



TEACHER'S ROLE IN MANAGING THE FIFTH-GRADE STUDENTS' MENTAL-EMOTIONAL HEALTH AT KEBAREPAN 1 ELEMENTARY SCHOOL

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PERAN GURU DALAM MENGELOLA KESEHATAN MENTAL EMOSIONAL PADA SISWA KELAS V DI SDN 1 KEBAREPAN

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ABSTRACT

Abstract: The increasing number of mental health issues in Indonesia and the limited research studied on mental-emotional health issues, in general, are the background of this paper, especially among elementary students. It is to investigate the role and obstacles of elementary school teachers regarding the students' mental health characteristics and social-emotional conditions. The research implication is that teachers play a crucial role in managing students' mental-emotional health to build positive values and attitudes in order to have good personalities at school. Therefore, teachers need to have the skills to control their own emotions well in order to support them to act in healthy physical and mental activities. The research used a qualitative approach using phenomenological research methods. The research participants included teachers and 44 fifth-grade students of SDN 1 Kebarepan. Data collection used interviews, observations, and documentation. Data analysis techniques included data reduction, data presentation, and conclusion. The results indicate that the teachers have been carrying out their roles in managing students' emotional conditions, even though it doesn't implement totally yet as the environment lived by students can also provide an impact on their mental-emotional health development.

Keywords: emotional, mental health, teachers' role, emotional management

Abstrak: Bertambah banyak masalah kesehatan mental emosional di Indonesia dan terbatasnya penelitian tentang masalah kesehatan mental emosional secara umum di Indonesia, khususnya siswa sekolah dasar, merupakan latar belakang dari artikel ini. Dengan tujuan untuk mengetahui mengenai bagaimana peran dan kendala guru sekolah dasar tentang karakteristik kesehatan mental yang sehat, serta kondisi sosial emosional pada siswa di sekolah dasar. Implikasi hasil penelitian adalah bahwa guru sangat berperan penting dalam mengelola kesehatan mental emosional pada siswa di sekolah untuk menanamkan nilai-nilai dan sikap kepada siswa supaya mempunyai kepribadian yang positif. Oleh karena itu, guru harus mempunyai kemahiran mengendalikan emosi dengan teratur agar dapat mendukung siswa melakukan kegiatan fisik maupun mental yang sehat. Menggunakan pendekatan kualitatif dengan metode penelitian fenomenologi. Adapun partisipan penelitian adalah guru dan 44 siswa kelas V di SDN 1 Kebarepan. Data dikumpulkan menggunakan teknik pengumpulan wawancara, observasi, serta dokumentasi. Teknik analisis data menggunakan reduksi data (*reduction data*), penyajian data (*data display*), dan penarikan kesimpulan (*conclusion*). Hasil analisis memperlihatkan bahwasanya guru sudah menjalankan perannya dalam mengelola kondisi emosional siswa meskipun belum terlaksana secara sempurna karena lingkungan tempat tinggal siswa juga dapat memberikan dampak terhadap perkembangan kesehatan mental emosionalnya.

Kata Kunci: emosional, kesehatan mental, peran guru, pengelolaan emosi

CITATION

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INTRODUCTION

Psychological problems can significantly impact students' daily lives, resulting in reduced excitement towards their activities, including going to school, which can affect their academic performance. Additionally, the family environment can also affect a child's emotional state. The impact largely depends on the parenting style adopted by the child's caregivers. For example, democratic parenting styles tend to produce children who are easy to get along with, independent, and willing to share. Conversely, permissive parenting styles can result in spoiled and angry children who are less independent and unwilling to share. Authoritarian parenting styles may cause children to become fearful of making decisions and reliant on others' choices (Suteja 2017). Parental divorce can have a significant impact on children's emotional well-being. One of the first problems that children may face is feelings of sadness and disappointment as a result of the separation. (Sary 2022). To mitigate the negative impact of parental divorce on children's emotional health, several solutions can be implemented. For example, parents can strive to build a pleasant atmosphere in the home, by creating a comfortable and supportive environment that fosters open communication and positive interactions. Additionally, parents can manage their children's emotions by engaging in activities together, encouraging their children to socialize with peers, accompanying them during extracurricular activities, and exchanging ideas to help children process their feelings and emotions in a healthy way.

