

Relationship Between Mental Health and Student Learning Outcomes at JHS 01 in Bongan District, West Kutai Regency

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Abstract

Introduction: In the era of globalization, the world of education in psychology is increasingly known by the Indonesian people. Psychological approach as an effort to find solutions to various problems faced by humans is a very wise choice. Psychology aims to grow and develop Community Mental Health, one of which is through education. **Objective:** To determine the relationship between mental health and student learning outcomes at JHS 01 in Bongan District, West Kutai Regency. **Methods:** The research design in this study was descriptive correlation using a cross-sectional approach. The study was conducted in March 2022. The population in this study were all students of JHS 1 Bongan in Bongan District, West Kutai Regency in 2022 totaling 116 people. The statistical test used is Chi-Square if it is obtained t arithmetic (p -value) < 0.05 , then the hypothesis H_a is accepted and H_o is rejected. **Result and Discussion:** The relationship between mental health and student learning outcomes (p Value = 0.00). Mental health at JHS 01 Bongan is in the sufficient category (52.6%). Student learning outcomes at JHS 01 Bongan are in the satisfactory category (38.8%). **Conclusion:** the relationship between mental health and student learning outcomes at JHS 01 in Bongan District, West Kutai Regency.

Keywords: Learning Outcomes; Mental Health; School;

Introduction

In the era of Globalization, the world of education in a Psychological Science is increasingly known to the Indonesian Society. The approach to Psychology as an effort to find solutions in various problems faced by humans is a very wise choice. Psychology aims to grow and develop Community Mental Health, one of which is through Education. In this case, education plays an important role in adjusting and developing their potential, both physical potential, social potential, and emotional potential (Wahab, 2016).

One of the Factors of Education is students who are also seen as targets or objects of education. This can be understood because students always experience growth and development, both physically and spiritually (Dewirsyah, 2021). This development is one of the educational factors, because there are five kinds of educational factors, which are factors with each other reinforcing each other. The five factors are: (1) Educational objectives, (2) Educators (3) Students, (4) Educational tools, (5) environment (Wahab, 2016).

A child who is able to adjust means having a healthy body and spirit. Unhealthy physical and spiritual is an obstacle to progress, because every activity requires energy and a healthy mentality so that the activity succeeds well as expected, including in achieving maximum achievement in learning activities. physical condition in general is very closely related to the learning process and outcomes. a student who is in a healthy and fresh state will differ in learning from people who are sick or exhausted (Dimiyati and Mudjiono, 2013)

In order to limit the scope of the problem, the author will discuss one type of child health that is closely related to the achievement of learning achievement, namely student mental health. Mental health is one of the practical sciences and is widely practiced in everyday life, both in the form of guidance and in the form of counseling, which is carried out in households, schools, educational institutions, and in the community. This can be seen by the increasing prevalence and emergence of psychiatric clinics, mental health education institutions. From there mental health can be developed (Sardiman, 2012)

Mental health can also be interpreted as a condition in which humans or individuals are free from forms of symptoms or mental disorders. Mentally healthy individuals can function normally in running their lives, especially when adjusting when facing problems. Mental health is something that really needs to be considered like physical health, because between physical health and mental health both are very interconnected. A healthy mental condition cannot be separated from a good physical condition (Nurohim, 2016)

Mental health views humans as a whole somatic cycle of soul, body, body and spiritual units. Mentally healthy and functioning normally if a person's physical condition is healthy. To find out whether someone is healthy or mentally disturbed is not easy because it cannot be measured, examined, or seen using tools such as checking physical health. Usually, what is used as research material from mental health is actions, behavior, emotional shock, which deviate from social norms in the community (Wahab, 2016)

Situations that must be overcome by teachers and parents so that children's mental health is always balanced, so that the learning process can run well. Mental health in

