



A Study of Mental Health Understanding and Management Strategies Among College Students

Aisyi Salsabila Hanum¹, Shabrina Aulia Ramadhani², Nasichah³, Arya Alfarrel Demitri⁴

¹Mulawarman University, Indonesia

^{2,3,4} Faculty of Da'wah and Communication Sciences, Syarif Hidayatullah State Islamic University, Indonesia

aisyish@fkip.unmul.ac.id, shabrinnaa326@gmail.com, nasichah@uinjkt.ac.id, aryaalfarrell@gmail.com

Abstract

This study aims to assess the understanding of students in the Islamic Guidance and Counseling (BPI) Study Program at UIN Jakarta regarding mental health, its management strategies, and the extent to which Islamic values and campus counseling services are utilized. The study used a qualitative descriptive approach with data collection techniques through interviews with five active BPI students. The results showed that students have a fairly broad understanding of mental health and have developed emotional coping strategies. Islamic values such as dhikr and prayer are also part of the spiritual strategies used to maintain emotional stability. However, utilization of campus counseling services such as the BPI Clinic is still relatively low due to a lack of information and a preference for confiding in friends. These findings demonstrate the importance of strengthening Islamic-based mental health literacy and optimizing campus services to support student readiness as prospective counselors.

Keywords: Mental Health, BPI Students, Coping Strategies, Islamic Values, Counseling Services

Introduction

Maintaining mental health is just as important as maintaining physical health. According to the 2014 Mental Health Law, mental health is a condition in which an individual is able to develop optimally physically, mentally, spiritually, and socially, and can cope with life's stresses and work productively ¹. This condition is dynamic, subject to change depending on life's stresses, traumatic experiences, or changing circumstances. Mental health issues are now receiving increasing attention, including in the world of education. Universities are beginning to recognize that students' mental health significantly impacts their quality and performance, evident in symptoms such as academic difficulties, social withdrawal, and physical disorders due to psychological stress. Students, as young adults, are vulnerable to various mental health issues ². Academic pressure, unsupportive social relationships, and demands from parents and the environment often trigger stress. Adaptation issues, especially for new students, are also contributing factors ³.

Kurniawan's research shows that many STIEK Yogyakarta students experience mental health issues, with approximately 30% experiencing depression, 67% experiencing anxiety, and 20% experiencing stress. The causes vary, ranging from the difficult adaptation from school to college to the heavy study load, including the pressure to achieve a high GPA from the first semester. These findings illustrate how stress experienced by students can stem from various aspects of life, particularly academic demands and the campus

¹ Riskha Dora Candra Dewi, *Empowring Minds: Strategies and Resources to Improve Mental Health Among School Children and College Students* (Banjar: Ruang Karya, 2024).

² Fitri, "Mental Health Literacy in College Students," *Journal of Psychology Students*, 2019, 135–48.

³ Dora Candra Dewi, *Empowring Minds: Strategies and Resources to Improve Mental Health Among School Children and College Students*.

environment ⁴. Prolonged stress can develop into mental health disorders (GME) such as depression, anxiety, and other psychological disorders. In this context, campuses can be strategic places to help students access social services and mental health services like counseling. Unfortunately, many students still lack an understanding of the importance of mental health, which is one of the barriers to utilizing available services.

At UIN Jakarta, the Islamic Guidance and Counseling (BPI) Study Program has provided a BPI Clinic for mental health counseling and education. However, the number of students utilizing this facility remains relatively low. BPI students are expected to develop a strong awareness of mental health issues, as they are being prepared to become counselors who will address various social issues using a psychological approach.

Previous research by Hisny Fajurssalam confirmed that Islam plays a significant role in maintaining and restoring mental health. Closeness to God and a regular practice of worship can provide inner peace and help cope with stress, while distancing from religious values risks creating inner emptiness and difficulty finding peace. The study also noted that approximately 90% of respondents acknowledged differences in mental health between devout and non-devout students. They observed that devout students tended to have more focused, calm, and organized lives, while less devout students were more prone to anxiety and fear when facing problems ⁵.

⁴ Erik Adik Putra Bambang Kurniawan, "Screening of Mental Emotional Disorders: Depression, Anxiety, Stress Towards Mental Health in First Semester Nursing Students at a Health Sciences College in Yogyakarta 2020," *Jurnal Kesehatan* 7, no. 2 (2020): 1–11, <https://doi.org/10.35913/jk.v7i2.165>.

