



Integration of holistic education concepts in higher education to building mental health-friendly campuses: Case study from Indonesia

Minsih Minsih ^{1,*}, Megan Lawton ², Endah Sudarmilah ³, Fitri Puji Rahmawati ¹,
Imam Mujahid ⁴, Anggun Yunita Sari¹

¹Department of Primary Teacher Education, Faculty of Teacher Training and Education, Universitas Muhammadiyah Surakarta, Sukoharjo – Indonesia; ²Department of Inclusive Education, College of Learning and Teaching, University of Wolverhampton, Wolverhampton – United Kingdom; ³Department of Informatics Engineering, Faculty of Communication and Informatics, Universitas Muhammadiyah Surakarta, Sukoharjo – Indonesia; ⁴Department of Islamic Guidance and Counseling, Faculty of Ushuluddin and Da'wah, Universitas Islam Negeri Raden Mas Said Surakarta, Sukoharjo – Indonesia

Abstract: In response to the rising mental health issues among students, higher education institutions are called to adopt more comprehensive strategies for supporting mental well-being. While there is significant research on mental health in higher education, studies focusing on integrating holistic education to promote mental health remain limited. This research aims to explore how holistic education can transform higher education and create a mental health-friendly campus environment. A qualitative approach was used, including in-depth interviews, document analysis, and observations of holistic education practices. The study involved 42 students, 14 lecturers, 5 administrators, and 2 counseling staff members. Data were validated through triangulation, ensuring reliability. The findings suggest that creating a mental health-friendly campus begins with open mental health policies. Integrating holistic education into curricula and support systems is crucial for improving academic performance and social engagement. This approach encourages active student participation, making learning more relevant to real life. Additionally, fostering a campus culture focused on mental health, involving students in activities, and building community is essential. The study also stresses the importance of raising awareness of mental health and the role of lecturers in supporting students' well-being.

Keywords: campus culture; friendly campus; higher education; holistic education; mental health

Copyright © 2024 Psikohumaniora: Jurnal Penelitian Psikologi

This is an open access article under the terms and conditions of the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.



To cite this article (APA Style):

Minsih, M., Lawton, M., Sudarmilah, E., Rahmawati, F. P., Mujahid, I., Sari, A. Y. (2024). Integration of holistic education concepts in higher education to building mental health-friendly campuses: Case study from Indonesia. *Psikohumaniora: Jurnal Penelitian Psikologi*, 9(2), 303-320. <https://doi.org/10.21580/pjpp.v9i2.23056>

*Corresponding Author: Minsih (min139@ums.ac.id), Faculty of Teacher Training and Education, Universitas Muhammadiyah Surakarta, Jl A. Yani, Pabelan, Kartasura Surakarta, Jawa Tengah 57169 – Indonesia.

<https://journal.walisongo.ac.id/index.php/Psikohumaniora>

Submitted: 10 Sep 2024; Received in revised form: 5 Nov 2024; Accepted: 11 Nov 2024; Published regularly: Nov 2024

Introduction

The mental health of higher education students is essential due to the increasing challenges they face related to academic pressure, social issues, and life changes, all of which affect their well-being. According to the World Health Organization (WHO), nearly 1 in 5 young adults experiences mental disorders each year, with higher education students being among the most vulnerable groups (WHO, 2021). In Indonesia, data from the Ministry of Health shows an increasing prevalence of mental health issues among students, including stress, depression and anxiety (Saifullah et al., 2020). These issues often manifest as excessive anxiety, depression and a loss of control (Pascoe et al., 2022). Therefore, higher education institutions should develop effective solutions to address these problems.

Implementing holistic education programs that offer strategies for creating campus environments supportive of mental health is essential. Such an approach includes integrating holistic education and emphasizing a balance between education's academic, emotional, social, and physical aspects (Pascoe et al., 2022). Furthermore, holistic education should consider all aspects of human development, including physical, emotional, social and spiritual dimensions, prioritizing both academic aspects and overall well-being (Miller, 2000). By integrating holistic education, campuses can foster an environment that is more conducive to supporting students' mental health.

The presence of counseling institutions on campus is crucial, and optimizing the function of guidance services is necessary (Aziz et al., 2022; Bhugra et al., 2020; Boggs et al., 2024; Price et al., 2023). Guidance from academic advisors plays a key role in motivating students and providing feedback that correlates with expectations (Fakhrudin & Safrianti, 2017). The curriculum followed, together with adequate resources and

favorable conditions, can significantly enhance graduates' achievements (Pascoe et al., 2022).

Research consistently shows that holistic educational methods can significantly benefit students' mental health. For instance, a publication research in the United States found that holistic programs incorporating physical activity, emotional support, and social skills development could effectively reduce stress levels and enhances mental well-being (Martín-Rodríguez et al., 2024). A campus in Australia that implemented the method reported increased student satisfaction and lower dropout rates (Smith & Applegate, 2018). However, challenges remain in implementing holistic education on campus, including a lack of understanding, limited resources, and resistance to change (Jones et al., 2019)

Participation in mental health programs significantly improves students' well-being by reducing stress and depression (Irawan et al., 2024). Good mental health enables individuals to address life's pressures, realize their potential, and study and work effectively, thus contributing to the community (Prayitno et al., 2020). Studies on mental health often focus on the effect of personal conditions. Still, this research emphasizes integrating holistic education concepts in higher education transformation, paying particular attention to its role in the holistic method.

This research focuses first on integrating academic, social, and emotional components in supporting students' mental health. This approach considers that students' academic activities generally include classroom lectures, organization, interaction, communication among students, and campus social life. Similarly, Butler et al. (2022) argue that the emotional support of family and campus colleagues has a positive effect on students' mental health. Second, a specific strategy is proposed for creating a mental-health friendly campus, an issue which is seldom discussed in-depth in higher education. The components of this

strategy include the cultural environment, policy, and more comprehensive mental health endorsement, as discussed in Maddock et al. (2023) research, which focused on supporting policy in mental health accessibility services. In this way, this study will explore various mental health awareness activities and social space development, which will improve positive interaction in supporting students' mental health.

