

THE RELATIONSHIP OF PSYCHOSOCIAL STRESS WITH MENTAL EMOTIONAL STATUS ON STUDENTS OF SENIOR HIGH SCHOOL I IN PADANG

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ABSTRACT:

Stress is a condition that experiences pressure that is triggered by several factors. Any phenomenon in the environment disrupts a mental balance called a psychosocial stressor. Emotional changes develop into pathological conditions, causing a person to experience emotional and mental disorders. The research aims to determine the relationship between psychosocial stress levels and mental-emotional status in high school students. The research was conducted in May-November 2022. This type of research is a cross-sectional study. The population were 198 students of SMAN 1 Padang using a proportional stratified random sampling technique. Univariate data analysis is presented in the form and bivariate analysis uses the chi-square test. The level of stress was mild in 52 people (26.3%), housing conditions were the type of stressor 151 people (69.7%), mental-emotional status was mostly disturbed 128 people (64.6%), and there was a relationship between the level of psychosocial stress with the emotional, mental status of students ($p=0.000$). The highest level of stress is mild stress, the most common type of stressor is living conditions, the highest level of mental-emotional status is disturbed, and there is a relationship between the level of psychosocial stress and the mental-emotional status of students at SMAN 1 Padang.

ABSTRAK:

Stres merupakan kondisi individu mengalami tekanan yang dipicu beberapa faktor sehingga menimbulkan penolakan diri untuk menerimanya. Pemicu stres disebut dengan stressor. Segala fenomena dalam lingkungan dapat mengakibatkan terganggunya keseimbangan mental individu disebut dengan stressor psikososial. Mental emosional adalah usaha menyesuaikan diri dengan lingkungan. Perubahan emosional berlanjut berkembang menjadi keadaan patologis menyebabkan seseorang mengalami gangguan mental emosional. Penelitian bertujuan untuk mengetahui hubungan tingkat stres psikososial dengan status mental emosional pada siswa salah satu Sekolah Menengah Atas Negeri (SMAN) di kota Padang. Penelitian dilakukan pada bulan Mei-November 2022. Jenis penelitian cross-sectional. Populasi terjangkau pada penelitian adalah siswa SMAN 1 Padang sebanyak 198 sampel dengan teknik proporsionate stratified random sampling. Analisa data menggunakan uji chi-square. Pada penelitian diperoleh tingkat terbanyak yang dialami responden stres ringan (26,3%), keadaan tempat tinggal merupakan jenis stresor terbanyak (69,7%), status mental emosional sebagian besar terganggu, 64,6%), dan ada hubungan tingkat stres psikososial dengan status mental emosional pada siswa SMAN 1 Padang ($p=0,000$). Kesimpulan penelitian adalah adanya hubungan tingkat stres psikososial dengan status mental emosional pada siswa SMAN 1 Padang.

INTRODUCTION

Stress is a condition in which individuals experience pressure triggered by various factors that cause rejection and unreadiness of the individual self to accept it. Prolonged stress can cause a person to have mental and physical illnesses that can lead to poor interpersonal relationships and decreased one's work productivity.(Alfrida et al., 2022) According to the World Health Organization, the prevalence of stress events is quite high

with more than 450 million people in the world experiencing stress. The stress prevalence study conducted by the Health and Safety Executive in the UK found data that the incidence of stress was greater in women 54.62% than in men 45.38%. The Indonesian population who experience stress is recorded at around 10%. (Ambarwati et al., 2017)

Stress can occur because a person encounters many problems in his life. Stressors are called stressors. An individual's response to a stressor is divided into two components: a psychological component, for example, surprise, anxiety, panic, embarrassment and a physical component which includes rapid pulse, nausea, and sweating. Reactions to stress vary due to the influence of various variables including individual conditions, personality characteristics, social-cognitive variables and relationships with the social environment. Stress that arises from a person's environment is called psychosocial stress. (Lumban Gaol, 2016)

All forms of phenomena that exist in a person's environment, both in the work environment, the living environment. As well as the community environment, which can result in disruption of the mental balance of the individual concerned is called a psychosocial stressor. There are various types of psychosocial stressors including, marriage, parental problems, interpersonal relationships, work, development, environment, finances, law, family factors, physical illness, etc. (Nugroho, 2018)

