

## MENTAL HEALTH LITERACY, INTENTION OF PSYCHOLOGICAL SYMPTOMS AT PUBLIC SCHOOL 11 LANGKAI

**Isa Andreyanku Lana \*<sup>1</sup>**

Institut Agama Kristen Negeri Palangka Raya, Indonesia  
[isa.andreyanku.lana@iaknpky.ac.id](mailto:isa.andreyanku.lana@iaknpky.ac.id)

**Frisca Reggina**

Institut Agama Kristen Negeri Palangka Raya, Indonesia  
[frisca.reggina@iaknpky.ac.id](mailto:frisca.reggina@iaknpky.ac.id)

**Restiani**

Institut Agama Kristen Negeri Palangka Raya, Indonesia  
[restiani@iaknpky.ac.id](mailto:restiani@iaknpky.ac.id)

**Lydia**

Institut Agama Kristen Negeri Palangka Raya, Indonesia  
[lydia@iaknpky.ac.id](mailto:lydia@iaknpky.ac.id)

**Ausvina**

Institut Agama Kristen Negeri Palangka Raya, Indonesia  
[ausvina@iaknpky.ac.id](mailto:ausvina@iaknpky.ac.id)

**Dandi**

Institut Agama Kristen Negeri Palangka Raya, Indonesia  
[dandi@iaknpky.ac.id](mailto:dandi@iaknpky.ac.id)

**Yola Pradita**

Institut Agama Kristen Negeri Palangka Raya, Indonesia  
[yola.pradita@iaknpky.ac.id](mailto:yola.pradita@iaknpky.ac.id)

### **Abstract**

*This research explores the understanding and response to the mental health of children at the Langkai 11 Public Elementary School, especially those aged 10-11 years. The focus is on how the basic educational environment influences the foundations of children's mental health. Through a method involving three experienced teachers as the main resource persons, this research used a purposive sampling approach and structured interviews. Data analysis highlights the importance of managing children's emotions as key to supporting their psychological well-being. The diverse emotional responses emphasize the need for appropriate approaches in managing children's emotions. The definition of mental health literacy adopted by educators focuses on a comprehensive understanding of children's physical and mental well-being by paying attention to positive behavioral aspects. The conclusions of this*

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<sup>1</sup> Correspondence author

*research underscore the importance of understanding mental health literacy in primary education settings as well as the need for strategies that support children's mental health. The implication is that an emphasis on managing children's emotions and appropriate responses is the main key in creating an educational environment that supports holistic mental health.*

**Keywords:** Mental health literacy, Primary School Education, Psychological Symptoms

## **INTRODUCTION**

Amidst the dynamics of children's development, the primary education environment has become the main stage for understanding and responding to their mental health needs. This research seeks to analyze and explore the understanding of children's mental health in the context of the Langkai Primary School environment. Children's mental health is in the spotlight because it is an important foundation for their future development. Especially at the age of 10-11 years, this phase marks the basis of character building, values, and mental health foundations that will have a significant influence on children's lives in the future (Dandi & Veronica, 2023; Herrera, 2019; Meilan & Mariani, 2023; Reggina & Indriani, 2023; Valle, 2019). Through this approach, the research aims to understand how the understanding of mental health literacy is perceived and observed by educators in this environment (Erika et al., 2023; Ligan, 2022; Loheni et al., 2023; Rosen et al., 2023).

Within the context of the study, the main focus was on understanding variant thoughts and responses to mental health among educators. A number of experienced teachers from SD Negeri 11 Langkai were the main data sources. A purposive sampling method was used to select the interviewees, and data were obtained through structured interviews recorded for detailed transcription (Anjini et al., 2022; Malau, 2021, 2023; Munte, Natalia, et al., 2023; Reynolds et al., 2015; Riani et al., 2022; Sisianti et al., 2022; Trisiana et al., 2023; Wirawan et al., 2023). Careful analysis was conducted on the content of the transcriptions, shedding light on educators' views and understanding of mental health literacy in children in primary education settings. Results from the interviews highlighted a growing awareness of the importance of understanding and managing children's emotions as a progressive step in supporting psychological well-being (Merdiasi, 2013, 2022; Merdiasi et al., 2017, 2022; Merdiasi & Kristiani, 2021; Teriasi et al., 2022). Educators observed variations in how children responded to emotions, ranging from direct communication with teachers or friends to showing emotions through crying. These observations reflect the importance of accommodating different emotional responses in children, even among Grade 1 students.