Third, the study will examine the integration of various holistic education concepts, such as personal development, emotional well-being, and life skills, into higher education structures that traditionally focus more on academic aspects (Kesyha et al., 2024). The analysis correlates with the courses taught by lecturers, as the nature and type of assignments can influence the effectiveness of students' understanding of the material. The focus is therefore not only on academic achievement, but also on students' self-development, resilience, and emotional quotient improvement.

This research emphasizes the significant of intervention integration on the campus involving personal dimension like self management skill, institutional scope such as mental health friendly policy, and social support dimension. This approach has a new perspective with more dimensions focus than the previous study which normally has only a single dimension.

The research aims to: 1) investigate the perception of and policies on mental-health friendly campuses; 2) analyze the implementation of the holistic education concept in higher education as a specific strategy for creating mental-health friendly campuses; and 3) describe the creation of students' social life ability.

The successful integration of holistic education concepts into campuses can significantly enhance students' mental health in Indonesia. This success largely depends on a curriculum that balances academic principles with overall students' well-being. A balanced curriculum provides a strong

foundation of knowledge while addressing students' academic, social, emotional, physical and mental development. The method is essential for producing graduates who can apply learning concepts effectively in a rapidly changing world. A well-designed curriculum will help students meet global challenges, ensuring graduation with good mental health and the ability to meet industry needs. Therefore, this research contributes to the intellectual discourse on holistic education integration and offers valuable insights for policymakers, educators, and academics in developing mental health-friendly campuses.

Methods

Research Design

The research employs a qualitative method with a case study design, primarily examining various aspects of holistic education, including learning activities, student participation, and factors related to service patterns that support creating a campus environment conducive to students' mental health.

To obtain comprehensive and extensive information, participants obtained data through interviews and observations of individuals associated with the research subjects. These activities included the natural, holistic, and in-depth documentation of the subjects' activities and environmental impact through documentary studies. The analysis incorporated insights from 42 students, 14 lecturers, and five administrators. Interviews were conducted with various personal and institutional stakeholders, including students, heads of programs, academic supervisors, and lecturers (see Table 1).

Data Collection

The data collection methods is comprised of interviews, observations, and document analysis. The research approach also combined interviews and observations documented in field notes.

Documentary research was conducted to complement the interview data, including the observation and analysis of various forms of documentation related to students' activities and campus services that support students' mental health. The interviews were designed to ensure comprehensive data collection. The analyzed documents included academic records and relevant images (a images of events activities).

Data Validity

The validity of the data was ensured through the triangulation of sources and methods, which tested the credibility of the information obtained from multiple sources, such as parents, and secondary data from relevant articles. The data were then described, categorized and analyzed to produce a conclusion. Triangulation of sources was used to verify the credibility of the data by cross-verifying information from the same source, but with different data collection methods, such as interviews and observations.

Data Analysis

The qualitative data analysis model was based on Huberman and Miles (2002), including reduction, presentation and conclusion to answer the research questions. The reduction stage included standardizing and selecting information

from interviews, observations, and documentation, which was transcribed into written form. The observation results were also formatted in line with the research method. All the transcripts were transformed or displayed in matrix form, categorized by theme, then grouped and simplified using specific coding, aspects, sub-aspects, themes, and sub-themes. This coding process was designed to be simple to facilitate analysis and verification. The conclusion summarized all the categories and subcategories of themes identified during the analysis.

Results

The realization of mental health-friendly campuses and the well-being of students were based on data from in-depth interviews with staff, lecturers, and higher education leaders from several study programs, as well as from students, documentation, and observation data. Subsequently, the results were formulated as follows: 1) students' conceptions and perceptions of mental health; 2) integration of holistic education to improve students' well-being; and 3) development of students' social skills. The results can be further described according to the following aspects.

Table 1

Informant in the Research

| No. | Informant Initials | Sex | Role |
|-----|---|--------------|----------------------|
| 1 | MRY, RDU, HUK, MM, | Female, Male | Academic Supervisors |
| 2 | BM, FAW, DN,CWH, | Female | Lecturer |
| 3 | AYS,YF,IMR, KTS, NN, MIH, LSUM, ANUF, AAIS, FF, KN, AAR, EXT, ARM, MRI ,DR, AR, TSH, ZZP, KNR, RN, SAR, SRN | Female, Male | Student |
| 4 | GT, FPR, CW, MM. | Male | Head of Sudy Program |
| 5 | DN, KRS, MD, MY, AH | Male | Administrator |

Perception and Policy of Mental Health-Friendly Campuses

The increasing number of student suicide cases nationally emphasizes the deteriorating mental condition of students. This trend is influenced by excessive anxiety and the overwhelming pressure students often face, leading them to lose self-control and, in some cases, resort to suicide. Several campuses have responded to these issues by implementing policies, revitalizing the role of Academic Supervisors, and integrating the curriculum to address the concerns. Table 2 summarizes the findings from the interviews conducted with students related to mental health perceptions.

Tabel 2 interview findings revealed insights from lecturers and heads of study programs who had direct experience with mental health conditions. In addition, students expressed the opinion that mental well-being on campus was problematic, with common feelings of overthinking, insecurity, anxiety, and difficulties in socializing. They also felt that the heavy workload interfered with their social lives. These sentiments were particularly evident when participating in academic advice sessions, classroom activities, and campus organizations.

Table 2
Interview Finding

| No. | Informant | Description of Findings | Aspect |
|-----|-----------------------|--|--|
| 1 | Student 1 | "Regarding the term mental health, it is often ignored on campus and still considered excessive when discussing this in more depth, despite the importance. Campus counseling facilities and services still need development and improvement." | Revitalization of Policies and Services |
| 2 | Lecturer 2 | "The services that I observed on the 3rd floor of the Walidah building already exist and should be more effective. This is what I felt when I accompanied students to get campus counseling services in 2023." | Revitalization of the role of mental health services |
| 3 | Head of Study Program | "We provide basic services for students in research programs (prodi) related to learning, social, and personal problems. However, what has only been running is related to students' learning problems. This is still integrated with PA role." | Revitalization of the role of lecturers |
| 4 | PA Lecturer | "As a PA lecturer, I often receive reports from classmates about students who are experiencing personal problems, but students are afraid and embarrassed to open up." | Anxiety |
| 5 | Students | "I feel sad and unmotivated. I feel like all my efforts are in vain. I lose interest in things I used to enjoy things but now feel hopeless." | Depression |
| 6 | Students 1, 2, and 3 | "I often feel anxious about my future and career." "Thoughts about whether I will pursue a good job after graduation or whether I have chosen the right major often keep me awake at night." "I worry about being unable to live up to my family's and my expectations." | Anxiety & Loneliness |
| 7 | Students | "I find it difficult to balance my research and social life." "I have to choose between studying for exams and attending events with friends. This makes me feel like I have to sacrifice one aspect of my life." | Social Pressure |
| 8 | Students | "The pile of assignments and exams makes me feel very stressed." | Academic Stress |
| 9 | Students | "I do not receive support from my family and friends. When I try to talk about my mental health problems, they often do not understand or belittle my feelings." | Lack of Support |

Some students reported that lecturers often neglected mental health during lectures and that the head of the research program had not implemented specific policies addressing the issue. Students believed that counseling facilities and services remained limited in access and ineffective in addressing problems. Campus commitment to students' mental health was represented by Students' Mental Health and Well-Being Support (SMHWS) services managed by the Students' Affairs division. However, these services, including academic, mental, and social support in study programs were perceived as inadequate. As a research program leader stated, "*Basic services were provided for students related to learning, social, and personal problems. However, the focus had primarily been on academic issues, integrated with the role of academic supervisors.*" This statement reflects the role of the policy and the level of attention given by the campus to students' mental health.

The data trends emphasize three key aspects: 1) Students exhibited signs of mental health issues, including depression, excessive anxiety, emotional disorders, social disorders, and learning difficulties. 2) There was a need for accessible services that effectively addressed students' problems. Many students felt that the existence, role, and function of the mental health and well-being services located on the 3rd floor of the Siti Walidah building were not well-known. The increased role and contribution of these services had not been felt by students. 3) There was a need for leadership policies to support activities that addressed mental health problems. Lecturers and heads of study programs believed that policies on mental health and student well-being should be updated periodically and structured using the latest methods. These results showed that campuses needed to provide mental health services relevant and responsive to students' needs.

Integration of the Holistic Education Concept

The concept of holistic education aims to develop students as whole individuals, addressing not only academic aspects, but also emotional, social, physical and spiritual growth. Organized educational activities should focus on balancing cognitive, social, emotional and physical development. The integration of these aspects into lectures, the curriculum and student activities could be achieved through campus leadership policies. This was supported by the following interview data as presented in Table 3.

Tabel 4 shows the integration of holistic education into campus policies, curriculum and culture was implemented through the following key strategies: 1) Curriculum: efforts were made to raise awareness and educate students about mental health. It included organizing campaigns and events to outline the importance of mental well-being and integrating mental health topics into the curriculum through seminars and workshops. 2) Support system: access to mental health services was prioritized by ensuring counseling services were easily accessible to all students. 3) Supportive campus policies: policies were implemented to prohibit discrimination based on mental health conditions, together with academic flexibility measures that allowed for adjustments to academic arrangements for students with mental health needs. 4) Promotion of physical health: facilities were provided to promote physical health and create an environment conducive to relaxation, thus helping students manage stress. 5) Inclusive environment and culture: campus spaces were designed to be inclusive and supportive, offering areas for relaxation and stress management. 6) Monitoring and evaluation: regular surveys were conducted to assess students' needs and satisfaction with mental health services, alongside evaluations of mental health programs.

Table 3
Interview Findings

| No. | Informants | Findings | Aspect |
|-----|--|---|---|
| 1 | Lecturers and students | <ul style="list-style-type: none"> • "There is already a policy document on students' well-being and students' mental health insurance stated in SMHWS." | Students' Mental Health Insurance Policy |
| 2 | Study program | <ul style="list-style-type: none"> • "Revitalize SMHWS counseling center professionally with flexible service hours." • "SMHWS socialization activities and campaigns and events that raise awareness of the importance of mental health already exist but need to be developed further." • "Hold seminars or workshops on mental health." | Counseling Services Policy |
| 3 | Coordinator of Education and Training Center, lecturers and students. | <ul style="list-style-type: none"> • "Integrate mental health topics into the curriculum in lecture materials and learning processes." • "Students' organizations (Ormawa) activities, AIK (Al-Islam and Kemuhammadiyah) activities in lecture materials in teaching modules, lecture processes in the application of learning, AIK mentoring activities every Saturday on a scheduled basis and guidance by PA." | Curriculum |
| | Students-Lecturers-UJM (Quality Assurance Unit)--SMHWS Team | <ul style="list-style-type: none"> • "Regular surveys to assess students' needs and satisfaction regarding mental health services and evaluation of the program through SMHWS." | Monitoring and Evaluation Curriculum |
| 4 | Head of Students' Affairs | <ul style="list-style-type: none"> • "Support systems or clubs focusing on mental health are monitored by study programs, faculties, and SMHWS coordination." • "Training for staff and faculty to recognize signs of mental health problems and strategies for providing early support by study programs and SMHWS." | Inclusive and Supportive Campus Culture and Environment |
| 5 | Study program, Students' Association, Students' Executive Board, Faculties | <ul style="list-style-type: none"> • "Social activities greatly motivate positive interactions between students and collaborative projects that can increase a sense of togetherness and social support." | Activities outside of lectures. |