Mental emotional is an attempt to adjust to the environment and its experiences. Emotional changes, if they continue, can develop into pathological states that can cause a person has a mental emotional disorder. (Sulistiyorini & Pujianto, 2020) Mental health disorders can occur at any age. According to WHO in 2018 the prevalence of people with mental emotional disorders in the world in the age range of 10-19 years. (Khoiriyah & Handayani, 2020)

Based on basic health research, mental emotional problems of the Indonesian population aged >15 with the highest prevalence are found in Central Sulawesi Province, which is 19.8%, while the lowest is found in Central Sulawesi Province. Jambi Province as much as 3.8%. (Malfasari et al., 2020) Depression and mental emotional disorders in West Sumatra occur at the age of ≥ 15 years, higher than the national prevalence of 4.5%. These data suggest that low psychological well-being in adolescents. (KEMENKES, 2018)

Factors that trigger mental emotional problems are the family environment, school environment, community environment and social media environment that can disrupt mental emotional balance such as incidents of violence in family environment, problems with Friends, peers, bullying due to physical disabilities or economic problems. This can affect the cognitive development process of students and create negative perceptions for students themselves. (Rizkiah et al., 2020) In adolescents, it will be bad if mental emotional is not handled appropriately because adolescence is a phase of development that undergoes many changes. Changes include physical, mental, social and emotional changes. (Malfasari et al., 2020)

Bruffaerts' research in 2018 said that mental emotional disorders can affect the functioning of students' daily lives, both in social, academic and physical functioning. Individuals with prolonged mental emotional disorders can experience failure in relationships and suffer from several physical illnesses. Students who experience mental disorders tend to experience a decrease in academic grades. Mental emotional disorders

in students are also associated with dropout rates (Prasetio & Rahman, 2019),(Bruffaerts et al., 2018)

School life is one of the main factors causing stress in students. Research Desmita previously did in 2017, stress on students at school Excellent occurs because of high learning intensity, the necessity to be an agent of excellence and many other factors that trigger the emergence of stress among students who can cause disruption of students' mental balance aforementioned.(Kusuma et al., 2018)

SMAN 1 Padang is one of the best public high schools in Padang City based on Computer-Based Written Test (UTBK) scores.(Redaksi, 2022) Based on research conducted by Anggawira in 2019 at SMAN 1 Padang, the prevalence of students who showed indications of stress was 67.09%.(Andhika Anggawira, 2019) This shows that more than half of students attending SMAN 1 Padang experience stress and have risk factors for severe stress conditions and students' mental emotional balance will be disrupted.(Andhika Anggawira, 2019)

Risk factors for stress in students are school and academic demands, self-quality and learning challenges and methods individuals to assess and solve problems. Therefore, students need help to manage stress so that students can optimize their functioning in school and can maintain their mental emotional state.[14] This study aimed to determine the relationship between psychosocial stress and mental emotional status in students at SMAN 1 Padang.

RESEARCH METHOD

This research is an analytical research observational with cross sectional design Using primary data with population affordable are students of SMAN 1 Padang with a sample of 198 respondents carried out by *proportionate stratified random sampling*. The research sample that met the inclusion criteria was students who were recorded as active students in grades 10, 11 and 12 in SMAN 1 Padang in 2022 and Students who are willing to be researched. The exclusion criteria were students who did not fill out the questionnaire completely and students who consumed psychotropic substances. The research was conducted in May-November 2022 and has passed the ethical review test of the Faculty of Medicine, Baiturrahmah University. Study data were collected through questionnaires distributed directly to students of SMAN 1 Padang. Research instruments that There are 2 kinds used in this study, namely: questionnaires to measure psychosocial stress using the Psychosocial Stress Assessment Instrument (IPSP) and questionnaires to measure mental emotional status using the Self Reporting Questionnaire (SRQ). The data analysis used in the study was univariate analysis to determine the frequency of psychosocial stress levels, types of psychosocial stressors, and mental emotional status and bivariate analysis to determine whether there was a relationship between psychosocial stress and mental emotional status in students of SMAN 1 Padang.