Mental health literacy was defined as a thorough understanding of children's physical and mental well-being. Interviewees emphasized the need to pay attention not only to the physical aspects of children but also to their mental health (Haloho et al., 2013; Haloho, 2016, 2022a, 2022c, 2022b, 2023; Rahmelia et al., 2022; Sarmauli et al., 2022;

Timan Herdi Ginting et al., 2022). It focuses on the children's ability to communicate, socialize and adjust to their surroundings. Mentally health literacy is interpreted as the state of being healthy and having positive behaviors.

The primary challenge educators face is in managing children's emotions when they encounter difficult topics. Non-uniformity in understanding or response to subject matter, especially in subjects such as math, requires a high level of patience from educators. However, educators need to be cognizant and responsive to children's feelings, providing positive support and encouragement in order for children not to feel inferior or helpless (Adellia et al., 2023; Pattiasina et al., 2022; Pradita, 2021; Pradita & Veronica, 2023; Susanto et al., 2022; Susila & Pradita, 2022; Veronica, 2022). Thus, at this crucial stage in a child's life, investment in the formation of mental and emotional health is crucial to form a solid foundation for their future growth. Through a deep understanding of children's thoughts and responses to mental health, educators could be an essential catalyst in shaping children's character for the better future.

## RESEARCH METHOD

In this study of mental health literacy at SD Negeri 11 Langkai, we focused on understanding the variability of mental health understanding among educator resource persons. The research location was SD Negeri 11 Langkai, characterized as a primary education environment. The main data sources were three experienced teachers. The population studied was educators in the school, with the use of purposive sampling. Data were obtained through structured interviews and recorded for detailed transcription. Analysis was conducted with full attention to the content of the transcriptions. We did not face any significant difficulties during this study, except for the change of team members. This method has the advantage of focusing on educators' views on children's mental health literacy in a primary education setting.

**Table 1: Identity of the interviewees**

Name	Religions	Education	Age	Job
Hepprsiana	Kristen	S1	40 y.o	Teacher & Homeroom 1a
Rhyona	Kristen	S1	55 y.o	Teacher & Homeroom 5a
Therka Malpprgaretha	Kristen	S1	51 y.o	Teacher & Homeroom 4b

## RESULT AND DISCUSSION

Researchers noticed that there is growing awareness of the importance of mental health in society, reflected in the focus on emotion and stress management, especially in educational settings. Observations in the interviews highlighted the urgency of understanding and managing emotions as progressive steps in supporting psychological well-being. Increased awareness of mental health, especially in school

settings, takes center stage in efforts to improve quality of life and overall psychological well-being.

“Kesehatan mental adalah kemampuan untuk memahami, mengenali, dan mengelola emosi stres dan tekanan dalam kehidupan sehari-hari atau dalam belajar di sekolah.. biasanya mengelola emosi mereka pastinya dengan cara yang berbeda-beda yang pertama biasanya mereka berbicara langsung sama gurunya atau temannya dan ada juga biasanya anak itu menangis mungkin ini oleh masih kelas 1 ibu.”

Researchers noticed that children have different ways of managing their emotions, as described by the interviewees. Some of them tend to communicate directly with teachers or friends, while others may show emotions by crying (Batuwael et al., 2019; Kristin et al., 2022; Langi et al., n.d.; Lumbanraja, 2021; Marilyn, 2018, 2020; Mukuan et al., 2022; Munte, 2018b, 2018a, 2022a, 2022b, 2023a; Munte, Saputra, et al., 2023; Munte, 2023b; Munte, Natalia, et al., 2023; Munte & Korsina, 2022; Munte & Natalia, 2022; Pongoh, n.d., 2022a, 2022b, 2023; Rahmelia et al., 2022; Suratinoyo et al., 2019; Triadi, Pongoh, et al., 2022). This observation reflects the variety of emotional responses in children, including among Grade 1 students, as shared by interviewees.