According to Wardani (2017) teachers are the main support for students at school, their personalities must be able to become figures and idols of students. In addition, teachers play an important role in motivating students to learn based on knowledge and skills. Teachers are a determining aspect of the high and low quality of educational outcomes. In contrast to what Desi, Boy Christianto Anu, and Yulius Yusak Ranimpi (2018) said, social, academic and emotional behavior is one aspect of student mental health. Behavioral disorders can have long-term effects

on children's growth and development, often teachers are not aware of student behavior problems at school because they consider it normal without the need for special action on students. While the academic character of students can be seen during the teaching and learning process, how students react to the encouragement given by the teacher. This can also be seen in emotional behavioral disorders, generally students will have difficulty adapting to their environment so that it can interfere with their learning atmosphere.

Mental health is a pressing issue in today's society, as it has not received the attention it deserves. According to the World Health Organization (WHO), mental health is a state in which individuals are able to cope with adversity, work productively, and contribute to their communities. Developing good mental health in children from a young age is crucial. (Desi, Jacob, and Pilakoannu 2020).

The World Health Organization's (WHO) World Mental Health Survey indicates that mental health problems are prevalent across all countries. In the past decade, mental health issues have gained global attention due to their association with suffering, negative attitudes, societal stigma, and the potential for fatal outcomes. According to global epidemiological records, children and adolescents with mental health problems make up approximately 12-13% of the population. In Singapore, for instance, 12.5% of children aged 6-12 years old have been found to experience emotional and behavioral problems. (Prihatiningsih and Wijayanti 2019). Meanwhile, in the United States, parents report that one and a half million children and adolescents have emotional, developmental and self-harming problems.

Emotional mental health disorder is a condition in which a person experiences psychological problems. Mild symptoms that are felt when experiencing mental health problems are sadness, anxiety, lack of enthusiasm and panic easily. However, if severe mental health problems will experience symptoms such as reduced thinking power, difficulty distinguishing between

fantasy and reality, and some even desire to end their lives. (Dharmayanti et al. 2018).

In Indonesia, obtaining national-level data on school-aged children with mental emotional disorders is difficult. The health office conducts health checks for new students every year as part of the Minimum Service Standard (MSS) program. However, the main problem is that there is no further analysis of mental emotional health problems in elementary schools. (Prihatiningsih and Wijayanti 2019). The report revealed that Salatiga City has achieved the highest coverage rate of the Minimum Service Standards (MSS) among district health offices in Central Java Province for five consecutive years, exceeding 85%. However, in 2016, an increase was observed in mental-emotional health problems among primary school students in Salatiga City, with the percentage rising from 11.5% in 2015 to 20.4% in 2016. Among the sub-districts, Sidorejo had the highest number of cases of mental-emotional health problems among primary school students in 2016, with a percentage of 27.3%. It is worth noting that Sidorejo sub-district is home to 32 public and private elementary schools. (Prihatiningsih and Wijayanti 2019).

Social and emotional intelligence is the ability to detect, understand and regulate emotions effectively to stimulate any situation that can bring up emotions. (Hanifah and Sunaengsih 2017). Emotions can affect the feelings we have physically and the way we think. (Yeni et al. 2018). The basic ability of emotional intelligence is that children are able to feel their own emotions so that they can feel the emotions they are feeling. This must be taught to children from an early age how to recognize the types of emotions they feel. Emotion management skills arise from the ability to manage emotions that are used as a tool to motivate the achievement of goals for oneself, self-control and being creative. (Puspita 2019).

The following information is based on a previous study conducted by (Desi, Anu, and Ranimpi 2018) titled "Teacher Mental Health Promotion Knowledge and Student Mental Health Status at SD Gereja Masehi Injili di Halmahera Pitu-Tobelo, North Halmahera." The study used a

quantitative approach with a descriptive design, and involved 11 teachers and 59 students from grades 4 to 6. The researchers used a standardized instrument that was adapted and developed in the Indonesian language. The results indicated that 42% or 25 students were at risk of social behavior disorders, 30% or 18 students were at risk of academic behavior disorders, and 83% or 49 students were at risk of emotional health problems at Masehi Injili Church Elementary School in Halmahera Pitu-Tobelo, North Halmahera.