Table 4
Obserbation Findings

| No. | Aspect of Observation | Observation Findings | Description of Findings |
|-----|----------------------------------|---|--|
| 1 | Mental Health Policy | <ul style="list-style-type: none"> • Integration of mental health aspects with learning process. • Services by Academic Supervisor (PA) to students are carried out periodically every month. | In writing lesson plans, lecturers are requested to encourage students to think critically, collaborate, and create interaction activities employing project learning. The use of teaching modules will guide lessons to focus on discussion activities; to involve team cooperation, able to accommodate dissent; and to encourage students to think critically solve the problems presented in the module. |
| 2 | Education and Awareness Programs | <ul style="list-style-type: none"> • SMHWS services can be accessed by all students flexibly to accommodate needs. | Principal Policy on supporting systems such as SMHWS with programs such as seminars on mental health disorder prevention; students' mental health early detection; and psychological |

| | | | |
|---|--------------------------------------|--|--|
| | | <ul style="list-style-type: none"> • Campus has gradually held socialization through seminars, workshops, and training on mental health. • An active mental health awareness campaign is held to reduce the levels of stress, anxiety and depression of students. • Promoting the importance of mental health. | and mental health disorder services and therapy. In addition, there are campaigns and promotion of SMHWS for students to improve themselves in terms of confidence, and personal and interpersonal communication skills development. |
| 3 | Proactive Academic Support | <ul style="list-style-type: none"> • Mental health-friendly campus adjustment policies. • The AIK mentoring program is available as academic and emotional support for students in need. • Social activities create positive interactions between students and social support. • Collaborative projects in students' activities and lecture activities increase a sense of togetherness. | In the AIK (Al-Islam and Kemuhammadiyah) subject, which is taught every Saturday from 07.30 to 10.30, students act as mentors and leaders for their juniors. In this way, the students learn how to lead a discussion, to solve problems, and to develop interpersonal relationships. |
| 4 | Community and Social Support Systems | <ul style="list-style-type: none"> • The support provided is a place (container) for students to share experiences. • Campus provides various social, physical health, and extracurricular activities to help students reduce stress levels and build positive social relationships. | The curriculum and learning process in higher education demand lecturers to provide ample opportunities for students to work collaboratively, take part in discussions, and challenge social problems based on the lecturing journal. The aim of this program is to help students develop social skills for use in the future. In addition, the engagement of students in non-classroom interaction and collaborative projects will pave the way for fruitful togetherness and social support. |
| 5 | Supportive Campus Environment | <ul style="list-style-type: none"> • Facilities that motivate students to participate in physical activities that improve mental health. • Support students and lecturers' physical health by providing sports services (gymnastics, basketball, volleyball) on campus fields 2. | Students and lecturers are actively involved in routine Friday morning physical exercise in the Edutorium hall and every Saturday morning in the Faculty of Psychology. In addition, the students enthusiastically follow various sporting activities, such as volleyball, basketball, self-defence and soccer. Furthermore, subjects such as Physical Health Education are taught in the Faculty of Teacher Training and Education. |

Based on the interview findings shown in Table 5, it was concluded that holistic education was integrated through several initiatives, including awareness-raising activities and enhanced access to students' mental health services. Furthermore, an inclusive campus environment supported by supportive curriculum activities, supportive facilities, and effective policies played a crucial role, with regular program monitoring further reinforcing the efforts made. Integrating holistic education developed a health-friendly campus for students' mental health. It was undertaken by applying AIK values for lecturers, students, educators, and leaders. By integrating

these, an environment was developed on campus that supported and strengthened students' mental health, helping them to develop holistically and reach their full potential.

Formation of Students' Social Skills

Holistic education emphasizes the comprehensive development of individuals, including intellectual, emotional, social, physical, and spiritual aspects. The approach aims to serve the holistic development of students, ensuring growth across all dimensions, including the physical and mental. The independent curriculum which was in use at the time, allowed students to explore and learn

while remaining fully engaged in the learning process.

Integrating cognitive, emotional, physical, and spiritual dimensions into the learning process was considered essential. This integral method recognized that human development occurs at

various levels and dimensions and that holistic education was needed to address all these aspects. Therefore, holistic education focuses on the complete development of individuals, including their intellectual, emotional, physical, social, and spiritual growth.

Table 5
Interview Findings

| No. | Informant | Interview Findings | Aspects Explored |
|-----|--|--|--|
| 1 | Students 1 and 2 | "I receive social support from my peers in student organization activities and campus staff to strengthen the resilience of students, which is the ability to recover from difficulties." | Social support and students' resilience |
| | PA Lecturer | "I feel that campus activities shape students' social skills. Social skills play a key role in building and using networks." | |
| 2 | Student 1 and Lecturer 1 | "Students are included in group activities, such as academic projects, Ormawa (organisasi mahasiswa), and extracurricular activities." | Collaboration and group activities |
| | PA Lecturer, Counseling Subject Lecturer and Lecturer 2. | "Activities and organizational participation greatly help students develop social skills and provide a sense of belonging to the campus community. This provides protection against social isolation, which is a major risk factor for mental health disorders." | |
| 3 | Students 1, 2, and PA Lecturer. | "Communication skills have been shown to reduce stress levels among students. Students who can talk openly about their problems with friends or counselors are more likely to have better mental well-being." | Role of communication in learning activities |
| | Students 2 and 4. | "Good social skills, such as the ability to interact, communicate and build positive relationships with fellow students, significantly contribute to better mental health." | |
| | PA Lecturer, Student 3, 4. | "Students who can establish strong social relationships tend to experience lower stress levels, have higher self-confidence, and experience fewer symptoms of depression." | |
| 4 | Students 3, 5, and PA Lecturer. | "In addition to the learning process in the classroom, the formation of students' social skills is also achieved from active participation in organizations on campus." | Role of communication |