“Iya, memang sangat penting karena mereka sedang mengalami perkembangan emosional mengelola emosi dapat membantu mereka dalam belajar. Kebetulan selama saya mengajar di kelas satu (1) tidak pernah saya mengalami gejala-gejala seperti itu pada peserta didik saya. “

Researchers found the importance of emotional management in children to be significant, as explained by the interviewees. Nonetheless, in her first grade teaching experience, the researcher did not encounter the symptoms often associated with emotional problems in children.

“Iya Baik, yang pertama mendengarkan mereka dan lebih dekat lagi dengan mereka, Ee kebetulan karena saya ngajar kelas 1 jadi, yang kecanduan itu tidak ada kebetulan kita dari pihak sekolah kerjasama dengan orang tua tentang aturan penggunaan HP jadi aturan dari sekolah itu hanya dikeluarkan hp-nya itu Sabtu dan Minggu jadi kita tidak ada anak-anak yang kecanduan kalau untuk pembelajaran, mereka sangat jarang sekali untuk menggunakan HP karena didampingi orangtua.”

Researchers observed that the first approach is to listen to the children and get close to them, as described by the interviewees. In the first grade teaching experience, the researchers did not encounter the problem of technology addiction in children. This may be due to the cooperation between the school and parents regarding the rules for using cellphones. The school has issued a policy where cellphones can only be used on Saturdays and Sundays, so children rarely use cellphones for learning purposes, due to the presence of parents who accompany them in the process (Awak et al., 2023; Fitriana

et al., 2023; Hasan et al., 2023; Istiniah et al., 2023; Kurniati et al., 2023; Manik et al., 2023; Melliani et al., 2023; Munte & Wirawan, 2022; Peryanto et al., 2023; Putri et al., 2023; Riska et al., 2023; Simanjuntak, 2019; Sinta et al., 2023; Sulistyowati et al., 2022; Tekerop et al., 2019; Tirayoh et al., 2023; Trisiana et al., 2023). This approach seems to be effective in controlling the use of technology in order to avoid addiction in children.

“Baik pendampingan yang biasa saya lakukan langsung mendatangi anak tersebut menanyakan dan mengajarnya ulang Apabila anak tersebut belum Paham biasanya respon dari anak-anak sangat baik dan biasanya kalau ada tugas dari sekolah di rumah biasanya didampingi orang tua mereka penggunaan HP biasanya hanya untuk mendengarkan lagu-lagu atau video-video yang guru atau saya kirimkan.”

Researchers observed that the mentoring strategy applied, which involved going directly to the children to re-explain if they did not understand, received a very positive response from the children, as explained by the interviewees. Parents' presence in assisting children is very common when school assignments need to be completed at home (Eribka et al., 2023; Ginting, 2010; Salmanezer et al., 2023; E. J. Saputra et al., 2023; Seruyanti et al., 2023; Sihombing, 2015, 2019, 2022; Silipta et al., 2021, 2023). Mobile phone usage at these times is more focused on listening to songs or watching videos given by the teacher or resource person. It showed that children's use of mobile phones was more focused on educational content provided by the school or teacher.

Thus, collaboration between parents, teachers and technology, especially the use of mobile phones, is proven to support children's learning process. The positive response from the children shows the effectiveness of the mentoring strategy as well as the use of mobile phones (Darma et al., 2023; Erika et al., 2023; Hanriani, n.d.; Ligan, 2022; Loheni et al., 2023; Malau, 2021, 2023; Pengky et al., 2023; Rosen et al., 2023; Samuel et al., 2023; Siburian et al., 2023; Tirayoh et al., 2023; Trisiana et al., 2023; Wirawan, 2021; Wirawan et al., 2023). They are focused on educational aspects, as explained by the resource person.