RESULTS AND ANALYSIS

The results of the study found that the frequency distribution of psychosocial stress levels in SMAN 1 Padang students can be described as follows:

Table 1.
Psychosocial stress in SMAN 1 students Padang

Stress Level	f	%
No stress	22	22
A little stress	45	45
Mild stress	52	52
Moderate stress	43	43
Severe stress	21	21
Very heavy stress	7	7
Malapetaka	8	22

Based on table 1 shows that out of 198 respondents, the highest level of stress was mild stress at 52 people (26.3%) and the lowest stress level was very severe stress at 7 people (3.5%).

The results of the study found that the frequency distribution of psychosocial stressors in students of SMAN 1 Padang can be described as follows:

Table 2.
Frequency Distribution of Psychosocial Stressor Types in Students of SMAN 1 Padang

Types of Stressors	f	%
Conditions of residence	151	76,3
School environment	138	69,7
Economic status of the family	63	31,8
Relationships with others	101	51,0
Unplanned events	95	48,0
Habit	44	22,2

Based on table 2 shows that out of 198 respondents, the most types of stressors were living conditions which were 151 people (76.3%) and the lowest type of stressors were habitual stressors which were 44 people (22.2%). The results of the study found that the frequency distribution of mental emotional status in students of SMAN 1 Padang can be described as follows:

Table 3.
Frequency Distribution of Mental Emotional Status in Students of SMAN 1 Padang

Mental Emotional Status	f	%
Undisturbed	70	35,4
Annoyed	128	64,6

Based on table 3 shows that of 198 respondents, the most mental emotional status is disturbed at 128 people (64.6%) and mental emotional status is not Disturbed were 70 people (35.4%).

The results of the study found the relationship between psychosocial stress levels and mental emotional status in students of SMAN 1 Padang can be described as follows:

Table 4.
 The Relationship between Psychosocial Stress Level and Mental Emotional Status in Students of SMAN 1 Padang

Psychosocial Stress Level	Mental Emotional Status			
	Undisturbed		Annoyed	
	f	%	f	%
No stress	18	9,1	42	2,0
Little	24	12,1	1	10,6
Light	15	7,6	37	18,7
Keep	8	4,0	35	17,7
Heavy	2	1,0	19	9,6
Very heavy	2	1,0	5	2,5
Malapetaka	1	0,5	7	3,5

1. Psychosocial stress levels

The results showed that of 198 respondents, the highest level of stress was mild stress which was 52 people (26.3%). In line with research conducted by Hastuti & Baiti in 2019 on the relationship of emotional intelligence with stress levels in adolescents. The results showed that the most respondents experienced mild stress, namely 43 students (50.6%).(Hastuti & Baiti, 2019) Zola's 2021 Research on the Picture of Psychosocial Stress and the factors that influence it in adolescents found that as many as 16.8% of adolescents experience mild stress.(Zola et al., 2021)

In Bau's 2022 research on the relationship between stress levels and adaptability in Sabrun Jamil Islamic Boarding School Dormitory. The results showed The most is experiencing stress levels weight as many as 30 adolescents (43.5%) and who the least is experiencing stress levels Light as many as 10 adolescent students (14.5%).(Bau et al., 2022) Research conducted by Nugroho in 2018, on the relationship of psychosocial stress, body shape perception, eating disorder and eating patterns with nutritional status in adolescent girls. The results showed that most adolescents experienced less stress, which was as much as 62%.(Nugroho, 2018)

Different research results show that everyone has different levels of stress because each individual's coping mechanism varies depending on how the individual copes. According to Stuart and Laraia in Nofiana in 2017, adaptive coping used by adolescents is coping that focuses on emotions, namely efforts to overcome stress by controlling emotional responses in order to adjust to the impact that will be caused by a condition and situation that is considered stressful.(Khoir et al., 2021) The difference in the results of this study is also because the IPSP questionnaire used in this study divides the categories of stress levels in more detail, namely there are 7 levels, including no stress, little stress, mild stress, moderate stress, severe stress, very heavy stress and catastrophe.(Nugroho, 2018)