⁵ Hisny Fajrussalam et al., "The Role of Islam in Influencing Students' Mental Health," *Al-Fikri: Journal of Islamic Education Studies and Research* 5, no. 1 (2022): 22, <https://doi.org/10.30659/jspi.v5i1.21041>.

To date, there has been little research specifically examining how students in the Islamic Guidance and Counseling (BPI) Study Program respond to the mental health issues they experience. BPI students are equipped with psychosocial and Islamic knowledge, which should be a strength in understanding and addressing mental health issues. Furthermore, it is unknown how optimally students utilize the BPI Clinic as a counseling service. Therefore, there is an important research gap that needs to be filled, namely in the aspects of BPI students' understanding of mental health, the strategies used in addressing it, and how Islamic values are integrated into the process. This research is expected to provide a more in-depth picture of the awareness, attitudes, and behavior of BPI students at UIN Jakarta in dealing with mental health issues relevant to their roles as prospective counselors.

Students' understanding of mental health is a crucial aspect in maintaining their psychological well-being during their higher education. According to the WHO, mental health 'is a state of well-being in which a person is able to realize their own abilities, effectively face the pressures of daily life, work productively, and contribute positively to their social environment. Meanwhile, Zakiah Daradjat defines mental health as a person's ability to adapt well to themselves, others, and the environment in which they find themselves, without experiencing psychological disorders such as neurosis or psychosis. Hasneli complements this view by emphasizing that mental health also involves the harmony of mental functions and the ability to adapt harmoniously to the

⁶ Adisty Wismani Putri, Budhi Wibhawa, and Arie Surya Gutama, "Mental Health of Indonesian Society (Knowledge and Public Openness to Mental Health Disorders)," *Proceedings of Research and Community Service* 2, no. 2 (2015): 252–58, <https://doi.org/10.24198/jppm.v2i2.13535>.

environment, based on faith and piety, in order to achieve a meaningful and happy life, both in this world and in the hereafter ⁷.

In the student context, understanding of mental health remains limited. Akhmad's research ⁸shows that 58 out of 76 students considered mental health to be related to someone who was not insane and not admitted to a mental hospital. The majority's responses align with those presented.⁹ The Indonesian public's understanding of mental health remains limited. This reflects low mental health literacy and students' inaccurate understanding of the subject, which hinders their ability to recognize and take appropriate action to address psychological issues.

Research conducted by Sayyid ¹⁰showed that *relaxation breathing techniques* are effective in reducing stress; students felt calmer after practicing them. Meanwhile, Suci's research ¹¹found that students have their own ways of maintaining their mental well-being, such as setting aside time for themselves, taking walks, listening to music, and watching favorite movies. Although not explicitly referred to as coping strategies, these activities fall under *emotion-focused coping*, a strategy that focuses on managing emotions in the face of psychological stress.

⁷ Ahmad Jumal, "Muhasabah as an Effort to Achieve Mental Health," *Islamic Studies*, no. 5 (2018): 1.

⁸ Akhmad Liana Amrun Haq and Imron, "Mental Health in the Eyes of Students," *University Research Colloquium* 11, no. 5 (2020): 174–76.

⁹ Putri, Wibhawa, and Gutama, "Mental Health of Indonesian Society (Knowledge and Public Openness to Mental Health Disorders)."

¹⁰ Sayyid Rahmat Prayitno et al., "Psychoeducation on Stress Coping Strategies in Student Members of the Information and Communication Media Division" 2, no. 10 (2024): 4799–4803.

¹¹ Suci Salsabila Oktaviani, Sangita Merliana Putri, and Sri Mulyeni, "The Importance of Maintaining Mental Health for Students to Prevent the Stigma of Suicide (A Study of Students at Pasim National University)" 3 (2025): 41–53.

Some students also feel calmer when experiencing anxiety after reading the Quran and praying, as noted in Hisny's research ¹², which shows that a spiritual approach contributes to maintaining students' inner peace. Therefore, campus counseling support is a strategic effort to address the mental health issues of students who often face psychological stress, especially due to academic stress. Unfortunately, this service is still underutilized by some students due to various factors, such as shame, stigma, or lack of information. Therefore, a comprehensive understanding of mental health and selecting appropriate treatment strategies from both psychological and religious aspects are very important for BPI students in carrying out their role as prospective counselors.

With this background and gaps, this study aims to examine the understanding of BPI UIN Jakarta students regarding mental health, strategies for handling it, and the extent to which Islamic values and counseling services have been integrated and utilized optimally.