“Iya, biasanya kami langsung panggil anak-anaknya dan menanyakan kebenarannya apabila itu benar maka anak-anak itu diberi teguran supaya tidak diulangi lagi sekali jadi tidak ada yang bully ya paling kejadian itu sekali jadi tidak ada yang berulang-ulang karena langsung ditangani langsung oleh guru dan selesai saat itu.”

Researchers saw that the approach taken by teachers in dealing with bullying cases was to immediately call the children involved and confirm the truth of the incident, as explained by the interviewees. If the truth is confirmed, the children are given a warning not to repeat the behavior (Colina, 2015, 2016, 2021; Eribka et al., 2023; Hendrik et al., 2022; Mamarimbing et al., 2023; Mariani, 2020, 2022a, 2022b, 2023; Meilan & Mariani, 2023; Saputri et al., 2023; Sarmauli et al., 2022; Sinta et al., 2023; Timan Herdi Ginting et al., 2022; Triadi, Prihadi, et al., 2022). As the result, bullying cases rarely happen

just once. This action indicates that immediate handling by teachers at the time of the incident results in an effective resolution and prevents similar incidents from recurring in the future.

“Iya baik karena ini kelas satu (1) mereka sangat jarang sekali berdiskusi karena masih banyak yang masih belum bisa baca mengenal huruf biasanya mereka lebih suka belajar menjawab bersama Jadi biasanya anak-anak yang tidak tahu dengan bertanya ada juga yang menangis”

“Peneliti mengamati bahwa pada kelas satu, diskusi di antara anak-anak sangatlah jarang terjadi, dikarenakan sebagian besar dari mereka belum mampu membaca atau mengenal huruf dengan baik. Mereka cenderung lebih suka belajar dengan cara menjawab bersama-sama. Ketika ada yang tidak mengerti, ada berbagai respons yang muncul; ada yang bertanya, menangis, atau ada yang diam dengan jawaban yang sederhana atau acak. Namun, bagi anak-anak yang lebih pintar atau mandiri, mereka mungkin lebih mampu menjawab sendiri. Selain itu, ada anak-anak yang mungkin lebih suka bermain atau melakukan kegiatan lainnya karena tingkat aktivitas mereka yang masih tinggi di kelas satu. Namun, hal ini tidak menghalangi tuntutan untuk tetap belajar yang diberikan kepada mereka. Kesimpulannya, pengamatan peneliti menunjukkan variasi besar dalam cara anak-anak menanggapi pembelajaran, terutama pada usia kelas satu, sesuai dengan apa yang dijelaskan oleh narasumber.”

“Menurut saya definisi dari literasi kesehatan mental adalah di mana kemampuan seseorang untuk memahami, menganalisis ,mengelola emosi, baik stres ataupun tekanan dalam kehidupan sehari-hari jadi seperti itu.”

According to the interviewee, mental health literacy is not only about understanding one's mental state, but also about the ability to manage and respond positively to emotional changes and life stresses (Andiny, 2020, 2023; Dandung et al., 2022; Darnita & Triadi, 2022, 2023; Mualimin et al., 2022; Nugrahhu, 2020, 2021, 2022; Nugrahhu et al., 2023; Sulistyowati et al., 2021; Triadi, n.d., 2022; Triadi, Pongoh, et al., 2022; Triadi, Prihadi, et al., 2022; Utami et al., n.d.). This literacy can help one build mental resilience and overall well-being.

“Dengan memahaminya lebih baik tentang emosi dan strategi bagaimana pengelolaannya maka kita akan mampu atau dapat mengembangkan keterampilan siswa yang mereka perlukan untuk mengatasi stres mereka meningkatkan kepercayaan diri mereka dan membangun hubungan yang sehat.”

