

The Relationship between School Social Environment and Mental Health of Adolescents

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Abstract

The mental health of school children is gaining increasing attention, particularly concerning the social environment at school. This social environment encompasses various aspects such as peer interactions, relationships with teachers, and the overall school climate. These factors have a significant impact on children's mental health, including their emotional, psychological, and social well-being. Peer interaction is a key component of the school's social environment. Positive relationships with peers can provide emotional support, boost self-confidence, and help children develop important social skills. Conversely, negative experiences such as bullying or social isolation can lead to stress, anxiety, and depression. The purpose of this study is to examine the relationship between the school social environment and the mental health of adolescents. This study uses a quantitative research approach with a cross-sectional design. The respondents of this study were 33 samples. The results of the statistical test showed that there is a significant relationship between the school social environment and students' mental health, with a p-value of 0.01, which is less than the significance threshold of 0.05. It can be concluded that the school social environment has a significant impact on students' mental health.

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1. INTRODUCTION

The mental health of school children is an issue that is receiving increasing attention, especially in the context of the social environment at school. The school social environment covers various aspects, including interactions with peers, relationships with teachers, as well as the overall school climate. These aspects can have a significant impact on children's mental health, including their emotional, psychological and social well-being (WHO, 2023)

Interaction with peers is a key component of the social environment at school. Positive relationships with friends can provide emotional support, increase self-confidence, and help children develop important social skills. Conversely, negative experiences such as bullying or social isolation can cause stress, anxiety, and depression (APA, 2023). Relationships with teachers also play an important role in schoolchildren's mental health. Teachers who are supportive and show empathy can create a safe and supportive learning environment, which allows children to feel valued and heard. Teachers also play a role in recognizing signs of mental health problems in children and providing appropriate intervention (Edutopia, 2023).

School climate, which includes school culture, norms, and policies, also impacts children's mental health. Schools that encourage inclusion, active participation, and acceptance of diversity tend to create a positive environment for children's mental health. On the other hand, schools with a harsh or discriminatory climate can worsen children's mental health conditions (Jill Anderson, 2021). Another contributing factor is support from parents and the community. Parental involvement in children's education and support from the community can strengthen children's mental health. A stable home environment and support from the community can provide an additional support network for children who may be facing difficulties at school (Child Mind Institute, 2023).

The results of the 2022 I-NAMHS (Indonesia National Adolescent Mental Health Survey), the first national mental health survey to measure the incidence of mental disorders in adolescents aged 10 – 17 years in Indonesia, show that one in three Indonesian adolescents has mental health problems while one in twenty Indonesian teenagers had mental disorders in the last 12 months. This figure is equivalent to 15.5 million and 2.45 million teenagers. Research conducted by Harris (2023) shows that good mental health is closely related to academic achievement. Children who have good mental health tend to have higher motivation to learn, better problem-solving skills, and the ability to overcome academic challenges more effectively. On the other hand, mental health problems can disrupt the learning process and reduce academic achievement. In addition, good mental health is also important for children's social and emotional development. Mentally healthy children are better able to build and maintain positive relationships, manage their emotions effectively, and participate actively in social activities. These are all important skills that will help them in adult life (Ann DeSmet., 2019)

According to Edward C. Chang (2019), there needs to be a collaborative effort between schools, parents and communities to create an environment that supports children's mental health. Intervention programs designed to improve mental health in schools, such as anti-bullying programs, social skills training, and counselling, can provide significant benefits. In order to support children's mental health, it is also important to continue to conduct research and evaluation of various approaches and interventions available. done. With a better understanding of how the social environment at school affects children's mental health, we can develop more effective strategies to support children's well-being (Cathelijm D. Tjaden, et.al. 2019). The aim of this research is to look at the relationship between the school social environment and the mental health of teenagers.

2. RESEARCH METHOD

The type of research used is quantitative research with design *cross sectional*. Respondent This research consisted of 33 samples of students from SMPN 13 Bima City. This research instrument uses a questionnaire that adopts a Likert scale. The collected data was processed using SPSS statistical software. Data analysis was carried out using two main approaches, namely Univariate Analysis to explore the characteristics of individual variables, and Bivariate Analysis to identify relationships between variables. The results of the analysis are presented in the form of a distribution table accompanied by an explanation to facilitate interpretation of the research results.

