

Identifying Mental Health in Generation Z Students: Overview of Stress Behavior During Study Period

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ABSTRACT

The purpose of this study is to determine the mental health profile of students in the counseling program during their studies at Pattimura University. The aspects that can be used as variables or indicators to identify individual problems in dealing with mental health are cognitive, behavioral, and psychological aspects. The method used in this study is descriptive qualitative. The results of this study indicate that the primary source of stress for students is the accumulation of tasks and forgetting to complete them. These stressors are further categorized into: academic tasks, inadequate academic roles, financial constraints, and concerns about continuing education at the next level. Additionally, there are indications of poor mental health, such as forgetfulness and difficulty concentrating. In this context, both subjects experienced symptoms of forgetfulness when completing tasks. Overall, from this information, we can see that the mental health of students is clearly present but not overly severe. The limitation of this study is the lack of data sources to support it. Therefore, future research could conduct similar studies by seeking more data sources to obtain better results and compare the mental health experienced by other students.

Keywords: mental health, stress behavior, generation z



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INTRODUCTION

In Indonesia, the prevalence of mental health issues remains very high, particularly among those aged 15 years and older. According to data from the Basic Health Research (Riskesdas) conducted by the Ministry of Health of the Republic of Indonesia, the prevalence of mental health disorders (emotional) manifested through symptoms such as depression and panic/anxiety is 6% among those aged 15 years and older (approximately 14 million people). When looking at cases of schizophrenia, the prevalence is 1.7 per 1,000 people, or approximately 400,000 people (Health Research and Development Agency, 2014). Given this situation, it is time to maximize the use of mental health services by increasing public awareness of mental health disorders. However, in reality, the full utilization of mental health services is still hindered by stigma toward individuals with mental disorders, both from the individuals themselves and their social environment. Mental health is as important to humans as physical health. When someone is mentally healthy, other aspects of their life function more effectively. A healthy mental state cannot be separated from good physical health.

Meanwhile, mental health in Maluku according to RISKESDAS 2018 shows that Maluku ranks 10th in terms of severe mental disorders among people aged over 15 years based on province. Coastal areas are transitional zones between land and sea. This condition exposes coastal areas to pressure from various activities and phenomena both on land and at sea. The

difficult access due to geographical conditions makes coastal communities face challenges, particularly in maintaining health, including mental health issues.

According to Prof. Dr. Mustafa Fahmi, there are two definitions of mental health: first, mental health is the absence of symptoms of mental illness and psychological disorders. Second, mental health is an active, comprehensive, and unrestricted process that relates to an individual's ability to adapt to themselves and their social environment, leading to a life free from turmoil and full of vitality (Mustafa F., 1977). Mental health can be defined using two approaches: positive and negative. The first approach defines mental health as the fulfillment of positive aspects of an individual's psychological condition. Such conditions include feelings of joy, satisfaction in life, and the development of love for others (Clark, 2021; Pretsch et al., 2012 in Aziz R et al., 2021). The second approach defines mental health as a condition free from mental illnesses such as anxiety, depression, and loss of behavioral control (Asmika et al., 2008; Coles, 2016; Wani & Singh, 2019; in Aziz R et al., 2021). These two approaches are collectively known as the dual theory model in mental health (Grych et al., 2020; Iasiello & Agteren, 2020; Suldo et al., 2016; in Aziz R et al., 2021).

In Indonesia, based on data from the 2007 Riskesdas research, it is known that the prevalence of emotional mental disorders such as anxiety and depression is 11.6% of the adult population. This means that with an adult population of approximately 150 million in Indonesia, there are currently 1.74 million people experiencing emotional mental disorders (Ministry of Health, 2007 in Sulistyowati N & Senewe F.P. 2010). The available data indicates that the number of individuals with mental health disorders in Indonesia is significant, and therefore, this issue should be a priority with the availability of appropriate treatment or care. Additionally, based on the Sample Registration System conducted by the National Institute of Health Research and Development in 2016, the annual suicide rate was 1,800 people, or approximately 5 people per day, with 47.7% of suicide victims being aged 10–39 years, which falls within the adolescent and productive age groups. Dr. Celestinus Eigya Munthe, Director of Prevention and Control of Mental Health and Narcotics Issues, explained that mental health issues in Indonesia are related to the high prevalence of people with mental disorders. Currently, Indonesia has a prevalence of people with mental disorders of approximately 1 in 5 residents, meaning that around 20% of the population in Indonesia has the potential for mental health issues. Meanwhile, in the Maluku region, according to the 2018 National Health Survey (RISKESDAS), there has been an increase in the incidence of severe mental disorders among individuals aged 15 years and older, rising from 6% in 2013 to 9.8% in 2018. Maluku ranks 10th in terms of the prevalence of severe mental disorders among individuals aged 15 years and older, based on provincial data.

The most common mental health issues experienced by students are stress, anxiety, impaired social interaction, and depression. In the most extreme cases, individuals with depressive disorders may be unable to get out of bed or take care of themselves physically, while those with certain anxiety disorders may be unable to leave their homes or may engage in compulsive rituals to alleviate their fears (Masyah, 2020 in Riani N, 2021). Cranwell-Ward (1987) defines stress as the physiological and psychological reactions that occur when an

individual perceives an imbalance between the level of demands placed upon them and their ability to meet those demands.

According to Robbins (in Wahjono, 2022), each individual has a different level of stress even though they are assumed to be in the same stress-inducing factors. Individual differences can determine the level of stress present. There are three aspects that can serve as variables or indicators to assess an individual's challenges in managing mental health: cognitive, behavioral, and psychological aspects. These three aspects give rise to six indicators: difficulty concentrating, forgetfulness, increased anxiety, feelings of hopelessness, experiencing anxiety and confusion, and a decline in self-confidence.

In addition, stress can also lead to a reduced quality of life, psychoactive substance use, psychotic disorders, and suicide. This study examines the mental health of guidance and counseling students at Pattimura University in Ambon. It also seeks to identify the psychological factors that influence the learning process of guidance and counseling students. Based on the above explanation, this study aims to identify the mental health issues faced by guidance and counseling students. Do guidance and counseling students at Pattimura University in Ambon experience mental health problems?

METHOD

The research method used in this study employed a qualitative approach with descriptive analysis. Descriptive qualitative research was used because it is used to describe a phenomenon, event, or occurrence that is currently taking place (Sudjana, 2018). This is in line with the opinion of Nana Syaodih (in Rosidah et al., 2022), who explains that descriptive qualitative research is used to describe existing phenomena, whether natural or man-made. The data collection method in this study uses observation, interviews, and documentation techniques. Subsequently, the findings are analyzed using data reduction and determining the themes from the findings. The research was conducted at Pattimura University, Guidance and Counseling Study Program. The research subjects were guidance and counseling students from the 2021 and 2022 cohorts. There were two research subjects, and the selection of subjects was based on preliminary observations of guidance and counseling students. The sampling technique used was purposive sampling. Purposive sampling is a technique for determining samples based on specific considerations, as described by Sugiyono (2016). This sample was taken from counseling and guidance students because the researcher wanted to know the mental health of counseling and guidance students and whether there was a tendency for mental health to decline, such as stress that interferes with the learning process of students. According to Bogdan and Taylor in Moleong (2014), research that produces descriptive data such as written and spoken words from the people being observed. The research location was in Room BK III, the Guidance and Counseling Program at Pattimura University in Ambon. The procedure used in this research was qualitative. The research procedure consisted of four stages: (1) Data collection, (2) Data reduction and classification, (3) Data presentation, (4) Drawing conclusions. The data collection techniques used in qualitative research include observation, interviews, and documentation. (1) Observation: The observation conducted in this study was non-participant observation of BK students with mental health disorders. (2) Interviews:

Interviews were conducted to gather information, supplement data, and obtain accurate data from reliable sources. In this study, the author interviewed two informants, consisting of one female teenager and one male teenager from the BK program. (3) Documentation: Documentation in this study was used to sharpen the analysis of research related to mental health among BK students from the 2021 and 2022 cohorts. Data analysis in this study involves the process of managing triangulation in data collection. The data obtained is processed and selected through qualitative data analysis, which includes data collection, data reduction, data presentation, and research conclusion.

RESULTS AND DISCUSSION

This study took two subjects, students majoring in guidance and counseling from the 2021 and 2022 cohorts at Pattimura University in Ambon. The results of this study showed several findings in line with the objectives of the study, namely regarding the mental health of guidance and counseling students. Both counseling and guidance students exhibit certain behavioral characteristics, including difficulty concentrating, forgetfulness, and stress. These conditions often disrupt their mental health and even interfere with their daily activities. On average, they experience anxiety-related disturbances, although the anxiety remains within normal limits. From the results of this study, the researchers classified three main categories that had been reduced from the results of previous interviews or data collection. The researchers carried out the categorization process using data triangulation, which served as additional or supporting data in describing the research results that had been categorized into three groups. The categories discussed by the researchers are described in the following discussion.