According to the interviewees, it was concluded that by understanding emotions and developing strategies to manage them, we can give students the skills to cope with stress, increase self-confidence and build healthy relationships. As such, mental health literacy not only provides an understanding of mental states (Angellyna, 2021; Angellyna

& Tumbol, 2022; Lumbantobing, 2022; Netanyahu & Susanto, 2022; Pattiasina, 2021; Prakosa et al., 2023; Susila, 2022a, 2022c, 2022b; Susila & Pradita, 2022; Susila & Risvan, 2022; Tobing, 2015; S. Tumbol, 2020; TUMBOL, 2022; S. N. Tumbol & Wainarisi, 2023; Wainarisi & Tumbol, 2022a, 2022b). But also plays a role in shaping skills and abilities that support students' holistic well-being..

“Pengalaman kami yang pernah kami laksanakan di dalam mengajar anak-anak ini yaitu bagaimana supaya anak ini bisa berpikir atau boleh dikatakan hasil belajar mereka yang dapat kita lihat secara konkret disini”

According to the interviewees, the experience of teaching children aims to develop their thinking and analytical skills in the context of learning, especially in religious studies. The focus is on providing a deeper and more concrete understanding of religious practices, with specific examples in prayer lessons. In this way, it is hoped that children's learning outcomes can not only be seen concretely (M. T. Telhalia, 2017b, 2017a; T. Telhalia, 2016, 2023; T. Telhalia & Natalia, 2021, 2022; Wainarisi et al., 2022, 2023; Wainarisi, 2021c, 2021a, 2021b, 2023; WK GINTER et al., 2009). But can also be measured by their ability to think, analyze and apply knowledge in the context of everyday life, especially in religious aspects.

“Menurut saya cara yang efektif bagi orangtua dan sekolah untuk berkolaborasi dalam mendukung kesehatan mental siswa adalah dengan cara mengadakan pertemuan rutin diskusi terbuka dan bekerja sama dalam mengembangkan program kegiatan yang mempromosikan kesehatan mental”.

According to the interviewees, the most effective way for parents and schools to work together in supporting students' mental health is by holding regular open discussion meetings. In this context, the meetings aim to open lines of communication between parents and schools, so that information related to students' mental health can be shared and discussed openly (Pransinartha, 2022; Pransinartha et al., 2023; D. A. Saputra et al., 2023; Sarmauli et al., 2022; M. T. Sarmauli, n.d.; S. Sarmauli, 2016; S. Sarmauli & Pransinartha, 2022; Sriekaningsih et al., 2019; Wulan, 2005, 2023; Wulan & Sanjaya, 2022). Thus, this collaboration creates a platform to share information, support and work together in creating a supportive environment for students' mental health, engaging both the school and parents in a joint effort for children's well-being.

“Ee ibu melihat bahwa media sosial sangat-sangat mempengaruhi kesehatan mental anak eee misalnya anak ini cenderung susah berkonsentrasi jadi pikirannya itu tidak bisa fokus kedalam eee saat belajar tidak bisa mengikuti dengan konsentrasi jadi anak-anak yang begini”

The interviewees concluded that social media, especially gadget use, has a significant impact on children's mental health. The mother who shared her experience saw that children who often play gadgets at home tend to have difficulty concentrating.

Children's work, including learning, is disrupted because their minds are difficult to focus on.

“Sejauh ini pendampingan yang biasanya diberikan oleh kami selaku guru kepada anak-anak yang sulit menangkap pelajaran adalah dengan memberikan bantuan tambahan berupa PR atau tugas di rumah ya kemudian membantu menjelaskan materi yang sulit mereka pahami serta memberikan latihan tambahan atau mencari sumber belajar alternatif”

Based on the results of the interviews, the interviewees concluded that the assistance provided by teachers to children who have difficulty grasping lessons involves several strategies. These strategies include providing additional help in the form of home assignments, explaining material that is difficult to understand, providing additional practice, and finding alternative learning resources that are suitable for the child.