Research methods

This research is a descriptive study with a qualitative approach. A qualitative approach is used to examine the natural conditions of the object, with the researcher acting as the key instrument ¹³. This approach was chosen to provide an in-depth description of the understanding and strategies for managing mental health among students in the Islamic Guidance and Counseling (BPI) Study Program at UIN Syarif Hidayatullah Jakarta. This study involved five participants who were active BPI students.

¹² Fajrussalam et al., "The Role of Islam in Influencing Students' Mental Health."

¹³ Sugiyono, D. (2013). Educational research methods using quantitative, qualitative and R&D approaches.

The data collection technique used in this study was interviews. According to Arikunto, interviews begin with the presentation of a number of structured questions, then each question is explored further to obtain more detailed information ¹⁴. In this study, interviews were conducted by presenting a series of pre-prepared questions to participants, emphasizing that participants answer honestly and truthfully. The data obtained from these interviews were then analyzed to determine each participant's understanding and strategies for managing mental health.

Results And Discussion

Based on research reports from various documents, it was found that BPI UIN Jakarta students have quite extensive knowledge about mental health. They understand that mental health encompasses a state in which their thoughts and feelings are stable, calm, and able to function well in daily life. They also acknowledge that factors such as academic pressure, parental demands, family problems, and social environments can contribute to common mental disorders. This research confirms that BPI students are aware of and prepared to understand and address their own mental health issues to support their role as future counselors.

The interviews revealed several findings related to the understanding and strategies of mental health among Islamic Guidance and Counseling (BPI) students at UIN Jakarta. This study revealed that BPI students at UIN Jakarta have quite extensive knowledge about mental health itself. This was evidenced by one student who expressed his understanding of mental health, namely, "*In my opinion, mental health is a state where our thoughts and feelings are stable, calm, and can*

¹⁴ Arikunto, S. (2010). Research methods. *Jakarta: Rineka Cipta* , 173 (2).

function well in everyday life. So it's not just about not being 'crazy' or stressed, but more about how we manage our emotions, think clearly, and stay sane despite the many pressures of life. " In line with that, another student also stated that mental health is, *" A condition where thoughts and feelings are stable, so that we can face everyday problems without feeling too stressed ."*

After understanding the meaning of mental health, participants also shared their views on the importance of maintaining mental health for students and the factors that might interfere with their mental health. The majority of participants stated that maintaining mental health is very important. This is represented by the statement of one participant who said, *" It is very important, because if our mental health is not healthy, the lecture process will be disrupted ."* In addition, the average participant's answer regarding the factors that cause mental disorders in students agreed that factors such as academic pressure, parental demands, piling up assignments, problems in the family or social environment, and lack of friends to talk to are common factors for mental disorders in students.

When dealing with mental pressures such as stress, anxiety, and discomfort, participants offered a variety of responses, including personal strategies they found effective. This demonstrates that Islamic Guidance and Counseling (BPI) students at UIN Jakarta are not only aware of their mental health but also strive to find ways to address mental health issues according to their individual needs. Most participants employed methods that tended to calm themselves and allow themselves time.

One student shared her strategy for dealing with mental health issues, saying, *" When I'm stressed, I usually try to be alone, not wanting to meet anyone I know. I use that time to 'recharge my energy' ."* This approach illustrates an emotion-focused coping strategy, an approach that focuses on managing emotions rather than

directly solving the problem that is causing the stress. This statement aligns with another student who said, “ *So, when I experience something like that, I don’t go on social media or even turn off my phone for a certain period of time. Instead, I read all the books I have that I haven’t had a chance to read before .*”

Other participants also expressed feeling calmer when taking walks, listening to music, and meeting friends. These statements suggest that BPI UIN Jakarta students are quite well-versed in mental health management strategies, as evidenced by the methods they employ to meet their individual needs. However, in addition to the general strategies previously explained, participants also expressed that worship and other religious activities can help them feel calm when experiencing mental health issues. This was exemplified by one student who stated, “ *Yes, absolutely, because when we pray, our hearts become calmer. Dhikr or prayer can make us feel closer to Allah and more confident that all problems can be overcome .*” The majority of participants agreed that religious activities such as listening to murottal, sunnah prayers, and dhikr can calm their hearts and bring them closer to Allah, especially when they are in situations where they do not have the space to talk to friends or family.