Table 6
Observation Findings

| No. | Aspect of Observation | Observation Findings | Description of Findings |
|-----|-------------------------------|---|--|
| 1 | Social Support and Resilience | <ul style="list-style-type: none"> Lecturers are included in supporting the development of students' social skills. Students are trained in teaching methods that support social interaction. Social support from peers, family and campus staff strengthens students' resilience, which is the ability to recover from adversity. | Social skills which are integrated in the learning process include communication, collaboration, conflict management, and understanding others. For instance, in subjects taught in semester 5 such as Social Knowledge for fifth grade elementary school, the lecturer instructs students to take part in team work activities and interpersonal communication, and to respect other ideas. |

| | | | |
|---|--|---|--|
| 2 | Role of Communication, Collaboration and Students' Group Activities. | <ul style="list-style-type: none"> • Some special courses or activities focus on social skills such as communication, collaboration and leadership. • Social skills play a role in building students' well-being and overcoming mental health problems. • Through Ormawa activities, students' social skills can be formed. • The teaching method motivates interaction and cooperation between students. | In the Early Detection of Elementary Student Disorder subject, there are team work activities designed to observe early detection of elementary school students' disorders through mapping, collecting data and presentation. Furthermore, the students have to write a weekly journal on their experience in this team work, including challenges faced, and sense of group dynamics. The lecturer gives feedback to this journal, while the students report their positive emotional development and how they have to adjust their communication in a team work context. |
| 3 | Role of the Curriculum | <ul style="list-style-type: none"> • The curriculum is designed to integrate social development with academic materials. • AIK activities are integrated into lecture materials in teaching modules. AIK mentoring activities are scheduled every Saturday. • Presentation and project processes in learning applications. | Lecturers design assignments for team projects which foster collaboration, communication, and sharing responsibilities among students. Project learning not only assists the students in mastering particular lessons, but also improves collaboration skills, problem solving, and respect for others' opinions. |
| 4 | Role of Policy | <ul style="list-style-type: none"> • What teaching methods are used to support social development? For example, is there any use of project-based learning methods, group discussions, or role-playing? | The Quality Assurance Unit (QAU), responsible for learning quality control, assures that the learning process runs in a constructive and humanist way. In this sense, lecturers need to teach using integrative methods which combine cognitive and thinking skills, in addition to project learning for fostering students' attitudes in social life. |

As seen in Table 5, the development of social skills in supporting students' mental health is influenced by social support and resilience. Lecturers played a crucial role in fostering these skills by engaging in activities promoting student social interaction. Furthermore, students are trained in teaching methods that motivate social engagement, with communication skills emphasized to reduce stress. It includes interacting with peers during learning and building positive relationships through collaboration. Students who can establish strong social connections tend to experience lower stress levels, possess higher self-confidence, and exhibit fewer symptoms of depression.

Social support from campus peers, care from family members, and services provided by campus staff further strengthen students' resilience,

helping individuals recover from challenges. Social skills are critical in building networks that can help address mental health issues. These skills are often developed through participation in student group activities, academic projects, and Ormawa, which provide protection against social isolation - a significant factor in mental health disorders.

Effective social skills support students' mental health by reinforcing social support networks, increasing resilience, and reducing the risk of social isolation. A campus environment that promotes positive social interactions and the development of social skills significantly contribute to students' mental well-being. Campuses should offer various programs designed to enhance social skills, including student associations (HMP), Ormawa, community-based social organizations, and friendship forums.

Students can develop social skills both through the curriculum and by participating in these campus organizations .

Discussion

Currently, many students experience mental health problems caused by various stressful life situations, such as study or the family. A study in China suggests that within the last two or three decades, there have been increasing mental health problems in young people aged between 18 and 23. The data show that 11 % of Chinese teenagers have minor to medium psychological problems, while 2 – 3 % have serious mental health problem (Huang et al., 2022). Higher education students are at the end of this phase and the stage of early adulthood. However, they continue to have unstable emotions due to personal conflicts and interests. To be adults, they have to adjust their attitudes towards various assignments, challenges, and problems. Therefore, some university students face mental health problems symptoms, particularly at the end of their studies, when they face an increased number of tasks and assignments that require extra thought and energy (M. K. Sari & Susmiatin, 2023).

Universities employ traditional methods such as test instruments and systems to identify and diagnose students' mental health conditions and the level of disorder through student supervisors and specific subject lecturers (Nurhafiyah & Marcos, 2023). This study will examine three mental health disorders: depression, stress, and anxiety.

Creating campuses that support mental health and students' well-being is crucial. Higher education institutions need to integrate several key elements into their policies and practices to achieve this effectively. First, campus policies should improve access to and promote mental health services, ensuring that counseling facilities are well known and easily accessible to students. Second, implementing holistic education should include

raising awareness, enhancing education, and expanding access to mental health services while fostering an inclusive campus environment. Third, students' social skills, such as communication, social support, and participation in campus social groups, play a significant role in maintaining mental well-being. An environment that motivates social interaction and the development of social skills contributes significantly to good student mental health. By coordinating activities with relevant stakeholders, higher education can gather the necessary data to effectively create campuses that support mental health and students' well-being (Pascoe et al., 2022).

Campus policies related to students' mental health are often considered to be inadequate due to limited access and a lack of information about available services. Evidence for this was found in students who were not familiar with SMHWS services despite experiencing anxiety and emotional disorders. Campuses should enhance service promotion, regularly update policies, and ensure the provision of adequate mental health facilities. The participation of lecturers, research program leaders, and service bureaux is essential for improving service quality and effectively supporting students' mental health (Pascoe et al., 2022).

Lecturers perceive that students with direct experience of poor mental health are often characterized by overthinking, insecurity, anxiety, and difficulties in socializing. This correlates with Syaputra's (2021) research, which found that psychological stress can affect both individuals and their social life. Common symptoms include excessive anxiety, depression (characterized by feelings of pressure), and loss of control. Students also report that the heavy academic workload interferes with their social lives, particularly during participation in PA guidance activities, classroom teaching, and campus organizations. Some students feel that lecturers often overlook mental health aspects during lectures and that

research program leaders have not implemented specific policies addressing mental health. It is consistent with previous research that emphasizes the responsibility of lecturers and that academic guidance services, such as ones providing motivation and feedback on students' learning, should meet the expectations of both students and PA (Pascoe et al., 2022). Additionally, some students believe that campus counseling facilities and services are still limited in access and do not function effectively. This correlates with the findings of Pascoe et al. (2022), that the presence of guidance and counseling institutions on campus is crucial and that what is needed in the field is optimization of the function of guidance services.

Policies that support mental health are reflected in associated student services, the integration of PA roles by lecturers, and support systems from administrative services. In line with Pascoe et al. (2022), the implementation of campus policies should show a commitment to enhancing the quality of life for both students and academics, while also supporting the general well-being of society.

