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A PROFILE OF THE MENTAL AND EMOTIONAL HEALTH OF TEENAGERS AT STATE HIGH SCHOOL 5, CENTRAL BENGKULU

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ABSTRACT

Adolescents' mental and emotional health is a crucial aspect of individual development, influenced by physical, psychological, and social changes, as well as academic and environmental pressures. This study aims to determine the profile of mental and emotional health among adolescents at State Senior High School 5 in Central Bengkulu. The research method employed quantitative descriptive design with a univariate approach. The population consisted of 288 students in grades 10 and 11, with a sample of 167 respondents selected using stratified random sampling. The instruments used were the Mental Health Inventory (MHI-38) and the Difficulties in Emotion Regulation Scale (DERS-SF). Data was analyzed using frequency distributions. Field analysis revealed students who tended to be withdrawn, easily irritated, less active, and experiencing a decline in learning motivation. The results showed that the majority of respondents were 16 years old (44.9%), female (56.3%), and in 10th grade (58.1%). Positive mental health was reported in 52.7% of cases, while negative mental health was reported in 47.4%. Low emotional health was reported by 55.1% of respondents, while high emotional health was reported by 44.9%. It was concluded that most adolescents have fairly good mental health, but issues with emotional regulation still exist.

INTRODUCTION

Adolescence is a transitional period marked by complex biological, psychological, social, and emotional changes [1,2]. The World Health Organization reports that approximately one in seven adolescents aged 10–19 years experiences a mental health disorder [3]. Good mental health enables adolescents to develop their full potential, manage stress, learn effectively, and contribute to society [3,4]. Conversely, mental health issues can impact adolescents' academic performance, social relationships, and quality of life [5,6]. During this phase, adolescents face various developmental demands such as the search for self-identity, adjustment to social relationships, increased academic responsibilities, and emotional changes [7]. Adolescents' inability to adapt to these changes can lead to mental and emotional health issues, such as stress, anxiety, low self-esteem, irritability, withdrawal from social environments, and behavioral disorders. This situation highlights that adolescents' mental and emotional health is a critical issue requiring serious attention.

Globally, one in seven adolescents aged 10–19 years experiences mental health issues, and many of these conditions go undetected and do not receive appropriate treatment. In recent years, increasing attention has been given to the interaction between mental health and emotional regulation among adolescents. Emotional regulation is considered a protective factor that enables adolescents to

manage stressful experiences, maintain positive interpersonal relationships, and adapt effectively to academic and social challenges. Conversely, poor emotional regulation has been associated with anxiety, depression, behavioral problems, and reduced psychological well-being. Adolescents who are unable to identify and regulate their emotions appropriately are more vulnerable to developing long-term mental health problems that may persist into adulthood [8,9]. Results from the Indonesian Health Survey data of 2023 indicate that the 15–24 age group has the highest prevalence of depression compared to other age groups. These data highlight that adolescents are a vulnerable group requiring promotive, preventive, and early detection efforts regarding emotional and mental disorders [2]. In Bengkulu Province, adolescent mental health issues are also gaining attention due to the increasing challenges of the digital era, social pressures, and a lack of psychosocial support. Furthermore, recent evidence also indicates that resilience, mental health literacy, and early psychological intervention are important protective factors for adolescents. Adolescents with adequate mental health literacy are more likely to recognize early symptoms of emotional problems, seek appropriate help, and adopt adaptive coping strategies, thereby reducing the risk of persistent mental disorders [10,11].

Research on adolescent mental and emotional health is crucial because nurses play a strategic role in mental health promotion, prevention of mental disorders, early screening, basic counseling, and health education for adolescents, families, and schools. The school environment plays a significant role in shaping adolescents' psychological well-being. Schools not only function as educational institutions but also serve as social environments where adolescents develop interpersonal relationships, self-concept, and coping strategies. