

Mental Health Promotion Strategies and Behavioural Interventions in Counselling at The Planet Nufo Nature School Rembang

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Abstract. This research aims to identify and assess mental health promotion strategies and behavioral interventions implemented at the Planet Nufo Rembang Nature School. The background to this research is based on the phenomenon of increasing mental health problems in Indonesia, especially among students, as well as limited access to quality mental health services. The research methodology uses a qualitative approach with a case study method. Data was collected through in-depth interviews, participant observation, and document analysis, involving 21 participants consisting of 5 teachers, 15 students, and 1 counselor. The research results show that the mental health promotion strategies implemented include mental health education programs, classroom and extracurricular activities, as well as a holistic approach. Meanwhile, behavioral interventions include individual and group counseling sessions, emotion management programs, and integrated approaches. Key findings of this research include the program's effectiveness in increasing students' awareness and coping skills, as well as challenges faced such as mental health stigma and limited resources. Recommendations are provided to increase the effectiveness of counseling programs and advance mental health policy in other educational institutions.

Key words: Mental health promotion, Behavioral Intervention, Counselling, Natural Schools.

INTRODUCTION

In recent years, mental health in Indonesia has become an increasingly pressing topic. A number of studies have revealed that mental health problems, including stress, anxiety, and depression, are becoming more common in society as a whole, especially among students. An inherent social stigma, limited access to quality mental health services, and a lack of knowledge about the importance of mental health are among the causes. (Lubis & Mahendika, 2023; Rosyanti & Hadi, 2020) The Ministry of Health reports that 6.1% of teenagers have emotional mental illness, and this percentage is expected to rise. The shortage of mental health specialists and at least the funds allocated to the problem make the situation worse. While ensuring students' mental health is important, it is often overlooked in the context of education. (Hermanto et al., 2020; Nur Rahmawati et al., 2019).

In Indonesia, there is a growing movement towards mental health, especially among young people and students. More and more educational institutions offer crisis intervention, group therapy, individual counselling, and referral to other resources as needed. School counsellors can help children learn how to cope with stress and anxiety, become more resilient, and improve their communication skills by working with them. Encouraging children to overcome obstacles, gain confidence, and succeed both academically and personally is the primary goal. (Aini, 2019). School counselors have a major influence on the overall achievement and well-being of their students by providing continuous support and assistance. Building a strong relationship between students and school counselors will help facilitate the process of skill development and resilience. Through proper crisis management and resource recommendations from outside. (Lubis & Mahendika, 2023; Rosyanti & Hadi, 2020).

The Nufo Planet Rembang School of Nature is an alternative educational institution that focuses on a holistic approach, including special attention to the mental health of students. Unlike conventional schools, the School adopts learning methods that are connected with the local environment and culture, which is believed to provide support that is more appropriate to the context of students and improve their mental well-being. (Iswahyudi et al., 2023; Saputra et al., 2023).

In this context, the promotion of mental health and behavioral intervention became an integral part of counselling at the Planet Nufo Rembang School of Nature. The school's mental health promotion program aims to raise awareness about mental health, provide relevant education, and develop coping skills needed to face emotional and social challenges. On the other hand, behavioral interventions are designed to help students who face difficulties in managing their emotions and behavior, with an approach that is consistent with day-to-day activities and school curricula. (Hasanah et al., 2023).

Although this approach shows great potential in improving student mental well-being, it is important to evaluate the effectiveness of the strategies and interventions applied. The study aims to identify and evaluate mental health promotion strategies as well as behavioral interventions at the Planet Nufo Rembang School of Nature. (Hermansyah & Said, 2024; Mustofa & Sani, 2024). In addition, the study will also identify the challenges faced in the implementation of the strategy and find solutions to improve the effectiveness of the counselling program.

How mental health promotion strategies and behavioral interventions at Planet Nature School Nufo Rembang can affect the mental health of students is a question to be answered by this study given the increasingly pressing phenomenon of mental health in Indonesia. The aim of this study is to learn more about the procedures followed, the difficulties encountered, and the efficiency of these initiatives. Therefore, the findings of this research are believed to help shape and enhance initiatives to promote mental health in other educational institutions and advance mental health and education policies.

METHODS

The research uses a qualitative approach with case study methods to explore in depth mental health promotion strategies and behavioral interventions at the Planet Nufo Rembang School of Nature. The theories underlying this research are community mental health theory and behavioral intervention theory in an educational context. The teachers, students in the counselling program, and counsellors were research participants. The total number of research subjects was 21, consisting of 5 teachers, 15 students, and 1 consultant. Participant separation techniques are carried out through purposive sampling, in which participants are selected based on their active involvement in the counselling program. Data analysis is done using thematic analysis techniques, which involve data encoding, identification of major themes, and in-depth interpretation. The theory underlying this analysis technique is Braun and Clarke's (2006), which emphasizes the identification, analysis, and reporting of patterns (themes) in data.

The first step in the analysis process is data collection that is done with document analysis, participant observations, and in-depth interviews. Second, data encoding: each piece of data is divided into smaller pieces and coded; third, topic identification: similar code is used to determine which main themes are discussed. Fourthly, Theme Analysis: To understand the emerging themes and their significance in the research framework, the themes were addressed. The fifth step is to report the findings, which involves analyzing the data and presenting it narratively with quotes from the participants to support it. The validity and reliability of the research is safeguarded through member verification, triangulation of data, and track audit. The research also complies with the research ethics guidelines, which include non-manipulation, confidentiality, and information-based permissions. Using these techniques, the research seeks to generate a comprehensive understanding of the feasibility of behavioral interventions and strategies for the promotion of mental health in schools, as well as suggestions for future program improvements.

RESULTS AND DISCUSSION

The research collected data from a variety of sources, including in-depth interviews with teachers, students, and counsellors, participatory observations, as well as document analysis. Here is a description of the data obtained from each source: The first step is an in-depth interview with five educators who participate in the Planet Nufo Nature School counselling program. Rembang shares information about their experience in implementing mental health promotion initiatives. The instructors provided up-to-date information about the various approaches to the program and the difficulties they encountered in implementing it, and interviews with 15 students who attended the counselling program expressed their opinions about how well the program worked in helping them deal with mental health problems. The curriculum leads to behavioral and emotional changes, described in detail by the student, after which an interview with a counsellor participating in the study offers information about the counselling techniques used and how effective the technique works to improve the mental health of the student. Counsellors also discussed their personal experiences in overcoming obstacles.

Step two: Participatory Observation: At the lecture session at the Planet Nufo Rembang School of Nature, observations were carried out. The information collected included student reactions to various

counselling approaches used, as well as interactions between counsellors and students. An overview of the dynamics of counselling and student program admission is given by this observation. And Step Three: Document Inspection: Report of activity of the counselling program, program documentation, and other relevant records are among the materials examined. Additional information about the design and operation of a school counselling program can be found by analyzing this text. The activity reports include information about tasks completed, the number of participants, and the results achieved.

Profile of Nurul Furqon School of Nature

Nurul Furqon School of Nature, located in Mlagen Village, Pamotan district, Rembang District, Central Java, adopts a boarding school system with a focus on the application of Qur'anic habits in everyday life. The values of the Qur'an and the Sunnah of the Prophet Muhammad guide all activities in this school, from waking up to sleeping back.(Munandar, 2023).

The school was originally set up to educate the children of its founders as well as participants in the tahfidz program for 10 months who are generally high school graduates. However, over time, many friends from the founders and staff – who were formerly student activists – sent their children to study here. These children come from different parts of Indonesia. The remote location of Planet Nufo in the interior of Rembang County is considered ideal for memorizing the Qur'an and developing leadership qualities.(Romadiah & Shanie, 2023). Planet Nufo was designed to produce professional intellectual Muslims by emphasizing the quality of teaching. All the teachers in this school are young and have a postgraduate degree, with a much lower teacher-to-student ratio compared to the general ratio in Indonesia, one teacher to four students. (Munandar, n.d.; Sinsyi & Setiadi, 2021)

This school seeks to go beyond the teacher ratio in Finland, with the principle that "learning can be done without a building, but can not be done with a teacher". Therefore, although the facilities are simple, the main focus is on the quality of human resources.(Ramadhani et al., 2023). The buildings on Planet Nufo are designed to support educational activities with structures such as hobbit-shaped houses of two-metre-diameter furrows, suitable for activities such as al-Qur'an signing that require the participation of at least two people. Dr. Mohammad Nasih, the founder of Planet Nufo, grouped Santri into three categories: Santri Multitalenta, Santri Cendekia, and Santri Skilled, based on their potential and interests. It's not a caste grouping, it's to maximize the potential of the center.(Aziz & Ariyani, 2020)

The school does not use staircases, but rather structures like bamboo gazebos, capsule houses, and bamboo learning rooms, to enable students to study in small groups with high intensity. (Tampinongkol et al., 2022). Planet Nufo has a diverse teacher structure, including the principal teacher Dr. Mohammad Nasih, an accompanying teacher who serves 24 hours a day for each of the three centers, as well as guest teachers and specialists who provide specialized expertise. (Aziz & Ariyani, 2020). The center population on Planet Nufo consists of SD students, high school students, SLTA students, and students of tahfidz programmes from various regions of Indonesia, without special selection for admission, applying the principle "who fast, he can" (Rozaq, 2024). This school's top program includes tahfidz, journalism, I'rabu al-Qur'an (IQ), and farm entrepreneurs. In addition, the journalistic program involved fictional and non-fiction writing training, with some writings published in the media and books. (Alwi et al., 2023; Faizin, 2020).

The school welcomes students from a variety of backgrounds, including those who are just beginning to study religion. The intensive approach on Planet Nufo believes that every child has unique potential that can be developed. Those who are able to read the Qur'an go straight to the knowledge and understanding, while those who are beginning to get intensive guidance.(Mirrota, 2024). Planet Nufo emphasizes the quality of religious science as the primary foundation and integrates innovation in education. The farm entrepreneur program involves farming and breeding activities, in which each farm in the first year is given land and sheep to be managed, with the result being used as educational capital (Rozaq, 2020). The institution is also committed to the development of leadership through practices such as shepherding sheep, which is not only part of education but also supports school activities.(Nasih, 2022).

Mental Health Promotion Strategy

Nufo Planet Rembang Nature School implemented several strategies in the promotion of mental

health, among others: the first Mental Health Education Programme namely: The Nufos Planet Nature School organizes a mental health education program that involves routine sessions to educate students about various aspects of mental Health and coping techniques. The program includes introduction to mental health problems, stress management strategies, as well as coping skills designed to help students cope with the emotional and social challenges they face. (Agustina et al., 2024; Umjani, 2024) And second: Classroom and extracurricular activities: At Planet Nufo Nature School, a variety of classroom and extra-school activities are designed to help reduce stress and improve students' social skills. These activities include sports, art, and various interest clubs that give students the opportunity to express themselves, interact socially, and alleviate their emotional tension. (Cici & Supriadi, 2024) Third: The Holistic Approach is the holistic approach applied at the Planet Nufo School of Nature that integrates mental health aspects into the school curriculum and culture. This means that mental health is not only seen as a separate subject, but also applied comprehensively in every activity and interaction at school. A school culture that supports emotional and social involvement creates an inclusive environment and supports the mental needs of students. (Amahoru & Ahyani, 2023; Hasani & Kurniawati, 2024).

Planet Nature School Nufo Rembang implements a mental health promotion strategy that includes mental health education programmes, classroom and extracurricular activities, as well as a holistic approach. Implementation of these strategies aims to support the emotional and social well-being of students, creating a supportive environment, as well as responding to the various mental needs of students.

Behavioral interventions

Behavioral interventions applied include: the first Individual and Group Counselling Sessions The individual and group counselling sessions at the Planet Nature School of Nufo are designed to help students cope with a variety of personal and social problems. Individualized counseling provides an opportunity for students to speak in person with counsellors about issues they are facing, including emotional challenges, interpersonal relationships, and academic stress. Group counseling, on the other hand, involves a group of students facing similar problems and allows them to share experiences as well as support each other in a structured environment. (Nasution et al., 2023). The second Emotional Management Program is: The emotional management program at Planet Nufo School of Nature involves techniques designed to help students manage their emotions effectively. The program includes a variety of methods, such as mindfulness training, relaxation techniques, and strategies to deal with negative emotions such as anger, anxiety, and frustration. By learning to manage their emotions, students can improve mental well-being and function better in social and academic environments. (Agatha & Siregar, 2023; Putri & Raharjo, 2023; Thohar, 2018). And the third is the Integrated Approach: The integrated approach at the Planet Nufo School of Nature combines counselling with learning programmes and day-to-day activities. In this approach, counseling is not seen as a separate activity, but rather as part of a broader educational experience. Counsellors work with teachers and staff to ensure that counselling techniques are applied in various aspects of school activities, including learning, social interaction, and extracurricular activities. It aims to create a holistic environment and support the emotional development of students in a comprehensive manner. (Nugraheni et al., 2020).