Good mental health is a state of well-being that enables individuals to manage life's challenges, realize their potential, perform well academically and professionally, and contribute to the community (Pascoe et al., 2022). Increasing awareness and education about mental health on campus is crucial for improving students' understanding of its importance. This perspective correlates with the belief that heightened awareness is essential, specifically since busy routines can lead to physical and mental fatigue, stress and depression. Effective self-care practices, which can be learned through research, help manage stress and prevent disorders (Pascoe et al., 2022).

It can be conducted through awareness campaigns on the importance of mental health (Pascoe et al., 2022). Participation in programs significantly improves students' well-being by

reducing stress and depression. Integration of the topics into the curriculum and learning can also provide in-depth information (Price et al., 2023; Wang & King, 2021). According to Kesyha et al. (2024) this integration can be achieved by designing a learning plan which is then realized in learning activities, assignment projects and case analysis assignments relevant to the courses taught by lecturers. The type and number of assignments given directly impact students' effectiveness in understanding the material.

Integrating teamwork in an effective learning process will increase students' collaboration, interpersonal communication, and problem-solving skills. In this way, students will gain campus learning skills and develop social interaction skills for their professional future (Johnson et al., 2014).

Access to counseling and emergency services is crucial for effectively handling mental crises (Bhugra et al., 2020; Kwobah et al., 2023). According to Kwobah et al. (2023), campus counseling services are an effective solution for campus participation in students' mental health problems, as the structured services provided by service bureaux can offer stimuli and improve students' ability to manage mental issues. Comprehensive counseling services further allow clients to form strong, resilient characters to solve problems (Minsih, 2015). Bhugra et al. (2020) also found that well-managed campus counseling services can effectively handle students' mental health crises. Counseling service officers often coordinate with heads of study programs to help students experiencing mental health issues, ensuring that the service aligns with the academic system. According to Prayitno et al. (2020), improving counseling services can be achieved by empowering existing resources, including teachers, principals, and other staff members.

These services contribute to creating an inclusive campus environment with a supportive community and training programs (Boggs et al.,

2024; Ukhova et al., 2024). Non-discrimination policies and academic flexibility help students maintain a balance between their academic responsibilities and mental health needs (U.S. Department of Education, 2021). Additionally, promoting physical health, providing relaxation spaces, motivating social engagement, and regularly monitoring and evaluating programs are crucial for supporting students' overall mental health (Pascoe et al., 2022). This is also supported by Pascoe et al. (2022), who found that the use of physical exercise can be an effective tool for achieving mental well-being. Similarly, Wong et al. (2020) found that in Australia, universities have a significant responsibility to promote mental health through mental health consciousness enhancement support programs for all campus stakeholders. In the UK, MacManus et al. (2021) demonstrated that mental health issues are a global concern that needs immediate solutions, starting from robust university policies implemented on campus. Furthermore, in their study of Europe, Halat et al. (2023) suggest that university counseling services successfully integrate mental health support with the education system.

This research demonstrates that students participating in campus mental health programs have lower stress and depression levels and higher life satisfaction (Irawan et al., 2024). Therefore, a collaborative approach between educational institutions and health services to create a positive environment for students' mental health is pivotal.

Social skills are critical to supporting students' mental health. Positive social interactions, including effective communication and the ability to build strong relationships, enhance self-confidence and reduce symptoms of depression (Hamaideh, 2011). Social support from friends, family, and campus staff strengthens students' resilience, aids in recovery from adversity, and helps prevent mental health problems (Acoba, 2024). Participation in group activities develops social skills and reduces social isolation, a

significant risk factor for mental disorders (Tolan & Dodge, 2005). Effective communication, particularly the ability to ask for help, is crucial for improving mental well-being (Sumaiya et al., 2022).

Strong social integration in the campus community offers protection against mental health problems Ilieva and McPhearson (2018). A campus environment fostering interaction and social skills development significantly improves students' mental health. School-based mental health services can improve students' social skills by providing a sense of security, comfort, appreciation, and belonging (Hertinjung et al., 2024).

This research emphasizes the moral responsibility of lecturers in addressing students' mental health, with both PA and course lecturers playing a key role in its optimal development. Sari (2021) and As'ad (2018) emphasize that lecturers should understand academic challenges and internal factors, such as physiological and social-emotional aspects.

The lecturer should advise their students to participate in activities other than classroom learning, such as mentoring and intra-campus leadership organizations, to improve their leadership and interpersonal skills. Consequently, the students will have active listening, conflict management, and teamwork capabilities, which will contribute to their social and professional success (Tinto, 2012).

Our analysis emphasizes the importance of maintaining stable mental health and raises awareness about mental well-being. It urges lecturers to focus on academic performance and students' physical and mental health needs. Traditionally, lecturers have concentrated primarily on the academic aspects of higher education, often neglecting the development of students' personalities and social awareness. This study illustrates how mental health systems can be integrated into higher education through

academic policies, curricula, and student activities. However, the research highlights some limitations, including inadequate infrastructure and resources for mental health support, outdated campus mental health policies, and insufficient campus budgets to address these issues effectively.

Conclusion

In conclusion, this research has emphasized the campus's critical role in recognizing students' unique mental health characteristics. It further outlines the need for campuses to guide students in understanding and managing their mental health conditions. Additionally, the analysis underscores the importance of revitalizing

campus counseling services to support students better and optimize their mental well-being. The research contributes to psychology and child development by proposing a campus model that fosters mental health. However, there are limitations to the study, including the number of cases, the variation, and the age range of participants, comprising only students aged 18 to 23. The methodology was restricted to a qualitative method, limiting its applicability for broader generalization. For further study, it is suggested that researchers explore integrated models of mental health services within campus information systems.[]

Acknowledgment

The authors are grateful to DRTPM Kemendikbud Ristek for funding the research through the Research 2024. The authors also thank the Head of *Lembaga Riset dan Inovasi* - Universitas Muhammadiyah Surakarta and Universitas 'Aisyiyah Surakarta for their support and cooperation.