Difficulty concentrating and forgetfulness due to internal and external factors

Concentration on this issue is caused by internal factors and the surrounding environment. Additionally, difficulty concentrating due to internal factors includes: staying up late at night due to playing online games, lack of sleep, and an overwhelming amount of tasks, leading to stress. Meanwhile, difficulty concentrating due to environmental factors includes: the surrounding environment, such as classmates interrupting during lessons, which disrupts concentration.

Mental health is a condition where an individual exhibits well-being, capable of recognizing their own potential (Rahmayanthi, Moeliono, & Kendhawati, 2021). Adolescents have the ability to cope with normal life pressures in various situations, work productively and generate results, and contribute to their community. (Surawan & Mazrur, 2023) Quoting the jargon used by the WHO, “there is no health without mental health” signifies that mental health must be viewed as something as important as physical health. This is evident in the statement of subject 1.

“...maybe I didn't get enough sleep because I often stayed up late playing games in the middle of the night, which made me unable to concentrate during lectures...” (S1.39-44)

“...I play games every day, so I’m so addicted to games that I find it difficult to complete assignments from lecturers or work at home...” (S1.60-65)

The statement above explains the lack of concentration. Here, the first subject also explains the consequences of lack of concentration, namely disruption of daily activities and forgetfulness. This can be seen from the following statement:

“.....What makes me forgetful is probably a lack of... concentration, which causes me to forget things easily...” (S1.68-72)

“...I often forget when I forget to collect assignments given by lecturers...” (S1.78-81)

This is not in line with the opinion of subject 2, as can be seen in the statement below:

“...what makes me lose focus is my friends around me. Some of them talk to me, and even if I'm focused, if there are people talking next to me, it's noisy and my concentration is immediately lost...” (S2.32-43)

After the above statement, the second subject also explained in the following statement that he could still concentrate if the distractions were not too intense. The statement can be seen as follows:

“.....if my concentration is disturbed by my friends, what I do is, like in the beginning, I just let it be, and I can still concentrate and still learn, but if it gets excessive, like my concentration is really disturbed, then I immediately reprimand them, saying something like, ‘Be quiet, we are still in the learning process so that others can also concentrate’....” (S1.64-80)

There is also a statement from the second subject about how easily he forgets things:

“.....I often forget because I have so many tasks, for example, when I am given a task, I am given so many tasks, and I immediately forget the details of how to do the initial task....” (S2.93-100)

In addition to the above statement, the second subject also explained the internal and external factors that caused him to be forgetful. The statement can be seen as follows:

“...so forgetting is like it depends, it depends on the situation and it depends on the pressure I’m under too. If there’s a lot of pressure, then it’s very likely that I’ll also forget the things I had initially planned to do, the things I wanted to do but are still pending—those will definitely still be forgotten...” (S2.106-117)

Worrying about small things and feeling confident about achieving your future goals

In the context of this category, worrying about small things in Theory-of-mind (ToM) is the ability to accurately infer the thoughts and feelings of others. In generalized anxiety disorder (GAD), cognitive and emotional regulation theories suggest the possibility that ToM depends on an individual's level of worry, which is a characteristic symptom. GAD and state worry may interact to predict ToM construction. However, no experiments have directly tested this interactional hypothesis, and ToM has not been used as a framework to advance understanding of social cognition in GAD. Therefore, this study aims to address this gap.

From the interview results, a common behavior emerged: worrying about small things like missing out on events to get free skins, but always trying to open the game every day to get the free skins available in the game event. This is evident in Subject 1's statement.

"I'm worried when I'm playing games, because there are events with prizes in the game..." (S1.86-90)

'...Then I'm worried that if I don't log in, I won't get the skin...' (S1.96-100)

The first subject believes that he is capable of achieving his future goals, but he feels that he cannot achieve them without his parents' help:

".....if I am confident that I can achieve that future now, I feel that without my parents, I would not be able to achieve my future...." (S1.109-113)

".....If I were to lose hope and become discouraged, I think that without.... my parents supporting me in.... What is it called?... Achieving success, I definitely wouldn't be able to... What is it called?... Achieving that success..." (S1.118-125)

This is not in line with the concerns experienced by subject 2, because subject 2 is worried that the task will not be completed perfectly: afraid of not getting a high score and afraid of not being able to answer questions asked by classmates. The following is a statement from subject 2

"...I'm kind of honest and a little ambitious, so I want to do something that is truly perfect. That's what makes me worry, whether it's right or not, whether it's been done correctly or not. If someone asks me this question during tomorrow's presentation, that's what makes me worry..." (S2.201-212)

The second subject thinks about the future goals he can achieve, which can be seen as follows:

".....losing hope and facing the future is like, well, more often than not, like, tomorrow, will I be able to continue my master's degree tomorrow, will I be able to become a lecturer tomorrow...." (S2.250-257)

The second subject felt confident that he had not lost hope of achieving his dream.

