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Services in the School Intensive Mental Health Program

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Abstract: Student mental health is a crucial aspect that must be addressed because it directly impacts children's development across educational, social, and emotional spheres. Schools, as strategic environments, play a crucial role in providing comprehensive and sustainable mental health services. This study aims to examine various services within intensive school-based mental health programs. The method used was a literature review, analyzing relevant scientific journals related to school-based mental health services. The results indicate that services within intensive mental health programs include guidance and counseling, psychoeducation, social-emotional skills training, and the creation of a supportive school environment. The success of program implementation is influenced by resource factors, the role of guidance and counseling teachers, and stakeholder involvement. Therefore, several programs are needed to positively impact child development within the school environment. Implementing these programs requires the direct involvement of all school stakeholders, as thorough preparation and planning are essential, as well as adaptive school policies are essential for their success.

Keyword: Counseling Services, Mental Health, Programs, Schools, Students.

INTRODUCTION

Mental health in children and adolescents has become a major concern worldwide. This is due to the numerous cases closely related to excessive fear or anxiety, depression, and delinquency, which are forms of behavioral deviations in school-age children. If left untreated, these issues can become major problems, making it difficult for children to learn and socialize due to fear or anxiety. Mental health issues that are not addressed, recognized, and addressed early on can have long-lasting negative impacts on a child's life. Therefore, schools need to make their environment a primary place of support and provide mental health services tailored to the needs of their students (Richter et al., 2022).

Richter, et al., (2022) Schools play a crucial role in providing comprehensive mental health services because they encompass nearly the entire population of children and adolescents. Furthermore, schools are ideal places to observe student behavior, provide early intervention, and foster awareness among students about the importance of maintaining and caring for their mental health, thereby fostering a sense of well-being. However, schools often face challenges in providing these services due to a lack of skilled personnel and the lack of full government support for schools seeking to implement these services. These challenges are often found in schools located far from urban areas or in low-income areas. Moreover, Hoover, S. A., & Bostic, (2021) states that schools are a vital component of the mental health system because they can provide integrated promotive, preventive, and early intervention services. This approach allows for early detection of psychological problems and the provision of appropriate support for students. Study Margaretha, M., Azzopardi, P. S., Fisher, J., & Sawyer (2023) explains that the comprehensive school health framework serves as a foundation for integrating various mental health efforts in educational settings, involving collaboration between schools, families, and communities. This approach emphasizes that mental health services are not only curative, but also promotive and preventive, and are intended for all students.

One of the challenges schools face in providing mental health services is the social stigma or negative perceptions surrounding mental health issues. Furthermore, many parents and teachers still lack an understanding of the importance of mental health for children's development and success. This lack of understanding hinders efforts to prevent and address mental health issues. Therefore, it is crucial to provide outreach and training related to understanding and providing additional knowledge about mental health so that children are better prepared and aware of mental health issues (Hamdani et al., 2021).

Hamdani et al., (2021) He stated that for the mental health services provided by schools to run effectively, collaboration between the school, surrounding health services, and social institutions involved in the program is essential. The more collaborative all parties are, the better the program will be, as it is expected to be highly effective and sustainable over the long term. In addition to collaboration between the aforementioned parties, supporting regulations and policies are also needed to ensure clear and focused objectives. These policies and regulations should be tailored to the situation, conditions, and needs of each region to truly assist the children and adolescents who attend the school. This is supported by research results Richter, A., Sjunnestrand, M., & Hasson (2022) This indicates that the successful implementation of school-based mental health programs is influenced by various factors, such as program adaptation to the school context, resource availability, and stakeholder involvement. This suggests that developing intensive mental health programs in schools requires comprehensive consideration of planning, implementation, and evaluation.

One form of service that plays an important role in school mental health programs is guidance and counseling services. Lestari, S., & Widodo (2021) found that guidance and counseling services have a significant contribution in improving students' mental health, especially in helping with emotional management and developing social skills. This is reinforced by research Pratiwi, D., & Handayani (2022) which states that counseling services, both individual and group, are effective in helping students overcome psychological problems and improve their ability to adjust. Kurniawati, R., & Hidayat (2022) emphasizes that guidance and counseling teachers function as facilitators and counselors who help students develop coping skills and face various life challenges. However, the limited number of professional staff and high workloads often hinder the optimization of these services.

Therefore, it is important for both the government and schools to recognize the importance of maintaining mental health because it is a form of prevention that can be done to reduce the burden of medical costs in the future. By providing mental health services in

every school that focus on early treatment or prevention and maintaining the emotional well-being of students, schools indirectly help to minimize the level of mental health problems that occur in students while helping to improve student achievement to form a generation that is mentally and emotionally stronger in facing situations and conditions in the future (Margaretha, M., Azzopardi, P. S., Fisher, J., & Sawyer, 2023).

METHOD

This study employed a literature review method regarding services in intensive school mental health programs. The data analysis technique employed was a literature study, where researchers utilized various literature to obtain data through data collection or literature review, reading and recording, and organizing and analyzing literature reviews of five international journals selected based on their relevance to the topic of "intensive mental health services in schools." The literature used was published between 2021 and 2024 and comes from reputable journals.