Stress often occurs in adolescents where it occurs when there is a discrepancy between the demands received and the inability to overcome them. Stress occurs when stressors are perceived and perceived as a threat so that it will cause anxiety which is

the beginning of physical and psychological health disorders in the form of changes physiological, cognitive, emotional, and behavioral functions. It can be seen in research that most students experience mild stress. According to research by Ema, Farida & Esti, students with mild stress levels are: Experiencing some symptoms in the form of irritability, overreacting to a situation, irritability, anxiety, lack of patience when experiencing procrastination and facing interference with things done and sometimes easily feel anxious.(Ema et al., 2017)

A person can be said to be stressed when experiencing a heavy load or task but the person cannot cope with the task charged then the body will respond unable to cope with the task This is so that stress can occur. The effects of stress coping can cope with stressful, challenging, or threatening circumstances or situations, which are thoughts or actions by using sources from within himself as well as his environment, which is done consciously to improve the development of individuals. Some of the factors that can influence psychosocial stress in adolescents are; 1) Internal factors, namely age, sex, level of education, bribadian and genetics, 2) External factors are social environmental factors, for example, the state of the living environment, the state of the school environment and learning load, family social and economic status, relationships with others, unplanned events, and physical characteristics and individual thinking.(Nugroho, 2018) Students have protective factors derived from the outside that can be obtained from teachers in schools, such as Guidance and Counseling (BK) teachers, homeroom teachers, representatives of the Counseling section is a series of activity processes whose main faculs are provide assistance provided by an expert in the field of counseling (BK teacher) through face-to-face, either individually or in groups by providing knowledge in overcoming A problem experienced by counsellors (students) periodically and systematically.(Amaliah et al., 2017)

Some of the main stress problems among adolescents are caused by problems at school, differences in arguments between parent and child and relationships with peers. The results of the study with severe stress levels of 22 students (10.6%), catastrophe as many as 8 students (4%) and very severe stress As many as 7 students (3.5%), this shows that the protective factors carried out by the school and coping mechanisms carried out by students fail so that they can interfere with students' daily lives. When students can no longer be handled by teachers at school, the school can transfer hands to other parties such as doctors or psychologists because if stress in adolescents is not handled properly, it can have an impact on emotional changes, impaired concentration, decreased learning achievement, and the emergence of negative behavior.

2. Types of Psychosocial Stressors

The results showed that of the 198 respondents, the most types of stressors were living conditions, namely 151 people (76.3%). In line with research conducted by Sugiarti in 2018 on the picture of stress and its impact on students. The results showed that as many as 25.2% of adolescents experienced stressors from the environment.(Musabiq & Karimah, 2018) Zola's 2021 research on the picture of psychosocial stress and the factors that influence it in adolescents shows that the state of the living environment is one of the factors that affects psychosocial stress in adolescents by 51.5%.(Zola et al., 2021)

The state of residence factor can be one of the factors that trigger stress, one of which can be because at home teenagers are required to work at home by parents and also because of the lack of harmony between parents which makes adolescents stressed. Living in urban areas can be stressful, whereas living in the countryside is conducive to reducing student anxiety. This happens due to the imbalance of economic, cultural, and educational resources between urban and rural areas.(Sugiyanti et al., 2019)

The results showed that the school environment is also one of the The second highest type of stressor is the number of 138 people 69.7%. According to Awlawi's research in 2018, the stress experienced by students sourced from various demands school (School Demands). There are several school demands that can be a source stress for students, namely physical demands and task demands. Physical demands are student stress originating from the physical environment of the school, namely the climatic conditions of the classroom, high temperature, lighting and lighting, equipment or facilities / infrastructure supporting education. Task demands include assignments done at school (Class work) and at home (School work / Home work), following lessons, meeting curriculum demands, facing tests or exams, complying with school discipline, assessment, and participating in various activities extracurriculars.(Awlawi, 2018)

SMAN 1 Padang is one of the schools that implements a full day school system that requires students to follow all the demands of existing assignments. There are students who are able to divide their time between schoolwork, homework, and assignments. Others and there are also students who are unable to divide their time so that it will make students feel burdened. School assignments are very beneficial for the development and progress of students, but On the other hand, it is not uncommon for the demands of the task to cause feelings of pressure and cause anxiety, this will make students experience difficulties in daily life so that this can trigger stress.(Awlawi, 2018)