Challenges and Solutions

In the implementation of mental health promotion and behavioral intervention strategies at the Planet Nufo Rembang School of Nature, some of the major challenges needed to be addressed to improve the effectiveness of the program include: the first, Stigma against Mental Health, i.e.: Social stigma about mental health often becomes an obstacle for students to seek help. This stigma is usually a negative judgment or an indifference to mental health problems, which makes students feel ashamed or afraid to talk about their problems. This can cause them to avoid counselling sessions or available support, which can worsen their mental condition. (Hasani et al., 2024; Kholifah, 2023). To overcome stigma, schools implement educational programmes aimed at increasing understanding and awareness of mental health. The program includes anti-stigma campaigns, advocacy that educates students and staff about the importance of mental health support, as well as creating a more inclusive and supportive environment. Involving parents and the community is also important in this effort. (Riskha, 2024) And the second is: Resource constraints, such as a shortage of counsellors and supporting material, are a major challenge in the implementation of mental health promotion strategies and behavioral interventions. These

shortcomings can affect the quality of consulting services and support available to students. In addition, the limited availability of materials and tools can impede the effectiveness of mental health programmes. (Jarkawi, 2024). And to overcome resource constraints, schools can seek support from outside organizations such as non-governmental agencies or sponsors who can provide additional training, materials, or counsellors. Furthermore, the use of technologies, such as mental health apps and online counselling platforms, can help overcome resource shortages. (Alzahra, 2023; Hardi, 2020; Hoga Saragih et al., 2024).

The aim of this study is to identify and evaluate mental health promotion strategies as well as behavioral interventions applied in improving the mental health of students at Planet Nufo Rembang School of Nature. A number of important conclusions can be drawn from data collected from participants' observations, in-depth interviews, and document analysis. This conclusion is linked to other relevant research findings:

The effectiveness of the counselling program

The findings of this study show how well the Planet Nufo Nature School Rembang counselling program works in helping students in solving mental health problems. The findings are in line with a study (Effendi & Maryatun, 2022) that showed that counselling interventions in schools can significantly reduce children's anxiety and depression symptoms. In addition, research (Riskha, 2024) also reveals that organized mental health promotion initiatives can improve students' emotional well-being.

Role of teacher and counselor

Teachers and counsellors of Planet Nufo Nature School Rembang support students in the implementation of counselling programmes. The study concluded that careful and sustained teaching is essential to the effectiveness of the program. This is supported by research (Lestari et al., 2022) that shows that professional training for teachers and counsellors improves their ability in dealing with student mental health problems.

Effects on Students

Students of Planet Nufo Nature School Rembang who participated in the counselling program improvements in their emotional health and behavior. These findings are supported by research (Lubis & Mahendika, 2023), which states that school-based intervention programmes can reduce problematic behavior in addition to improving children's social and emotional competence. Furthermore, research findings (Annah, 2023) suggest that incorporating mental health promotion initiatives into academic curricula can be beneficial to student well-being in the long term.

Challenges in Implementation

The Planet Nufo Nature School Rembang Teacher and Counsellor Program reports on various challenges faced in the implementation of counselling programmes, including time constraints, resources and support from the school. This is in line with the findings (Tyas et al., 2023), which identified similar barriers to the implementation of mental health programmes in other schools. The research (Nasir et al., 2023) also emphasized the importance of administrative support and adequate resources for the success of mental health programmes in schools.

It is recommended to undertake longitudinal research to test the long-term impact of behavioral care and programs that improve mental health on student well-being, based on the results of this study. Furthermore, in order to investigate the effectiveness of new programmes in a diverse educational context, such programmes must be created, tested, and evaluated. Studying how demographic factors such as age, gender, socio-economic status, and culture influence the success of the program is also important. It is also important to consider how communities and parents can support their children's mental health. To improve their ability in dealing with child mental health problems, educators and counsellors should evaluate their training programmes. Further investigations could investigate the use of technology to support mental health advocacy in educational institutions and assess the consequences of government laws on mental health and education. To create a more inclusive and successful program, it is important to establish targeted interventions for vulnerable groups of students, such as children with special needs or those from a less supportive home environment.

CONCLUSION

The study found that the counselling program at Planet Nufo Nature School Rembang was effective in improving the mental well-being of students, despite facing challenges such as time and resources constraints. The program successfully helps students cope with mental health problems and shows positive changes in their behavior and emotional well-being. For further development, it is recommended to undertake long-term research to see the impact of the program over longer periods of time, as well as developing and testing new programmes that can be adapted in a variety of school contexts. It is also important to test the influence of demographic factors, increase the involvement of parents and the community, and evaluate the training of teachers and counsellors. In addition, exploration of the use of technology in the promotion of mental health and research on educational policies that support the program is also needed. Finally, there is a need for specific intervention on vulnerable student groups to create more inclusive and effective programmes. The aim is that by taking these measures, a more comprehensive and successful plan can be drawn up to help the mental health of students in schools.

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