Another study conducted by Wardhani (2017) found that students require teachers who have good mental health to cultivate positive personalities and prevent negative traits from developing in the future. Furthermore, (Prihatiningsih and Wijayanti 2019) conducted research on mental-emotional disorders among elementary school students, using quantitative methods and an observational analytic design. The study included 212 participants from Sidorejo sub-district, but 28 declined to participate. The study found that parents' education level, family income level, vegetable consumption, and sleep disturbance problems have an impact on mental-emotional health problems in elementary school students.

Due to the increasing prevalence of mental health problems in Indonesia and the limited research on this topic, particularly among elementary school students. (Desi et al. 2018) this study aims to investigate the role of teachers in managing the mental health of elementary school students. This study differs from previous research in that it focuses on the specific role and challenges faced by classroom teachers in managing mental disorders in their students, including promoting healthy mental health characteristics and addressing students' social and emotional conditions.

THEORETICAL SUPPORT

Teacher Role in Managing Emotional Mental Health

Education is a person's ability to be better in aspects of knowledge, understanding and personality in a conscious and planned manner

that can be useful for oneself and others (Hanifah 2017). Teachers have an important role in encouraging students' motivation to learn through various learning activities based on the expertise and abilities that teachers have towards students in a personalized manner. If an educator has problems with his mental health, then students will feel restless and uncomfortable during learning activities and this will ultimately lead to a poor leader's soul (Wardhani, 2017).

In terms of mental health in the selection of school teachers should: (1) when selecting teachers who will teach, the most important factor is their mental health, (2) eliminate problems that can interfere with the mental health of teachers, for example, the salary given is not appropriate, too many tasks are given, administrative problems are too complicated, (3) conduct regular meetings between teachers so that they can discuss with each other, (4) provide support to teachers who have poor mental health to consult with experts who are in their midwife. (Wardhani, 2017).

The ability of teachers to be emotionally agile can greatly impact their effectiveness in developing children's emotions. This includes being able to recognize and understand their own emotions, express them appropriately, motivate themselves, empathize with others, and build positive relationships (Sari et al., 2020). Additionally, healthy mental health is characterized by being free from mental disorders, being able to maintain a sense of self, utilizing one's abilities to the fullest, and achieving personal and interpersonal satisfaction (Sari et al., 2020). Teachers who possess these characteristics are better equipped to support the emotional development of their students and create a positive learning environment.

Mental Emotional Health of Elementary School Children

Internal (within) and external (outside) factors can affect mental health. Proficiency in thinking clearly, being able to regulate emotions, and being able to make friends with peers are conditions of mental health (Hasanah 2017). Many people assume that cognitive intelligence is

the determinant of one's success. Whereas in reality adaptability is the basis of assessment. Managing self-emotion consists of positive emotions and negative emotions. If managed well, positive energy can have a positive impact as well. Meanwhile, negative emotions, if not distracted, will have a negative impact on oneself, others, and even the environment (Puspita, 2019).

Emotional development is the process through which individuals form and regulate emotions with varying levels of intensity, such as anger, fear, hatred, love, joy, and sadness. Children's social-emotional development consists of two different but interconnected aspects of development. The main key to emotional development is that children must know how to manage their emotions. (Hasanah, 2017). Emotional development can also be influenced by the upbringing they receive. Forms of mental activity result from social and cultural activities in which children interact with other individuals (Hasanah, 2017).

The factors that can affect an individual's emotional development include the following:

- 1) The condition of the individual itself such as age, physical condition, intelligence and others.
- 2) Problems encountered during the development process.
- 3) Factors that come from the environment such as family, neighborhood and school.

Therefore, emotional development and social development are two different but still interrelated aspects that cannot be separated.

METHOD

This research was conducted at SDN 1 Kebarepan in Plumbon District, Cirebon Regency, using a qualitative approach with a phenomenological research method. Qualitative research is carried out as a whole to an object (Jaya, 2021). Meanwhile, phenomenology is a type of research that reveals the similarities in the meaning of a concept or event that describes the lived experience of a group of individuals. Phenomenology is a philosophical approach to observing human experience (Tumangkeng &

Maramis, 2022).