As one participant put it, “ *Especially when we don't know who to turn to, worship becomes a safe space to share our concerns. It gives us a sense of assurance that everything will be okay as long as we are close to God .*”

From the interview results, some students of Islamic Counseling Guidance (BPI) UIN Jakarta acknowledged that they have gained sufficient knowledge regarding basic understanding of mental health and how to handle it. They understand the basics of mental health from various psychological perspectives, including Islamic psychology, which has broadened their perspective. One student said, “ *Alhamdulillah, during my studies at BPI I feel I have gained a lot of provisions, at least to understand myself and be able to help friends who need to*

talk ." The majority of participants stated that they have sufficient knowledge regarding understanding mental health and strategies to be able to help friends who want to talk.

However, several participants also stated that this training did not fully instill in them the confidence to directly address psychological issues, either in themselves or others. This indicates that further reinforcement through hands-on practice and ongoing coaching is needed to ensure students are truly mentally and professionally prepared when entering the community as extension workers.

As one participant put it, "*So far, it's been pretty good for me, although not completely. We've learned the basics, psychology, and Islamic approaches as well. But to be truly ready to handle other people's problems, I think we still need more practice and experience in the field, of course. But at least we have a foundation for understanding and helping spiritually and psychologically, for example, when a friend is talking to us ."*

When asked about their use of campus counseling services, the majority of participants stated they had never used the Islamic Guidance and Counseling Clinic (BPI). Reasons given varied, ranging from feeling more comfortable talking to friends to a lack of information about procedures and service schedules. One student said, "*I've never done that before, because I feel more comfortable talking to friends. But I know the service exists and that it's very accessible if I need professional help ."*

Another student stated that he had never used the BPI Clinic facilities, but had used general campus counseling services. He shared his experience, "*I've never used the BPI Clinic, but I have used the campus counseling services in general. I recently participated in the Counseling Week held by Puskar. It felt like a weight had been lifted off my shoulders, although not completely. It felt lighter, and I now knew better what to do ."* Meanwhile, others expressed interest in trying the service in the future.

From these statements, it can be concluded that BPI UIN Jakarta students still underutilize campus counseling facilities like the BPI Clinic, citing various reasons, ranging from a lack of information to feeling more comfortable talking to friends. However, the majority of them recognize that counseling services are very important and beneficial, especially on campus.

A. BPI Students' Understanding of Mental Health

Based on the results of interviews conducted with five active students of the Islamic Guidance and Counseling Study Program (BPI) at UIN Syarif Hidayatullah Jakarta, it was found that in general they have a fairly broad and inclusive understanding of the meaning of mental health. Most participants viewed mental health as more than simply the absence of mental illness, but rather as a stable state of thoughts and feelings that allows a person to optimally navigate daily life. Students understood that mental health encompasses the ability to manage emotions, think clearly, make rational decisions, and maintain social and academic activities even under pressure.

As expressed by one of the participants, "*Mental health is a condition where we can still think clearly, can control our emotions even when we have many problems, and can still carry out college or social activities without feeling constantly burdened.*" This statement shows that students have an understanding that is close to the conceptual definition put forward by WHO, that mental health is a state of well-being where individuals realize their potential, can face life's pressures naturally, work productively, and are able to contribute to their community ¹⁵.

Some participants also linked mental health to spirituality and religious aspects. They stated that mentally healthy individuals are those who are able to

¹⁵Aloysius, Suryanto, and Nada Salvia. "Analysis of the mental health of university students at the beginning of the Covid-19 outbreak in Indonesia." *Journal of Citizenship Virtues* 1.2 (2021): 83-97.

maintain a relationship with Allah SWT and possess spiritual stability as a source of inner strength in dealing with life's pressures. This view aligns with the Islamic psychological approach, which integrates the spiritual dimension as part of psychological balance.

Overall, it can be concluded that BPI UIN Jakarta students have a fairly mature understanding of mental health, encompassing emotional, social, and spiritual aspects. They recognize the importance of maintaining mental health in both their personal and professional lives as prospective counselors. However, to make this understanding truly applicable and not merely theoretical, continuous literacy strengthening is required through practical and reflective approaches, including field experiences, discussions of real-life cases, and a more structural integration of Islamic values into psychological contexts.