"But losing hope is not the case, so it's more about worrying, but losing hope is not the case" (S2.264-268)

Feeling anxious about oneself and feeling disturbed when in a social environment.

Subject 1 Feels anxious when in social settings and when meeting new people, in this case because they are not yet familiar with the new people, which causes anxiety to arise and disrupts their activities. The following is a statement from subject 1.

".... Of course I feel that way because I'm anxious, you know... It can arise from, um... It can arise at any time, you know... Anxiety. Like, for example, when we meet someone new on the street or in... Of course we feel anxious, because we haven't known them for long, and then..." (S1.146-156)

".....In my opinion, ee... When I meet new people, I sometimes feel anxious...." (S1.68-71)

The first subject felt insecure when presenting in front of the class, as can be seen in the following statement:

"...when I was asked to explain the material given by the lecturer in front of my friends or in front of the lecturer, it made me feel insecure, explaining it because I couldn't, I didn't understand it yet. That's what made me feel insecure..." (S1.81-90)

Meanwhile, according to subject 2, his anxiety can interfere with his daily activities, such as when he expresses his opinion in public, when he feels he cannot freely explore himself, and when he feels he cannot develop his full potential. The following is a statement from subject 2

“It's like it's interfering with their activities. In my opinion, yes, it's true that it's interfering with their activities because, well, initially, it was already uncomfortable, like they were afraid of their environment. How can they develop their activities? How can they carry out their activities when their environment is still so rigid...?” (S2.321-333)

According to Kristyowati Y (2021), Generation Z has its own socio-historical life in the era of the 4.0 industrial revolution. Generation Z has characteristics that are different from previous generations. This internet-savvy generation in Indonesia is very large, numbering 75 million out of 191.9 million people of productive age. Due to the distinct characteristics of this generation, there is a gap with other generations. Generation Z needs to be trained to navigate the world by leveraging AI and building personal branding to address the issues and challenges of their time.

This makes the research increasingly interesting to discuss, with the aim of identifying the sources of stress that trigger mental health conditions and concerns among students in the counseling and guidance program. The research findings indicate that the primary source of stress for students is the accumulation of tasks and forgetting to complete them. These stressors are categorized as: academic tasks, insufficient academic roles, financial constraints, and concerns about not being able to continue education at the master's level. It is observed that the stress levels of Subject 2 are higher than those of Subject 1. (Mardiati et al., 2018) The causes of stress and anxiety in students' academic lives can stem from their academic environment, particularly external demands and their own expectations. External demands may arise from course assignments, academic workload, parental expectations of academic success, and social adaptation within the campus environment.

The most common mental health issues experienced by students are stress, anxiety, impaired social interaction, and depression. In the most extreme cases, individuals with depressive disorders may be unable to get out of bed or take care of themselves physically, while those with certain anxiety disorders may be unable to leave their homes or may engage in compulsive rituals to alleviate their fears (Sagala & Masyah, 2020). According to Robbins (2006; in Wahjono S.I 2022), every individual has a different stress level even though they are assumed to be in the same stress-inducing factors. Individual differences can determine the level of stress present. There are three aspects that can serve as variables or indicators to identify an individual's issues in dealing with mental health: cognitive, behavioral, and psychological aspects. These three aspects give rise to six indicators: difficulty concentrating, forgetfulness, increased worry, feelings of hopelessness, anxiety and confusion, and decreased self-confidence. This study examines the mental health conditions of counseling and guidance students at Pattimura University in Ambon. Additionally, it aims to identify the psychological factors that influence the learning process among counseling and guidance students.