The aim of this research was to obtain information about the teachers and all fifth-grade students at SDN 1 Kebarepan. The participants were the teachers and all fifth-grade students at SDN 1 Kebarepan, totaling 44 students with 22 female students and 22 male students with an average age of 11 years. Data collection techniques used were interviews, observation, and documentation to obtain information about the role of teachers in managing children's mental health in elementary school students. The data collected were analyzed, and the findings obtained were given comments so that conclusions were obtained. Interview data collection techniques were conducted with teachers and 44 fifth-grade students at SDN 1 Kebarepan.

The observation technique was used to find out the role and constraints of elementary school teachers regarding the characteristics of healthy mental health. This allowed researchers to determine the role of teachers in managing students' mental health, as well as the social-emotional conditions of students in elementary schools. Documentation was used to strengthen the data.

The analysis technique used the Miles and Huberman model (Sutriani & Octaviani, 2019). The first step was data reduction (data reduction). The author conducted interviews with teachers and students directly. The second step was data presentation (data display). The author observed how the teacher played a role in managing the mental health of their students and how students responded when the teacher was in the classroom. The author's goal was to see the role of teachers in managing student mental health at SDN 1 Kebarepan. The third step was conclusion drawing, where the author concluded the results of the data that had been generated from the results of interview data, observation, and documentation.

RESULTS AND DISCUSSION

The research was conducted at SDN 1 Kebarepan with participants consisting of teachers and 44 grade V students. According to the results

of interviews with fifth-grade teachers at SDN 1 Barepan, Plumbon District, Cirebon Regency, maintaining a good relationship between teachers, students, and parents is the main key to promoting students' mental health. Teachers play a vital role in managing the emotional and mental health of students at school. The key is that teachers should have knowledge about mental health and should include mental health messages in every activity related to each subject to instill positive values and attitudes in students, thus promoting a positive personality. Teachers should also pay attention to the learning environment and create a comfortable atmosphere for students, ensuring they do not feel pressured. To maintain students' mental health, teachers should also make lessons fun. At school, there is a program called KSN (Social Emotional Competence) where students are taught how to manage their emotional conditions. Factors that can affect students' mental health usually stem from their personal and environmental conditions. Therefore, teachers must be able to instill positive thoughts in students. If there are students whose mental conditions are unstable, teachers should help them reflect on the causes and consequences of their actions.

The characteristics of emotional conditions in students can lead to a sense of competition with their peers. Growth and development that is not in accordance with emotional conditions, namely students become aloof, like to disturb their friends, like to disturb their friends. The economic situation is the aspect that most determines the quantity and quality of student development so that it is closely related to child development. The basic needs that must be met in children who are in the plant and development stage are eating, drinking, clothing, health protection, adequate learning facilities. Income can also affect the provision of adequate nutrition. In addition, parental education is also closely related to children's emotional development. Children who grow up in a nuclear family environment are more at risk of experiencing emotional problems. When children socialize with the outside environment, they tend to experience difficulties in their

development. Unlike children who are in a large family environment, so that children can learn how to control emotions.

Managing classroom conditions is also very influential on mental health. This can be achieved by organizing the class conditions before starting a lesson, creating a calm and conducive environment. Teachers should also ensure that students have similar goals during learning. Based on field observations made on 44 fifth-grade students, it was found that different individuals exhibit different behaviors when responding to a problem. For instance, when having a dispute with their friends, some students find it easy to control their emotions while some struggle. In such

situations, teachers should help students calm down and reflect on their emotional conditions. Communication between teachers and students is the main key to building students' emotional behavior. Students who are at risk of emotional disturbance usually have difficulty in adjusting well to the environment and can interfere with their learning conditions. Symptoms that arise are the inability to get along or relate well with teachers and friends.

Documentation carried out by the researchers involved taking photos of the activities and findings while observing the school conditions and the influence of the environment on children's mental and emotional conditions.



Figure 1. Class's Condition

The role of educators in every teaching and learning activity must always be active in providing information to students so that they can be encouraged to improve their talents and themselves, and to always involve them in every activity. The teacher considers involving students during learning to raise their self-confidence. In addition, teachers are always active in getting closer to students to find out their social-emotional conditions, so they can help channel their emotions into positive things and always evaluate the process and results of student learning.