Author Contribution Statement

Minsih Minsih: Conceptualization; Formal Analysis; Funding Investigation; Methodology; Project Administration; Validation; Visualization; Writing Original Draft; Writing, Review & Editing. **Megan Lawton:** Conceptualization; Writing, Review & Editing. **Endah Sudarmilah:** Writing, Review & Editing; **Fitri Puji Rahmawati:** Conceptualization; Data Curation; Validation; Review & Editing. **Imam Mujahid:** Conceptualization; Data Curation; Validation; Visualization; Review & Editing. **Anggun Yunista Sari:** Resources; Visualization; Writing Original Draft; Writing, Review & Editing.

References

- Acoba, E. F. (2024). Social support and mental health: The mediating role of perceived stress. *Frontiers in Psychology, 15*, 1330720. <https://doi.org/10.3389/fpsyg.2024.1330720>
- As' ad, M. (2018). *Pola interaksi antara dosen pembimbing akademik dengan mahasiswa Prodi PAI sebagai proses peningkatan kualitas lulusan di Universitas Islam Indonesia* [Undergraduate thesis]. Universitas Islam Indonesia, Yogyakarta.
- Aziz, R., Mangestuti, R., Sholichatun, Y., Rahayu, I. T., Purwaningtyas, E. K., & Wahyuni, E. N. (2022). Model pengukuran kesehatan mental pada mahasiswa di perguruan tinggi Islam. *Journal of Islamic and Contemporary Psychology (JICOP), 1*(2), 83–94. <https://doi.org/10.25299/jicop.v1i2.8251>
- Bhugra, D., Wijesuriya, R., Gnanapragasam, S., & Persaud, A. (2020). Black and minority mental health in the UK: Challenges and solutions. *Forensic Science International: Mind and Law, 1*, 100036. <https://doi.org/10.1016/j.fsimpl.2020.100036>

- Boggs, K., Lynch, F., Ward, M., Bouffler, S. E., Ayres, S., Forbes, R., Springer, A., de Silva, M. G., Lynch, E., Gallacher, L., Davis, T., Rakonjac, A., Stallard, K., Brett, G. R., & Stark, Z. (2024). Rapid genomic testing in critically ill pediatric patients: Genetic counseling lessons from a national program. *Genetics in Medicine Open*, 2, 101878. <https://doi.org/10.1016/j.gimo.2024.101878>
- Butler, N., Quigg, Z., Bates, R., Jones, L., Ashworth, E., Gowland, S., & Jones, M. (2022). The contributing role of family, school, and peer supportive relationships in protecting the mental wellbeing of children and adolescents. *School Mental Health*, 14(3), 776–788. <https://doi.org/10.1007/s12310-022-09502-9>
- Fakhruddin, F., & Safrianti, E. (2017). Pelayanan penasehat akademik (PA) dalam meningkatkan prestasi mahasiswa. *Al-Idarah: Jurnal Manajemen dan Administrasi Islam*, 1(1), 105. <https://doi.org/10.22373/al-idarah.v1i1.1543>
- Hamaideh, S. H. (2011). Stressors and reactions to stressors among university students. *International Journal of Social Psychiatry*, 57(1), 69–80. <https://doi.org/10.1177/0020764009348442>
- Hammoudi Halat, D., Soltani, A., Dalli, R., Alsarraj, L., & Malki, A. (2023). Understanding and fostering mental health and well-being among university faculty: A narrative review. *Journal of Clinical Medicine*, 12(13), 4425. <https://doi.org/10.3390/jcm12134425>
- Hertinjung, W. S., Partini, P., Nuryanti, L., Anganthi, N. R. N., Rochana, I. P., & Shobabiya, M. (2024). Promosi kesehatan mental melalui pelatihan keterampilan sosial pada warga pondok pesantren. *Warta LPM*, 27(1), 81–89. <https://doi.org/10.23917/warta.v27i1.2818>
- Huang, Y., Li, S., Lin, B., Ma, S., Guo, J., & Wang, C. (2022). Early detection of college students' psychological problems based on decision tree model. *Frontiers in Psychology*, 13, 946998. <https://doi.org/10.3389/fpsyg.2022.946998>
- Huberman, A. M., & Miles, M. B. (2002). *The qualitative researcher's companion*. Sage Publication.
- Ilieva, R. T., & McPhearson, T. (2018). Social-media data for urban sustainability. *Nature Sustainability*, 1(10), 553–565. <https://doi.org/10.1038/s41893-018-0153-6>
- Irawan, M. F., Bella, S., & Nurhijatina, H. (2024). Menghadapi tantangan kesehatan mental di kalangan mahasiswa: Solusi kolaboratif antara pendidikan dan layanan kesehatan. *Jurnal Cerdik: Jurnal Pendidikan dan Pengajaran*, 3(2), 106–117. <https://doi.org/10.21776/ub.jcerdik.2024.003.02.01>
- Johnson, D. W., Johnson, R. T., & Smith, K. A. (2014). Cooperative learning: Improving university instruction by basing practice on validated theory. *Journal on Excellence in College Teaching*, 25(85–117).
- Jones, A., Aylward, R., & Jones, A. (2019). Enhanced supervision: new ways to promote safety and well-being in patients requiring one-to-one or cohort nursing. *Nursing Management*, 26(2), 22–29. <https://doi.org/10.7748/nm.2019.e1827>
- Kesyha, P., Tarigan, T. B., Wayoi, L., & Novita, E. (2024). Stigma kesehatan mental di kalangan mahasiswa. *Journal on Education*, 6(2), 13206–13220. <https://jonedu.org/index.php/joe/article/view/5107>
- Kwobah, K. E., Kiptoo, S. R., Jaguga, F., Wangechi, F., Chelagat, S., Ogaro, F., & Aruasa, W. (2023). Incidents related to safety in mental health facilities in Kenya. *BMC Health Services Research*, 23(1), 95. <https://doi.org/10.1186/s12913-023-09074-7>
- MacManus, D., Dickson, H., Short, R., Burdett, H., Kwan, J., Jones, M., Hull, L., Wessely, S., & Fear, N. T. (2021). Risk and protective factors for offending among UK Armed Forces personnel after they leave service: A data linkage study. *Psychological Medicine*, 51(2), 236–243. <https://doi.org/10.1017/S0033291719003131>