Demands and pressure from parents on academic achievement are also one of the factors triggering stress in students. The stress of adolescents who are in school occurs because they have demands to achieve academic achievement to be the best from parents, teachers and peers and pressure to move up in class and the desire to continue their careers or goals. Adolescents will experience various life dynamics that often cause psychological pressure that can lead to stress. Stress experienced by adolescents can be a trigger for aggressive actions carried out by each individual, there is a tendency to take actions that can endanger themselves and others.(Rachmah & Rahmawati, 2019)

According to Erik Erikson's Theory, the stage of identity And identity chaos is the fifth psychosocial stage, namely adolescence at the age of 12-20 years. At this stage, adolescents do self-discovery, which is to begin to realize the inherent qualities of themselves, such as their likes and dislikes, goals that they want to achieve in the future (cognitive), strength and desire to control their own lives, who are ready to enter a role that is adapting or renewing themselves in society.(Tahir, 2018)

The results showed that relationships with other people are also stressors that exist in SMAN 1 Padang students, one of which is relationships with friends. Teenagers are more easily influenced by their friends, this means that parental influence is weakened. Teenagers behave and have different pleasures even contrary to parents and family. Common examples include fashion clothing, haircuts or music and more. Desires that cannot be fulfilled are triggers for stress psychosocial in adolescents. This happens

because the strong influence of peers makes teenagers try to present themselves as well as possible so that they do not feel rejected by their own group. The desire to increase self-confidence and want to be accepted makes teenagers do anything to fulfill what they want.(Jahja, 2015)

3. Mental Emotional Status

The results showed that of 198 respondents, the most mental emotional status was disturbed, namely 128 people (64.6%). In line with Malfasari's 2020 research on mental emotional states in adolescents. The results showed that the mental emotional condition of adolescents as many as 78 people (36.1%) adolescents experienced abnormal mental emotional conditions.(Malfasari et al., 2020)

The condition of mental emotional disorders in students must be addressed immediately because it will affect the lives of students. The impact of mental emotional health disorders that are often experienced by students are: 1) Learning difficulties. 2) Juvenile delinquency problems, 3) Discipline problems.(Hidayat, 2013) Students who experienced bullying either by friends or were demeaned by parents had a 2.59 times risk of experiencing mental emotional symptoms. The results showed that demeaning or degrading parental words were also related to adolescent mental health. Parents have a role to provide comfort and attention for children then encourage them to have the courage to explore the outside world. The failure of parents to provide comfort, guidance and support to children is very important for children but on the contrary excessive control, sharp criticism of children and disapproval of children can be internalized in children which can then form negative thoughts and psychological problems in children.(Mubasyiroh et al., 2017)

The results of studies in India show that the prevalence of psychiatric disorders, especially anxiety disorders, is higher in adolescents in urban areas than in rural areas. Risk factors that can berkontribusi terhadap tingginya gangguan kecemasan tersebut antara lain isolasi sosial, discrimination, poverty in urban areas. Living conditions in urban areas are related to high population density, noisy traffic, and pollution influential in shaping the personality of children and adolescents. In addition, family background, especially the parents' education level and parents' socioeconomic status, also have a significant effect on overall child development.(Kirubasankar et al., 2021) The results of other different studies show that parental education level, especially maternal education level, has a significant influence on mental health disorders that occur in adolescents compared to socioeconomic status and family income level.(Fellmeth et al., 2018)

The cause of a person experiencing mental disorders is not known with certainty, but the risk factors are physical factors, biological factors, psychological factors, and socio-cultural factors. Physical factors such as direct physical disorders that affect the brain, physical disorders that affect the brain such as brain trauma or brain tumors. In addition, other physical factors are physical disorders which does not hit the brain but can cause metabolic disorders such as kidney failure, liver disease and other diseases. Biological factors are factors Heredity due to children with one parent with a mental disorder has a risk of 12% and children with both parents People with mental disorders have a 40% risk of experiencing mental disorders as well.(Elvira & Handisukanto, 2017)