From the study, it was found that teachers have a significant role in maintaining children's

mental health in elementary schools. Teachers have played a maximum role at school. Before starting the lesson, the teacher also asks how the student's mood is by inviting them to discuss and paying attention to their every behavior. If there is a change in the student, the teacher will ask about it after the learning activity is complete, talking softly so that students can comfortably talk about their problems and receive motivation and advice in accordance with the problems they are experiencing. In this way, students feel cared for by the teacher.

The obstacles that occur are from the influence of the environment. Even though the teacher always inserts messages about mental

health in every lesson, if the living environment conditions are not conducive, it will also affect the mental condition of each student. The finding of the role found is that the teacher has carried out their role in managing students' emotional conditions, even though it has not been perfectly implemented. While the findings of the obstacles found are about the influence of the environment where students live, which can also have an impact on emotional development in children. Positive and negative emotions felt by children must be managed properly, so these emotions do not harm themselves, others, and their environment.

Discussion

According to the research and findings, teachers play an important role in managing the mental and emotional health of students. Additionally, school conditions and the influence of the living environment can also impact the development of mental and emotional health. Education is a critical aspect for the development of a nation, and quality education can lead to the formation of quality offspring. (Karlina et al., 2020). The emphasis on academic intelligence in the education system in Indonesia has led to a lack of attention and emphasis on the development of emotional intelligence and religious education. It is important to recognize that the development of emotional intelligence is a crucial aspect of education, and should be given equal importance as academic intelligence. Schools should provide opportunities for students to develop their emotional intelligence through various activities and programs. Moreover, it is also essential to acknowledge that environmental influences can have an impact on the development of emotional intelligence. Therefore, it is necessary to create a supportive and conducive environment for students to cultivate their emotional intelligence. (Nurafni, Murnianti, and Khairani 2017).

Emotional intelligence is one of the important aspects to balance mental health in addition to intellectual intelligence, spiritual intelligence, and multiple intelligences. Problem solving related to emotional issues that a person

feels both individual, interpersonal, and social problems are related to emotional intelligence. Emotions are an important component environment in human life, because emotions are also able to increase behavioral motivation, but emotions can also interfere with human behavior. Feelings such as anger, fear, pleasure, enthusiasm, boredom and so on are a description of the expression of emotions. Every individual has experienced emotions, but the way to deal with them is different (Yeni et al., 2018).

According to Buchari (2018), the role of teachers in developing emotional intelligence is to create a conducive atmosphere and learning conditions by utilizing various facilities provided during learning activities. Teachers should also be able to play their respective roles in terms of communication to achieve educational goals. They are not only responsible for teaching duties but also have obligations regarding humanity and society to provide education that upholds ethical and moral values to their students. This role must be carried out optimally and effectively to achieve the expected learning objectives. However, in the Minimum Learning Completeness Standards (SKBM), the main duties of teachers include teaching and learning, extracurricular activities, and financial task distribution. In addition, teachers must also provide assistance in regulating graduation and education standards. (Tamam et al. 2020).

From the explanation of teachers at SDN 1 Kebarepan that managing emotional mental health is the most important thing is from the individual himself and the environmental factors that are important factors for students in managing their emotional conditions. Then another factor is that teachers ensure that while at school students can do activities calmly and happily.

Forms of intelligence (intellectual intelligence, spiritual intelligence, and multiple intelligences), efforts to balance mental health are through emotional intelligence. From the results of research on fifth grade teachers at SDN 1 Kebarepan, findings were found, among others: 1. Teachers play an important role in managing

students' mental emotional health 2. The living environment affects emotional mental health.

CONCLUSIONS

RECOMMENDATIONS

Based on research conducted at SDN 1 Kebarepan, it was found that teachers play a crucial role in managing children's mental health, particularly in processing emotions. In addition to their duties in teaching, teachers also have responsibilities towards humanity and society, which involve providing education to students while upholding ethical and moral values. Although the role of managing students' emotional conditions has not been executed perfectly, teachers have fulfilled this responsibility as best they can, considering that the environment in which students live can also impact their mental and emotional health. The implication of this study's findings is that teachers must continue to prioritize managing mental and emotional health in students in order to instill positive values and attitudes, which contribute to a positive personality. Therefore, teachers need to have the ability to regularly control their own emotions to support students in carrying out healthy physical and mental activities.

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