“Model pembelajaran yang biasa disukai oleh anak-anak itu bervariasi dan beragam ada beberapa anak yang menyukai pembelajaran ee dengan berdiskusi karena mereka bisa langsung berinteraksi dengan temannya di kelas diumumkan ada juga sebagian yang suka pembelajaran yang lebih terstruktur”

According to the interviewees, some children prefer learning that involves discussion as it allows them to interact directly with their classmates. Learning that involves discussion provides an opportunity for them to share ideas, understanding and views with their peers. On the other hand, there are also children who prefer more structured or individualized learning. This might include more formalized learning or more focus on individualized work. Some children choose this way of learning due to feeling more comfortable or more effective in learning independently.

“Kesulitan yang paling sulit yang ibu rasakan ketika bertemu dengan anak-anak ee terutama kelas 4B pada saat ini kan Ibu mengajar sebagai wali kelas 4, oke jadi kesulitannya pada dasarnya itu berbeda-beda tergantung individunya ya tergantung siswanya, namun kesulitan itu umum ya yang mungkin itu juga dirasakan yang dihadapi oleh guru-guru yang lain ya ee tantangan biasanya tantangan ini ee dalam membantu anak-anak”

The interviewees concluded that there are several challenges in the complexity of the job as a homeroom teacher, which not only focuses on academic aspects, but also involves social and emotional development of students. Recognizing and managing this diversity is key to providing effective mentoring to each student in order to achieve holistic educational goals.

“Nah langkah-langkah biasanya yang kami lakukan ee dalam mencegah atau mengurangi pada kasus kesehatan mental yang ada di sekolah kami seperti yang

saya jelaskan pada pertanyaan sebelumnya tentang perkembangan diri itu ya keterkaitannya disitu ee seperti kegiatan ini kami lakukan pada kegiatan”

According to the interviewee, this illustrates the concrete efforts made at school to support students' mental health. Some of these efforts involve children's self-development through extracurricular activities such as sports olympiads. These kinds of activities aim to develop the positive aspects in children.

“Ya untuk mendefinisikan literasi kesehatan mental itu kesehatan itu kan kita pandang ada 2 ya ada yang dilihat dari secara fisik begitu ada yang secara mental jadi anak anak itu tidak hanya kita lihat di Fisiknya saja, tapi mentalnya juga paling utama juga dengan bagaimana cara mereka. Apa namanya kesehatan jiwa mereka, cara mereka bertutur kata cara mereka bersosialisasi dengan lingkungan. Mereka bisa menyesuaikan. Tidak ada tidak apa namanya kayak kendala kendala apa begitu yang mereka hadapi. Jadi bagi saya definisi literasi kesehatannya adalah jiwa yang sehat gitu, jiwa yang sehat mental yang sehat gitu, Kemudian tingkah laku yang sehat gitu.”

The interviewee defined mental literacy as a comprehensive understanding of physical and mental well-being. According to her, it involves not only observing the physical aspects of children but also paying attention to their mental health. The main focus is on how children speak, socialize and adjust to their surroundings. Mental health literacy is defined as a healthy state of mind and positive behavior. The resource person emphasized the importance of understanding the obstacles that children may face in their efforts to improve their mental health.

“Kemudian bagaimana biasa anak anak mengelola emosi ketika bertemu dengan topik bahasan yang sulit bagi Mereka untuk mengelola emosi ini gini ya setiap anak itu kan beda, jadi ada di antara anak yang lamban belajar contohnya kayak pelajaran matematika bukan dalam sekali itu mereka langsung bisa menerima”

The interviewee conveyed from the results of the interview in this context, as an educator, the main challenge is to manage children's emotions when they face difficult topics. Some children may be slow learners, and as an educator patience is needed in guiding them (Apandie et al., 2022; Apandie & Rahmelia, 2020, 2022; Dinata et al., 2023; Kristin et al., 2022; Manuputty et al., 2023; Rahmelia, Prasetiawati, et al., 2023; Rahmelia, Prihadi, et al., 2023; Rahmelia, 2020; Rahmelia & Agustina, 2022; Rahmelia & Apandie, 2023; Rahmelia & Prasetiawati, 2021; Rudie, 2021; Setinawati et al., 2021; Supardi, n.d., 2014, 2022; Surya, 2020, 2023a, 2023b; Surya & Setinawati, 2021; Teriasi et al., 2022). Educators also need to understand the differences between the way children receive lessons, especially examples in subjects like math that require deep understanding. It is important for educators to recognize children's feelings, such as shyness or low self-esteem, and lift their spirits. Providing positive support and motivation is key to prevent children from feeling helpless or down on themselves..