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schools must be enforced, for this the teacher has a very important role, in addition to other factors. Keep in mind that the teacher's personality has a contagious nature, we often see that what the teacher does has a more important meaning than what the teacher says. How to dress neatly or not for teachers, how to walk dragging or lifting their feet, and others are very easy for students to imitate (Masum, 2017)

When teachers are always happy, irritable, have domineering nature and do not care about students, and show tension and recklessness, social relations are not good. Students who are cheerful, excited, full of confidence in themselves, and like to help, apparently because the teacher is cheerful, friendly, and emotionally calm. Knowing this, researchers want to know the extent of the relationship between mental health and learning outcomes. whether each student is always ready to receive lessons from his teacher, or there are other factors that prevent students from showing tension and recklessness, and social relationships are not good (Ardy, 2013)

As for the reason for the researchers, choosing JHS 01 Bongan as a place of research is because some of the students are less able to maximally receive lessons from the teacher, many students like to be crowded alone during the learning process, and there are many gaps in learning achievement of 20% of students with satisfactory grades, 24% of students with Satisfactory Enough and 56% average with improvement and because the school is the oldest school in Bongan District, And the composition of the students consists of various tribes, and there are some students according to the father and mother of the teacher who are slow in digesting a lesson.

The purpose of this study is to explain the relationship between mental health and learning outcomes at JHS 01 Bongan in Bongan District, Kutai Bartat Regency in 2022. Identifying the characteristics of respondents, identifying the mental health of JHS 01 Bongan Students in Bongan District, West Kutai Regency in 2022, identifying factors related to the mental health of JHS 01 Bongan Students in Bongan District, West Kutai Regency in 2022, analyzing the relationship between mental health and learning outcomes of JHS 01 Bongan students in Bongan District, West Kutai Regency in 2022.

Method

Research design is a guideline or procedure and technique in research planning that is useful as a guide for strategic building that produces research models or blue prints. (Suyoto et al., 2015: 99). In this study, researchers used a *cross sectional design* that aims to determine the relationship between variables where the independent variable and the dependent variable are identified at one time. This method is also referred to as a *quantitative* method because the data in the study is in the form of numbers which are then analyzed using statistics (Darmawan, 2016).

The population in this study is all JHS 1 Bongan Students in Bongan District, West Kutai Regency in 2022 with a total of 116 people. In this study, the sampling technique used is *Total Sampling*, which is a sampling technique by taking a total of all populations (objectives / problems in the study) (Aziz, 2021), the total sample is 106 respondents.

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This research will be carried out in the middle of March to the beginning of April 2022 at JHS 1 Bongan, Bongan District, West Kutai Regency in 2022.

Result and Discussion

Result

JHS 01 Bongan School, this is addressed at Jl. Jend. Ahmad Yani RT. III, West Kutai Regency, East Kalimantan. There are 24 teachers who teach at this school, there are laboratories, libraries and other learning facilities

Table 1
Characteristic of Respondent

No.	Characteristic	Total	
		f	%
1	Age		
	<14 Year	17	14.7
	14-16 Year	52	44.8
	>16 Year	47	40.5
	Total	116	100
2	Gender		
	Man	55	47.4
	Woman	61	52.6
	Total	116	100
3	Class		
	Class VII	44	39.9
	Class VIII	37	31.9
	Class IX	35	30.2
	Total	116	100

The results of the study based on table 1 on the characteristics of respondents showed that the most age category was 14-16 years as many as 52 people (44.8%), the most gender was women as many as 61 people (52.6%) and the most students sitting in class VII were 44 people (37.9%).

Table 2
Mental Health

Mental Health	Total	
	f	%
Good	18	15.5
Enough	91	78.4
Less	7	6.0
Total	116	100

The results of the study based on table 2 on mental health showed that the most were in the sufficient category, which was 91 people (78.4%).