B. Mental Health Management Strategies

Interviews revealed that BPI UIN Jakarta students employed various personal strategies to cope with mental distress, such as stress, anxiety, and feelings of discomfort. This demonstrated their awareness of their own mental health conditions and their active efforts to manage these issues independently according to individual needs. The majority of participants preferred strategies that focused on calming themselves and allowing time for personal reflection. These strategies can be classified into two broad groups:

1. Emotion-Focused Coping

This strategy falls under the category of *emotion-focused coping*, which is the tendency to focus more on and release emotions focused on the disappointment or distress experienced in order to release those emotions or feelings.¹⁶ Some forms expressed by participants include being alone to calm

¹⁶Fandi Rosi Sarwo E., *Psychosocial Assessment and Intervention*, (Yogyakarta: Jejak Pustaka, 2021).

down, as expressed by one student, " *When I'm stressed, I usually try to be alone first, not wanting to meet anyone I know. I use that time to 'recharge my energy'.*"

Reducing interaction with social media or gadgets, and replacing them with positive activities, such as reading, " *When I experience something like that, I don't open social media or even turn off my phone for a certain period of time. Instead, I read all the books I have and haven't had time to read before.*" This approach is also in accordance with the results of previous research which shows that excessive use of gadgets can increase the risk of mental health disorders such as stress, anxiety, and depression. This is caused by social pressure and anxiety arising from gadget use, such as fear of losing or damaging gadgets.¹⁷Therefore, reducing social media use is an effective strategy to reduce the symptoms of mental disorders.

Recreational activities, such as walking, listening to music, and meeting friends, are also options for stabilizing emotions and restoring enthusiasm. These strategies demonstrate that students are able to recognize their emotional needs and choose coping methods that align with their individual preferences and comfort levels. While they don't directly address the root of the problem, these approaches are effective in maintaining emotional stability so they can continue to function effectively in their daily lives.

2. Religious/Spiritual Coping

Over time, theories regarding coping strategies have expanded to include religious elements, known as spiritual coping. This concept refers to a person's efforts to deal with stress by engaging in religious beliefs and practices, both as a means of finding solutions and to mitigate the negative

¹⁷Kamaruddin, Ilham, et al. "The Impact of Gadget Use on Students' Mental Health and Learning Motivation at School." *Journal on Education* 6.1 (2023): 307-316.

emotional impact of stressful situations ¹⁸. Typically, spiritual coping is used when someone feels unable to rely on human assistance or feels they are in a situation that is too difficult to handle alone.¹⁹

One student said, " *Yes, absolutely, because when we worship, our hearts become calmer. Dhikr or prayer can make us feel closer to Allah and more confident that all problems can be overcome .*" Activities such as listening to murottal, sunnah prayers, and dhikr are considered to provide inner peace and strengthen confidence in facing problems. Even in situations when they don't have a place to talk, worship becomes a safe space to pour out their feelings. As expressed by one participant, " *Especially when we don't know who to complain to, worship becomes a safe space to share all our complaints. It gives us a sense of confidence that everything will be fine as long as we are close to Allah .*"

These findings indicate that religious coping is a fairly dominant and effective approach used by BPI UIN Jakarta students in dealing with mental health disorders, especially when external support feels limited.

C. Utilization of Campus Counseling Services by BPI UIN Jakarta Students

Interview results indicated that students were not fully utilizing campus counseling services, particularly the BPI Clinic. The majority of participants admitted to having never accessed these services. Key reasons cited included feeling more comfortable talking to friends, a lack of information about service procedures and schedules, and not feeling the urgency to consult with a professional.

¹⁸Kenneth I. Pargament, Harold G. Koenig, and Lisa M. Perez, "The Many Methods of Religious Coping: Development and Initial Validation of the RCOPE," *Journal of Clinical Psychology* 56, no. 4 (2000): 519–43.

¹⁹ Ayu Nugrahaningrum, Galuh, and NA Nisa Rachmah. *Spiritual Coping in Single Mothers* . Diss. Muhammadiyah University of Surakarta, 2023.

One participant stated, "*I've never done it before, because I feel more comfortable talking to friends. But I know the service exists and can be used if I need professional help.*" This statement reflects that the service is known about, but it's not yet a primary option for students facing psychological issues. Emotional closeness and trust in friends are often the first choices.

Another participant revealed that he had never accessed the BPI Clinic, but had participated in general counseling activities held by the campus, "*I've never been to the BPI clinic, but I have from the campus in general. I just recently participated in the counseling week from Puskar. As for the feeling, well, it felt like a burden had been lifted off my shoulders, although not entirely, it just felt lighter, and I knew more about what I should do or what.*" This shows that when students are given space and opportunities for counseling in a lighter and more open format (such as campus events), they are more likely to participate. This also indicates that the form of service and the approach used also influence students' interest in using it.

