major indicators of success: (1) improved student understanding of mental health, (2) increased parental and community engagement, (3) reduction in stigma, and (4) enhanced teacher responsiveness to psychological concerns. These indicators provide measurable benchmarks for evaluating the effectiveness of mental health initiatives within school settings.

The implications for educational institutions are significant. First, the study recommends embedding mental health education directly into the school curriculum. This includes integrating discussions on emotional well-being into everyday lessons and providing opportunities for reflective learning. Second, it stresses the importance of teacher training. Educators must be equipped not only with the ability to recognize symptoms of mental distress but also with the skills to address these issues sensitively and constructively. Third, the findings underscore the value of peer and parent support. Students often face challenges more comfortably when they feel their families and classmates understand and support them. Thus, creating school-wide and community-wide awareness can normalize mental health conversations and encourage students to seek help without fear of judgment.

Novelty and Contribution. The primary novelty of this study lies in its integrative, multidimensional approach to mental health education. While previous studies have addressed isolated aspects—such as counseling or curriculum change—this research

proposes a unified framework that synergizes academic learning with emotional and social support mechanisms. It also engages a wide array of stakeholders, emphasizing shared responsibility across students, educators, and parents. Moreover, the study moves beyond theory into actionable strategies. It presents a practical blueprint for schools to implement mental health initiatives: starting with curriculum integration, continuing with educator capacity-building, and culminating in inclusive community engagement. This structured yet flexible framework makes it applicable across diverse school settings—urban or rural, public or private.

Challenges and Recommendations. Despite its strengths, the study acknowledges several challenges. Among them is the pervasive stigma surrounding mental health in Indonesian society, which often discourages open discussion and proactive intervention. There is also the issue of limited school resources, particularly in underserved areas where professional counselors may be scarce. To address these limitations, the study recommends periodic professional development programs for teachers, investment in school-based mental health resources, and policy-level support from the government. Schools must be supported in building networks with local health services and NGOs to extend their reach. Furthermore, the research suggests piloting these integrative programs in selected schools to evaluate outcomes before wider implementation.

This study provides a timely and practical response to the growing mental health crisis among students in Indonesia. Its integrative model is both theoretically grounded and practically viable, demonstrating that mental health awareness and education can—and should—be a central component of school life. By involving students, teachers, and parents in a coordinated approach, schools can foster an environment of empathy, support, and resilience. Ultimately, this research advocates for a paradigm shift: from treating mental health as a secondary issue to embedding it as a fundamental part of holistic education.

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, counselling 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. **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. **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. **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. **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. **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.

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Author Contribution

Meisya Dharmawan: Conceptualisation, Methodology, Writing, Review, and Editing.
Juryatina, Ammar Wangyee, who has finished this article.

Conflicts of Interest

The author declares no conflict of interest.

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