Table 3
Learning Outcomes

Learning Outcomes	Total	
	f	%
Very Satisfying	21	18.1
Satisfying	52	44.8
Quite Satisfactory	39	33.6
Unsatisfactory	4	3.4
Total	116	100

The results of the study based on table 3 on learning outcomes showed that the most were in the satisfactory category, which was 52 people (44.8%)

Table 4
The relationship of mental health to learning outcomes

Mental Health	Hasil belajar								Total		p-value
	Very satisfying		Satisfying		Quite Satisfactory		Unsatisfactory				
	f	%	f	%	f	%	f	%	f	%	
Good	18	15.5	0	0.0	0	0.0	0	0.0	18	15.5	0,00
Enough	3	2.6	45	38.8	4	3.4	9	7.8	61	52.6	
Less	0	0.0	0	0.0	29	25.0	8	6.9	37	31.9	
Total	21	18.1	45	38.8	33	28.4	17	14.7	116	100	

The results of bivariate analysis based on table 4 on the relationship between mental health and learning outcomes showed that the most were mental health categories with satisfactory learning outcomes as many as 45 people (38.8%). Based on the results of the analysis conducted using the *Chi-Square* test, obtained the value of $pvalue=0.00$ smaller than the value of $\alpha=0.05$ or ($0.00<0.05$), that means there is a significant relationship between mental health and learning outcomes.

Discussion

1. Characteristics of Respondents

The results of the study based on table 1 on the characteristics of respondents showed that the most age category was 14-16 years as many as 52 people (44.8%). Age relates to a person's maturity level. The higher the age, the more able to show mental maturity and the more able to think rationally, wisely and open to the opinions of others. The highest gender is female as many as 61 people (52.6%). The most students in class VII are 44 people (37.9%).

Learning outcomes are changes in behavior obtained by learners after experiencing learning activities. The acquisition of these aspects of behavior change depends on what the learner learns. In learning, behavior changes that must be achieved by learners after obtaining learning activities are formulated in learning objectives. To measure the ability to learn in achieving these learning objectives, it is necessary to observe the performance of learners before and after the learning process takes place.

The relationship between age and mental health showed that the most >16 years old with mental health in the sufficient category were 40 people (34.5%), the relationship

between age and learning outcomes at most >16 years with satisfactory learning outcomes of 30 people (25.9%), gender with mental health showed the most results for women with mental health in the sufficient category 48 people (41.4%), The relationship between sex and learning outcomes is the most women with learning outcomes in the satisfactory category of 28 people (24.1%), the relationship between class and mental health is the most students sitting in grade VIII with mental health in the sufficient category of 36 people (31.0%) and the relationship between class and learning outcomes shows that most students sit in grade VIII with learning outcomes in the satisfactory category of 23 people (19.8%)

Afriani's research (Afriani & Lestari, 2018) shows that age does not have a significant relationship with a person's mental health. Hakim's research (Hakim, 2018) shows that age does not have a significant effect on student learning outcomes at Al-Muqoddasah Islamic Boarding School, Ponorogo, East Java. Amintarti's research (Amintarti et al., 2018) shows that there is a relationship between sex and learning outcomes. Oktaviani's research (Oktaviani & Suprapti, 2021) shows that gender does not have a significant relationship with students' mental health.

The assumption of age researchers is not a determinant of a person's success in learning, because our education has determined a tiered curriculum according to his age level. Gender also cannot be a benchmark that can determine learning outcomes, because both male and female students have the potential to excel in academics. Age is not a factor that can affect students' mental health, nor gender, because mental health can be formed and trained to continue to think well by always affirming to oneself to always think positively about something.