From these results, it can be concluded that campus counseling services have significant potential to support student mental health, but have not been optimally utilized. This aligns with Kamaruzzaman & Hendra's findings that student visits to counseling services are still relatively low despite their availability. This suggests that while students are quite aware of the services' existence, not all are familiar with them or utilize them optimally.²⁰

Interviews revealed that BPI UIN Jakarta students have a broad understanding of mental health and have developed appropriate coping strategies, including Islamic values as a source of comfort. However, the integration of Islamic values remains personal and unstructured. Furthermore,

²⁰Kamaruzzaman, Kamaruzzaman, and Hendra Sulistiawan. "Analysis of Students' Understanding of Guidance and Counseling Services in Higher Education." *Social Horizon: Journal of Social Education* 7.2 (2020): 221-231 .

utilization of campus counseling services remains low due to informational factors and personal preferences. This highlights the need for increased outreach and strengthening of Islamic approaches to mental health management.

Conclusion

This study shows that BPI UIN Jakarta students have a fairly broad understanding of mental health, which is not only understood as the absence of psychological disorders, but also includes emotional balance and the ability to manage life's stresses. Students have developed various adaptive coping strategies, both personally and through a spiritual approach based on Islamic values. However, utilization of campus counseling services such as the BPI Clinic remains relatively low, due to a lack of information and students' tendency to feel more comfortable confiding in friends. Although their knowledge and awareness are relatively good, the integration of Islamic values into real-world practice and the utilization of professional services still need to be improved. Students have great potential as counselors on mental health issues, but strengthening through field practice, case simulations, and campus service outreach is needed so that their understanding is not only theoretical, but also applicable and provides solutions in addressing psychological challenges in society.

References

Ahmad, J. (2018). Self-Reflection as an Effort to Achieve Mental Health. *Islamic Studies, December*, 1-16.

- Aloysius, S., & Salvia, N. (2021). Analysis of the mental health of university students at the beginning of the Covid-19 outbreak in Indonesia. *Journal of Citizenship Virtues* , 1 (2), 83-97.
- Arikunto, S. (2010). Research methods. Jakarta: Rineka Cipta, 173(2).
- Dewi, RDC (2024). *Empowring Minds: Strategies and Resources to Improve Mental Health Among School Children and College Students*. Banjar: Ruang Karya.
- Edi, FRS (2021). *Psychosocial Assessment and Intervention*. Yogyakarta: Jejak Pustaka.
- Fitri, RR (2019). Mental Health Literacy in College Students. *Journal of Psychology Students* , 5 (1), 135-148.
- Haq, ALA, & Imron, I. (2020, May). Mental Health Through the Eyes of Students. In *Proceedings of the University Research Colloquium* (pp. 174-176).
- Hisny, F., Hasanah, IA, Asri, NOA, & Anaureta, NA (2022). The role of Islam in influencing students' mental health. *Journal of Islamic Education Studies and Research* , 5 (1), 22-36.
- Kamaruddin, I., Leuwol, FS, Putra, RP, Aina, M., Suwarma, DM, & Zulfikhar, R. (2023). The Impact of Gadget Use on Students' Mental Health and Learning Motivation at School. *Journal on Education* , 6 (1), 307-316.
- Kamaruzzaman, K., & Sulistiawan, H. (2020). Analysis of Students' Understanding of Guidance and Counseling Services in Higher Education. *Social Horizon: Journal of Social Education* , 7 (2), 221-231.
- Kurniawan, EAPB, & Ngapiyem, R. (2020). Screening for emotional mental disorders: depression, anxiety, stress towards mental health in first semester nursing students at a health science college in Yogyakarta 2020.

- Oktaviani, SS, Putri, SM, & Mulyeni, S. (2025). The Importance of Maintaining Mental Health for Students to Prevent Suicide Stigma (A Study on Students at Universitas Nasional Pasim).
- Prayitno, SR, Rendisfa, MA, Amelia, RF, Nurlailita, MZG, As-Suhaily, MZR, & Aini, DK (2024). Psychoeducation of Stress Coping Strategies for Student Members of the Information and Communication Media Division. *Journal of Community Service* , 2 (10), 4799-4803.
- Putri, AW, Wibhawa, B., & Gutama, AS (2015). Mental health of the Indonesian people (knowledge and openness of the community towards mental health disorders). *Proceedings of Research and Community Service* , 2 (2), 252-258
- Sugiyono, D. (2013). Educational research methods using quantitative, qualitative and R&D approaches.