“Sangat sangat penting karena mereka mendasari dalam kehidupan mereka ke depan. Dasarnya itu adalah pada saat mereka masih anak-anak, terutama pada saat usia seperti saat ini kan usia rata rata mereka ini usia 10 tahun ya 10 11 tahun gitu itu sangat penting sekali jadi dana di dalam menanamkan Kesehatan mental mereka ke depan itu justru dari dasar dari mereka Usia masih kecil gitu.”

The resource person conveyed that the importance of guiding children at the age of 10-11 lies in the basics of developing their mental health which forms the foundation of future life. At this stage, the cultivation of positive values and emotional support is crucial as it forms their psychological foundation. Educators and parents need to realize that investing in children's mental health at this age plays a key role in shaping future character and resilience. By understanding and responding to children's feelings, we can help them overcome challenges and reach their full potential in their personal and academic development.

“Dasar program kita Di sini ya tidak ada guru BP ya otomatis kan kita sebagai wali kelas di sini otomatis yang kita lakukan itu adalah Namanya memberi kayak bimbingan bimbingan”

Interviewees said that in the education program, they highlighted the absence of a guidance and counseling (BP) teacher at their school. As homeroom teachers, they take on a guidance role, often involving prayer when facing difficulties. Communication and care are considered the core of the program, with approaches that include religious aspects. A key point is cooperation with parents, ensuring that addressing issues involves collaboration between the school and family. This approach aims to ensure holistic support and create an environment where children feel spiritually and socially supported..

“Peran literasi kesehatan mental itu paling paling besar ya untuk kesehatan mental mereka. Seperti saya katakan tadi kan mereka ditanamkan sejak mereka masih kecil kan, Nah apabila dari dasar ini sudah tidak ada kurang, maka di saat mereka dewasa nanti pasti besar pengaruhnya karena gimana mental mereka dewasa nanti ya ditanyakandari dasar ini. Oke ya. Jadi paling apa namanya peran literasi kesehatan mental ini sangat sangat harus di utamakan dari dasar.”

According to the interviewees, the role of mental health literacy is crucial, especially if it is instilled from an early age. Researchers explained that a strong mental health foundation from childhood can form a solid foundation for mental well-being in adulthood. This basic mental health literacy is key in shaping positive mindsets and coping skills, which in turn will have a major impact on an individual's mental health in the future. Therefore, an emphasis on early mental health literacy is considered a crucial investment to realize optimal mental health.

“Tentang kesehatan mental seperti saya katakan tadi dengan bimbingan dan penyuluhan dengan kasih sayang perhatian ini otomatis menjadikan anak itu kan

di dalam mereka menghadapi persoalan-persoalan yang terjadi dalam kehidupan mereka itu lebih siap karena begini saya ada di perhatikan”

The speakers emphasized on the need for guidance, counseling, love and care in building children's mental health. According to researchers, this holistic approach involves not only the role of parents, but also schools and peers. Interviewees described bullying cases as a serious challenge, and the response involves active engagement to embrace and care for the victim. This includes not only advice and guidance, but also providing an understanding that bullying behavior is mentally detrimental (Amiani, 2022; Andriany et al., 2023; Anggreni, 2023; Keristina et al., 2023; Kristiani et al., 2023; Natalia, 2019, 2020, 2021, 2023; Natalia et al., 2020; Nopitri & Irdayani, 2023; Nursusanti et al., 2022; Fernando et al., 2022; Riani et al., 2022; Sepniwati, 2022; Suriani & Betaubun, 2022; Trisiana et al., 2023; Veronika et al., 2023). Thus, this approach aims to shape a positive mindset and prevent future harmful behaviors.