3. RESEARCH RESULTS AND DISCUSSION

3.1. Research result

The results of this research were obtained through interviews using a questionnaire containing about the school social environment and mental health. The number of respondents obtained as a sample was 33 respondents. Data collection was carried out by visiting respondents and conducting interviews. After the data collection process is complete, the data is then checked for completeness, once complete, data input and data analysis are carried out in the SPSS program. The research results are presented quantitatively with a frequency distribution table of respondents (univariate), bivariate analysis to determine the relationship between variables (school social environment and mental health).

3.1.1 Univariate Analysis

Univariate analysis aims to obtain a general overview of the research by describing the variables used in the research. The results of the univariate analysis in this study are as follows:

Social environment

The distribution of research results that have been conducted regarding the social environment in schools can be seen in the following table:

Table. 1
Distribution of Social Environment Respondents

Social environment	Respondent	
	Good	18
Not good	15	45.5
Total	33	100

Source: Data processed in 2024

Table 1 shows that the Social Environment respondents were good, namely 18 respondents (54.5%) and the Social Environment respondents were not good, namely 15 respondents (45.5%).

Mental health

The distribution of research results that have been conducted regarding mental health can be seen in the following table:

Table. 2
Distribution of Mental Health Respondents

Mental health	Respondent	
	Good	13
Not good	20	60.6
Total	33	100

Source: Data processed in 2024

Table 2 shows that 13 respondents had good mental health (39.4%) and 20 respondents (60.6%) had poor mental health.

3.1.2. Univariate Analysis

Analysis of Bivariate aims to be used to show the relationship between the school social environment and the mental health of teenagers. The results of research conducted regarding the relationship between the school social environment and the mental health of teenagers can be seen in the following table:

Table. 3
The relationship between school social environment and children's mental health

Variable			Mental health		Amount	P value
			Good	Not good		
Social environment	Good	F	11	7	18	0.01
		%	61.1%	38.9%	54.5%	
	Not enough Good	F	2	13	15	
		%	13.3%	86.7%	45.5%	
Amount		F	13	20	33	
		%	39.4	60.6	100%	

Source: Data processed in 2024

Table 3 shows that the results of statistical tests carried out to examine the relationship between the school social environment and mental health show significant results. With a p value of $0.01 < 0.05$.

3.2. Discussion

Table 1 shows that the Social Environment respondents are in the good category, namely 18 respondents (54.5%) and the Social Environment respondents are in the poor category, namely 15 respondents (45.5%). Table 2 shows that the mental health respondents in the good category are 13 respondents (39.4%) and the mental health respondents in the poor category are 20 respondents (60.6%). Table 3 shows that the results of statistical tests carried out to examine the relationship between the school social environment and mental health show significant results. With a p value of 0.01, which is clearly smaller than the significance limit of 0.05, it can be concluded that there is a real relationship between the two variables.

This research is in line with research conducted by Cavioni Valeria (2021) showing that positive relationships at school are closely related to good mental health in adolescents. Data from this study shows that there is a significant positive correlation between mental health and positive social relationships at school, with correlation values ranging from $r = 0.311$ to $r = 0.382$. Negative relationships at school, on the other hand, show strong associations with poor mental health, especially in psychological and social aspects. The study also found that life satisfaction acts as a full mediator between positive social relationships and mental health, suggesting that positive relationships at school increase life satisfaction which in turn improves mental health. Research conducted by Suswati, et. al (2023) shows that 65.6% of respondents have poor mental health and 34.4% of respondents have good mental health. The results of this research explain that adolescence is a time to have a healthy start in life. Therefore, school teachers, friends and parents are in the best position to recognize and support young people suffering from mental health problems.

The school's social environment, which includes interactions between students, support from teachers, and the overall emotional climate, plays an important role in influencing students' mental health. When the school social environment is positive and supportive, students tend to experience improved mental well-being, experience less stress, and have higher self-confidence. Conversely, a less conducive social environment can contribute to increased anxiety and other mental health problems.

4. CONCLUSION

The mental health of school children is increasingly becoming a concern, especially in relation to the social environment at school. This social environment includes various aspects such as interactions with peers, relationships with teachers, and the overall school climate. This research was conducted to look at the relationship between the school social environment and the mental health of teenagers. The results of statistical tests show that there is a significant relationship between the social school environment and student mental health. With a p value of $0.01 < 0.05$, it can be concluded that the school social environment has a real influence on students' mental health.

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