From the results of the study, several categories were identified, namely: difficulty concentrating, forgetfulness, and stress. From these three categories, three aspects were also identified, namely cognitive, behavioral, and psychological aspects. The cognitive aspect can be seen in the categories of difficulty concentrating and forgetfulness. Subject 1 and Subject 2 both experience difficulty concentrating and forgetfulness, but these are caused by different factors. For Subject 1, the cause is internal (within oneself), while for Subject 2, the cause is external (the surrounding environment). The behavioral aspect is categorized into worrying about small things and feeling confident about achieving the future. Although both Subject 1 and Subject 2 worry about small things, their concerns differ significantly. Subject 1 worries about things that should not be a concern, such as the games they frequently play, but Subject 1 is confident about achieving their future. Subject 2 is more concerned about their studies because they are ambitious and want everything they do to be perfect, but they also feel hopeless if their goal of pursuing a master's degree fails and they cannot become a lecturer. In terms of psychological aspects, it is categorized as feeling anxious about oneself and feeling disturbed when in a social environment. Subject 1 feels anxious and disturbed when in a social environment, especially when meeting new people because they have not known them for long, which is very disturbing. Subject 2, on the other hand, does not feel anxious because they have an extroverted personality and find it easy to mingle with people around them. Thus, this situation requires students to take initiative on their own, implying a high level of intrinsic motivation where they must actively direct themselves, make their own choices, and determine what is best for themselves (Butarbutar, A. R., et al., 2024).

In a previous study by Wahyi Sholihah Erdah Suswati, M. Elyas Arif Budiman, and Zidni Nuris Yuhbaba, discuss about Mental health in adolescents in the High School Urban and Rural areas of Jember Regency research results show that adolescents have the most health problems, less mental. Adolescence is an important period for developing social and emotional habits that are important for mental well-being. The more risk factors adolescents face, the greater the potential impact on their mental health. Factors that can contribute to stress during adolescence include exposure to adversity, pressure to fit in with peers, and identity exploration (Lissak, 2018). While previous research by Yuliani, Gurdani Yogisutanti, Linda Hotmaida discussed learning Stress and Student Mental Health during the Covid-19 pandemic, the analysis results showed that students of the Immanuel Health Institute Bandung were most in the moderate stress category, this may be caused by several stress factors, namely pressure in learning, internal factors of student character, and feeling a lack of support from family considering that most students are boarding children. To get the GPA expected by the family, students sometimes force themselves to study beyond their abilities which can cause study stress.

In this study the impact of mental health disorders experienced by students the most common are stress, anxiety, social interaction disorders, and depressive disorders. According to Robbins (2006; in wahjono S.I 2022) each individual has a different level of stress despite being assumed to be in the same stress-inducing factors. Individual differences can determine the level of stress. From the results of research conducted there are several categories that have been obtained, namely; difficulty concentrating, easy to forget and stress. as for the three

categories are also derived from the three aspects obtained are cognitive, behavioral and psychological aspects. the results of research on mental health in adolescents conducted by (Wahyi Sholihah Erdah Suswati, M. Elyas Arif Budiman, and Zidni Nuris Yuhbaba) explained that teenagers have the most health problems, less mental. Factors that can contribute to stress during adolescence include exposure to adversity, pressure to fit in with peers, and identity exploration (Lissak, 2018). In the research conducted by the researchers can be seen in the psychological aspect, which is where the categorization; the presence of a sense of anxiety towards one's self and feel disturbed when in a social environment. While other research on learning stress and mental health of students by (Yuliani, Gurdani Yogisutanti, Linda Hotmaida) discussed about Immanuel Health Institute Bandung students are mostly in the category of moderate stress, it may be caused by several factors that cause stress in learning, internal factors of student character, and feel the lack of support from the family considering most students are boarding children. it can be seen in the behavioral and cognitive aspects in the categorization; Worrying about small things and feeling confident can reach the future and difficulty concentrating and easy to forget. In this study, researchers have obtained an overview of the mental health of guidance and counseling students in the 2021 and 2022 generations represented by 2 subjects representing their respective generations which can be reviewed from various aspects that have been described above.

CONCLUSION

This study aims to determine the source of stress and anxiety in students of guidance and Counseling study program. The results of this study showed that the source of student stress is the number of tasks that accumulate and forget to do them the source of stress is transformed into: academic tasks, less academic roles. financial constraints and fears of not being able to continue their education at S2 level it is seen that the stress level of Subject 2 is higher than that of subject 1. In addition, there is a picture of poor metal health such as forgetfulness and difficulty concentrating in this case, both subjects experienced symptoms of forgetfulness in doing tasks. It is difficult to concentrate alone here between subject 1 and subject 2 is very different because in subject 1 due to internal factors (within) while in Subject 2 external factors (surrounding environment). Overall from this information we can see that the picture of student mental health is clear but not so heavy. The limitation of this research is the lack of data sources to support this research. Therefore, previous research can make similar research by looking for more data sources so that the results obtained are much better and can compare the health experienced by other students.

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