“Untuk keterampilan konkretnya ya untuk keterampilan konkretnya kayak gini pada saat mereka istirahat kayak gini, mereka bisa makan bersama mereka main bersama pada saat ibadah mereka juga dilibatkan untuk apa namanya berbagi tugas begitu kan yang Kristen mungkin memimpin pujian”

Speakers outlined concrete skills in building children's mental health, emphasizing shared activities during breaks, meals and worship. The research highlighted concrete practices, such as sharing mealtimes and playtime, as well as engagement in worship according to religious beliefs. Interviewees noted shared responsibilities, with clear roles such as leading praise or being the imam during prayer for religious groups (Pahan, 2020, 2021; PAHAN et al., 2014; Pahan & Prasetya, 2023; Prakosa, 2022; Prakosa et al., 2023; SUGIYANTO et al., 2014; Wahyudi et al., 2023). The impression was that togetherness was evident in their interactions, where mutual respect and togetherness took precedence over pride, creating a positive environment and supporting mental health.

“Untuk membantu anak-anak mengidentifikasi untuk mengatasi stres yang mereka alami tadi seperti tadi sebenarnya ada sudah kami tadi saya katakan Yang pertama tadi jangan support tadi untuk mengatasi kan untuk mengatasi dari rasa stres mereka di sini dengan kita memberikan bimbingan kepada mereka, pengertian kepada mereka kalau membunuh itu tidak bagus atau mungkin mereka tadi yang lambat belajar tadi oh anda itu anak-anak ibu tuh anak yang cerdas, kadang-kadang kan dia merasa dirinya merasa rendah diri kan”

According to the interviewees, helping children cope with stress involves offering guidance, understanding and support. Interviewees highlighted the important role of a mentor or teacher in providing positive direction, especially for children who may have learning difficulties or feel inferior. The research emphasized a supportive approach, without judgment or measuring children's grades. Through attentive guidance, interviewees stated that creating an environment that stimulates enthusiasm

and provides positive encouragement can help reduce children's stress, build confidence, and lead them towards positive growth in their mental health.

“Oke kalau peran kami bagi guru di sekolah dasar otomatis kami sebagai pengganti orang tua mereka di sekolahnya peran kami mengganti atau peran kita sebagai seorang guru menjadi orang tua mereka nah, sebagai orang tua pasti kita tau kan anak-anak ini perlunya apa nah”

According to the interviewees, the role of teachers in primary schools involves replacing the role of parents in providing love and attention to children. They consider themselves as surrogate parental figures in the school environment, aiming to create a sense of safety, peace and comfort in the classroom. Teachers communicate openly with parents, addressing problems and struggles that children face. While recognizing that they are not biological parents, teachers strive to provide emotional support, listen to confessions, and embrace children who may be experiencing difficulties at home. Hopefully, positive collaboration between teachers and parents can provide the best support for children's mental health.

## **CONCLUSION**

Based on the analysis of the research on mental health literacy in the Langkai Primary School setting, it was concluded that understanding and responding to children's mental health is an important focal point. Interviews with educators highlighted the importance of managing children's emotions as a progressive step in supporting psychological well-being. In this context, the variation in children's emotional responses, as observed in interactions with their teachers, reflects the need to accommodate differences in the management of emotions.

Interviewees' definition of mental health literacy emphasized a holistic understanding of children's physical and mental well-being. The educational importance lies in how children communicate, socialize and adjust to their surroundings, which is the foundation for a healthy state of mind and positive behaviour. The main challenge educators face is in managing children's emotions when they encounter difficult subject matter. Differences in children's understanding and responses require a high level of patience and deep understanding from educators. The emotional support and motivation provided by educators plays a key role in helping children overcome shyness or low self-esteem. Investing in children's mental health at an early age, especially at 10-11 years old, is crucial in establishing a strong mental health foundation for their future development. Providing the right support in the early stages of children's development contributes greatly to their character building and psychological well-being in the future.

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