2. Mental Health

The results of the study based on table 2 on mental health showed that the most were in the sufficient category, which was 91 people (78.4%). Mental health is a condition in which a person's personality, emotional, intellectual and physical can function optimally, can adapt to environmental demands and stressors, exercise his capacity in harmony with his environment, master the environment, feel good about himself, find good adjustment to social demands in his culture, continuously grow, develop and mature in his life, can accept shortcomings or His weakness, the ability to face problems in his life, have satisfaction in his social life, and have happiness in his life

According to WHO: child mental health is: as a state of well-being of individuals who realize the child's own potential, can cope with the normal stresses of life, can learn well, and are free and able to contribute to his community. Factors that affect children's mental health are biological processes, cognitive processes, environmental and social emotional

Researchers assume that children's mental development is influenced by the surrounding environment, both at school and at home. At school children meet with teachers and peers, mentally obeyed by the situation at school. Then at home meet the family, then his mental development depends on how the situation in his family

3. Learning outcomes

The results of the study based on table 3 on learning outcomes showed that the most were in the satisfactory category, which was 52 people (44.8%). Learning outcomes are the mastery of knowledge and skills possessed by students after attending lessons at school in the form of values provided by teachers (Law of the Republic of Indonesia No. 20 of 2003). This learning outcome is intended as the success of students in schools (Sardiman, 2012).

Some factors that can affect learning outcomes (Dimiyati and Mudjiono, 2013) are: Teaching methods, Curriculum, Teacher Relations with students, Student to student relations, School discipline, School time, Learning standards above size Resulting in the level of ability of underprivileged students, Building Conditions and Learning Methods (Dimiyati and Mudjiono, 2013).

The researcher's assumption of learning outcomes is the ability obtained by individuals after the learning process takes place, which can provide changes in behavior both knowledge, understanding, attitudes and skills of students so that they become better than before. Learning outcomes are one indicator of the learning process Learning outcomes also show changes in behavior obtained by students after experiencing learning activities. One indicator of whether or not a learning process is achieved is to look at the learning outcomes achieved by students

4. The Relationship of Children's Mental Health with Learning Outcomes

The results of the study based on table 4.2 on mental health in students at JHS 01 Bongan showed that the most were in the sufficient category, which was 91 people (78.4%), this was in accordance with the Criteria for Child Mental Health According to Santrock (2013), Wahab (2016) and Nurohim (2016) that children's mental health was divided into 3 namely: Good Child Mental Health, Adequate Child Mental Health (Risk) and Mental Health of Children Lacking (there are Mental Disorders): namely a child's Mental Health where Students are unable to control their thoughts, Unable to control the pressure that occurs on their mentality both internally and externally which makes it difficult for students (children) to focus on something.

The results of bivariate analysis based on table 4 on the relationship between mental health and learning outcomes showed that the most was mental health category moderately with satisfactory learning outcomes as many as 45 people (38.8%). Based on the results of the analysis conducted using the *Chi-Square* test, obtained the value of $pvalue = 0.00$ smaller than the value of $\alpha = 0.05$ or ($0.00 < 0.05$), that means there is a significant relationship between mental health and learning outcomes.

Researchers' Assumption: Children's Mental Health in JHS 01 Bongan Students that Student Mental Health is in the Sufficient category (Risk) means that the possibility of Mental Health Disorders can still be overcome with a good Coping Mechanism, Children's Mental Health category This risk is influenced by several factors that surround the association of children in adolescence, at this age they tend to seek a lot of knowledge from various things that are new to adolescents.

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In addition, children at this age are looking for their identity, in this case the relationship between peers Adolescents begin to be attracted to the opposite sex, this makes the child's mentality a little disturbed because he thinks of Suka Constantly so he doesn't think about anything else, but such conditions as far as they do not damage his behavior, are still considered very natural, and often occur at the age of children.

Conclusion

The characteristics of respondents at JHS 01 Bongan are the most at the age of 14-16 years (44.8%), the most genders are female (52.6%) and the most classes are class VII (37.9%), mental health at JHS 01 Bongan is in the sufficient category (78.4%), student learning outcomes at JHS 01 Bongan are in the satisfactory category (44.8%), there is a relationship between Mental Health and the learning outcomes of JHS 01 Bongan students in Bongan District, West Kutai Regency in 2022($p\text{-value} = 0.00$).

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