Psychological factors such as parental deprivation, pathological family structure, coping mechanisms, and personality. Socio-cultural factors are natural disasters, economic crises, social conflicts and customs. Risk factors can make it easier for someone to be bad while protective factors can make someone avoid things that can harm and damage themselves. Protective factors that can help students include teachers, parents and their families and environments.(Elvira & Handisukanto, 2017; IDAI, 2013)

4. The relationship between psychosocial stress level and mental emotional status in students of SMAN 1 Padang

The results showed that of 198 respondents, disturbed mental emotional status was more prevalent in students with mild psychosocial stress levels (18.7%) compared to others. The results of statistical tests using the chi square test obtained a value of $p = 0.000$ ($p < 0.05$) which means that there is a relationship between psychosocial stress levels and mental emotional status on students of SMAN 1 Padang. Research conducted by Bau et al in 2022 on the relationship between stress levels and adaptability in Sabrun Jamil Islamic Boarding School Dormitory. The results showed that there was a relationship between stress and students' adaptability.(Bau et al., 2022)

Research has shown that psychosocial stress affects mental emotional status in students. This can be caused because in times of stress, a person can feel very sad or irritable making it vulnerable to mental problems including mental emotional students. Stress can affect five factors, namely physiological, emotional, cognitive, interpersonal, and organizational impacts. The emotional impact is anxiety, irritability, anxiety, nervousness, fear, irritability, sadness, and depression.(Nugroho, 2018)

Everyone has different types of stressors and has different coping strategies, so there are different levels of stress in a person depending on what happens to him. For some normal people, anxiety usually arises in a certain event, for example when going to face an exam at school. But in people who experience mental disorders, anxiety will arise in every situation, be it at home, at school or social environment. That's why people who experience mental emotional disorders will find it difficult to feel relaxed.(IDAI, 2013)

Stres timbul ketika seseorang mempunyai Problems that cannot be solved properly because they have personality which is bad and does not have a relicense and support system. If this stress can not Overcome, there will be mental emotional disorders. Factors that affect the disruption of a person's psyche are the level of stressor weight objectively and ability adaptation to the problem at hand, endurance (physical and psychological), motivation, personality, and subjective perception of a person against problems. A stressor is not a regular Linear will cause a certain mental disorder because not everyone who experiences stressors will experience mental emotional disorders. The same stressors faced by several people can give rise to different mental disorders. Mental disorders in some people are not necessarily caused by the same stressors.(Elvira & Handisukanto, 2017)

Many things trigger stress in SMAN 1 Padang students such as living in an environment with different social and economic status. Students can also feel stressed when in the school environment. Previous research conducted by Desmita in 2017, student stress in excellent schools occurs due to high learning intensity, the necessity to be agents of excellence and many other factors trigger the emergence of stress among

students that can cause disruption of the mental balance of these students.(Kusuma et al., 2018)

The stress experienced by teenagers makes them difficulty doing anything. Some of the symptoms are difficulty eating, frequent crying, even often alone so that it will affect the emotional metal health of adolescents.(Hastuti & Baiti, 2019) Students who experience prolonged stress and mental emotional problems will experience failure in relationships, decreased academic grades, and some even suffer from some physical illnesses.(Prasetio & Rahman, 2019) The occurrence of mental emotional disorders in students can also lead to high dropout rates.(Bruffaerts et al., 2018; IDAI, 2013)

In general, problems that occur in adolescents can be overcome well if the parents include parents who are "good enough". Donald Winnicott, a psychoanalyst from England introduced the term good enough mothering, he used this term to refer to the ability of a mother to recognize and respond to the needs of her child. The role of parents is very important in educating their children in a family and giving full attention, especially at the age or adolescence that is prone to deviant behavior. In addition, the role of teachers as protective factors in students and student coping mechanisms also affects student life at school. Being in a good environment, it is likely that a child can grow and develop into a better person.(Ema et al., 2017; Jahja, 2015)

CONCLUSION

Based on the results of research on the relationship between psychosocial stress levels and mental emotional status in SMAN 1 Padang students, it can be concluded that the highest level of stress in SMAN 1 Padang students is mild stress. The most common type of stressor in SMAN 1 Padang students is the state of residence. The most mental emotional status in SMAN 1 Padang students is disturbed. There is a relationship between psychosocial stress level and mental emotional status in students of SMAN 1 Padang.

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