- Maddock, A., Ean, N., Campbell, A., & Davidson, G. (2023). Mental health service accessibility, development and research priority setting in Cambodia - a post-conflict nation. *BMC Health Services Research*, 23(1), 183. <https://doi.org/10.1186/s12913-023-09187-z>
- Martín-Rodríguez, A., Gostian-Ropotin, L. A., Beltrán-Velasco, A. I., Belando-Pedreño, N., Simón, J. A., López-Mora, C., Navarro-Jiménez, E., Tornero-Aguilera, J. F., & Clemente-Suárez, V. J. (2024). Sporting mind: The interplay of physical activity and psychological health. *Sports*, 12(1), 37. <https://doi.org/10.3390/sports12010037>
- Miller, R. (2000). *Caring for new life: Essays on holistic education*. Foundation for Educational Renewal.
- Minsih, M. (2015). Model pelaksanaan bimbingan dan konseling komprehensif sekolah dasar di SD Muhammadiyah Program Khusus Kota Surakarta. *Elementary School: Jurnal Pendidikan dan Pembelajaran Ke-SD-an*, 2(1), 13–21. <https://es.upy.ac.id/index.php/es/article/view/832>
- Nurhafiyah, I., & Marcos, H. (2023). Sistem pakar diagnosis kesehatan mental pada mahasiswa Universitas AMIKOM Purwokerto. *Komputa: Jurnal Ilmiah Komputer dan Informatika*, 12(1), 49–56. <https://doi.org/10.34010/komputa.v12i1.8978>
- Pascoe, M. C., Dash, S., Klepac Pogrnilovic, B., Patten, R. K., & Parker, A. G. (2022). The engagement of tertiary students with an online mental health intervention during the coronavirus disease 2019 pandemic: A feasibility study. *Digital Health*, 8, 1–7. <https://doi.org/10.1177/20552076221117746>
- Prayitno, H. J., Wulandari, M. D., Widyasari, C., Nursalam, N., Malaya, K. A., Bachtiar, F. Y., Hermawan, H., Wulandari, D. T., & Aditama, M. G. (2020). Pemberdayaan guru dalam peningkatan layanan bimbingan konseling di SD/MI Muhammadiyah se-Surakarta pada era komunikasi global. *Buletin KKN Pendidikan*, 2(2), 56–62. <https://doi.org/10.23917/bkkndik.v2i2.11853>
- Price, M. S., Christensen, H., Urquhart, J., Butte, S., Acierno, R., & Little, D. M. (2023). Patient-facing, Semi-automated, solutions to enhance patient participation in measurement-based care practice standards in a tele-mental health specialty clinic for populations at higher risk for self-harm. *International Journal of Medical Informatics*, 177, 105155. <https://doi.org/10.1016/j.ijmedinf.2023.105155>
- Saifullah, A. D., Latifah, N., Artanti, E. R., Cahyani, K. D., Rahayu, U., Paramarta, L., Izzati, R. M., Priharjo, R., & Warsini, S. (2020). Mental distress in rural areas of Indonesia. *Nurse Media Journal of Nursing*, 10(1), 1–10. <https://doi.org/10.14710/nmjn.v10i1.23244>
- Sari, I. A. . (2021). *Peran dosen pembimbing akademik (PA) mahasiswa Prodi PAI FTIK IAIN Palangka Raya [Undergraduate thesis]*. IAIN Palangka Raya.
- Sari, M. K., & Susmiatin, E. A. (2023). Deteksi dini kesehatan mental emosional pada mahasiswa. *Jurnal Ilmiah STIKES Yarsi Mataram*, 13(1), 10–17. <https://doi.org/10.57267/jisym.v13i1.226>
- Smith, R. A., & Applegate, A. (2018). Mental health stigma and communication and their intersections with education. *Communication Education*, 67(3), 382–393. <https://doi.org/10.1080/03634523.2018.1465988>
- Sumaiya, B., Srivastava, S., Jain, V., & Prakash, V. (2022). The role of effective communication skills in professional life. *World Journal of English Language*, 12(3), 134. <https://doi.org/10.5430/wjel.v12n3p134>
- Syaputra, Y. (2021). *Hubungan antara kesehatan mental dan kualitas hidup mahasiswa pada masa pandemic COVID-19 [Undergraduate thesis]*. Universitas Islam Negeri Sultan Syarif Kasim Riau.
- Tinto, V. (2012). *Leaving college: Rethinking the causes and cures of student attrition*. University of Chicago Press.

- Tolan, P. H., & Dodge, K. A. (2005). Children's mental health as a primary care and concern: A system for comprehensive support and service. *American Psychologist*, *60*(6), 601–614. <https://doi.org/10.1037/0003-066X.60.6.601>
- U.S. Department of Education. (2021). *Supporting child and student social, emotional, behavioral, and mental health needs*. US Department of Education - Office of Special Education and Rehabilitative Services.
- Ukhova, D., Marionneau, V., Volberg, R., & Wardle, H. (2024). The expansion of gambling across the Americas poses risks to mental health and wellbeing. *The Lancet Regional Health - Americas*, *37*, 100855. <https://doi.org/10.1016/j.lana.2024.100855>
- Wang, X., & King, J. C. (2021). The adaptive Erasmus Mundus Cartography M.Sc. Program in the COVID-19 pandemic from a student's perspective. *Abstracts of the ICA*, *3*, 1–2. <https://doi.org/10.5194/ica-abs-3-313-2021>
- WHO. (2021). *Mental health and substance use: Facts and figures*. World Health Organization.
- Wong, J., Fong, A., McVicar, N., Smith, S., Giambattista, J., Wells, D., Kolbeck, C., Giambattista, J., Gondara, L., & Alexander, A. (2020). Comparing deep learning-based auto-segmentation of organs at risk and clinical target volumes to expert inter-observer variability in radiotherapy planning. *Radiotherapy and Oncology*, *144*, 152–158. <https://doi.org/10.1016/j.radonc.2019.10.019>

This page has been intentionally left blank.