RESULT AND DISCUSSION

A major challenge in implementing intensive mental health services in some schools, particularly in rural areas, is the lack of mental health professionals. This is also due to a lack of understanding among teachers and the community regarding the importance of maintaining mental health. The "Grow Your Own" approach is a solution to address this challenge. Schmitz et al., (2022) dan Bates et al., (2024) believes that this approach can be a solution because the "Grow Your Own" approach is an approach that provides training to the entire school staff or local community members through re-specialization programs such as the Master of Social Work (MSW) program, so that they can play a direct role in helping schools as mental health professionals. This method is considered very effective and has the potential to be long-lasting because the individuals trained come from the surrounding community who are happy to be part of the program, so there is a tendency for them to carry out and continue the program in a sustainable period of time because of a sense of connection and attachment to the environment. This approach is in line with the community training model described by Hamdani et al., (2021), which is called the Theory of Change (ToC) which emphasizes the importance of involving various parties to develop the steps for implementing the program to be run.

Richter et al., (2022) emphasized that one of the important factors determining the success of a program is related to how the program is implemented. Because in their research, they used a framework called the Consolidated Framework for Implementation Research (CFIR), which contains support received from all parties who are school leaders, good communication patterns between parties involved, and the school's readiness to accept changes created by the service program. This shows that in implementing a program, it is not only planning and preparation that must be considered, but also how a program is implemented must be considered because it is related to its success. In other words, not only technical matters are important, but also social factors and the school's organizational structure deserve attention and preparation.

Margaretha et al., (2023) he added that the policies of each global organization differ from those of local organizations. Therefore, he emphasized the importance of schools researching and choosing an approach that best suits their environment. For example, global policies like the WHO's Health Promoting Schools provide a solid foundation for mental health promotion. However, some international organizations have their own guidelines, requiring them to adapt their policies to the specific circumstances.

Study Hoover, S. A., & Bostic (2021) explains that schools are a crucial component of the child and adolescent mental health system because they are able to provide continuous

services. In the context of intensive mental health programs, services provided not only focus on problem management but also on prevention efforts and developing students' capacity to maintain psychological well-being. Therefore, schools have a strategic role as the most accessible mental health service centers for students. One of the most common forms of service found in school-based mental health programs is guidance and counseling. These services include individual counseling, group counseling, and classroom guidance aimed at helping students manage their emotions, improve their social skills, and overcome the psychological problems they face. This statement is supported by research Lestari, S., & Widodo (2021) dan Pratiwi, D., & Handayani (2022) which shows that counseling services have a significant contribution in improving students' mental health, especially in the aspects of emotional control and self-adjustment.

In addition to counseling services, the intensive mental health program also includes psychoeducational activities and social-emotional skills training. Wulandari, A., & Kurniawati (2021) suggested that structured programs, such as coping skills training and increased mental health awareness, can improve students' ability to deal with the pressures and challenges of everyday life. This is in line with the comprehensive school health approach which emphasizes the importance of integration between educational aspects, the school environment, and mental health services (Margaretha, M., Azzopardi, P. S., Fisher, J., & Sawyer, 2023). Then the success of intensive mental health programs in schools is greatly influenced by various factors. (Richter, A., Sjunnestrand, M., & Hasson (2022) identified that factors such as school organizational readiness, resource availability, and stakeholder involvement are key factors in the success of school mental health programs. Adapting the program to the needs and context of the school is also crucial for ensuring effective and sustainable service delivery.

The role of the guidance and counseling teacher as the main implementer of services is also an important factor in the success of mental health program services in schools. Kurniawati, R., & Hidayat (2022) states that guidance counselors play a role as facilitators, counselors, and mediators in helping students overcome psychological problems. A supportive relationship between guidance counselors and students is a key factor in the success of the service, as it fosters a sense of security and trust. Furthermore, intensive mental health programs emphasize the importance of a preventative approach to preventing the emergence of psychological problems in students. Study Maulana & Suryanto (2024) Studies have shown that schools can play a role in prevention by creating a positive learning environment, providing mental health education, and strengthening interpersonal relationships within the school environment. This approach focuses not only on students with disabilities but also on all students in an effort to improve resilience and overall well-being.

CONCLUSION

Intensive mental health services in schools are a significant effort to prevent the rise in mental health issues in children and adolescents. In other words, this program is a good first step in supporting students' emotional and academic development amidst the increasing number of mental health issues among school-age children and adolescents. School-based mental health programs rely on several key factors for success, such as the availability of professional staff, active involvement of the school and community, and policy support tailored to the specific circumstances and conditions. One approach proven effective in addressing the shortage of mental health professionals is the "Grow Your Own" approach. The use of a phased or planning framework, such as Richter's CFIR, can strengthen the program's implementation process, making it more organized and structured. Furthermore, policy formulation is necessary to ensure that the program is not only short-term but also sustainable. Therefore, thorough preparation and planning are required for its implementation

to build a strong, structured, and relevant school mental health service system that meets the needs of the school community.

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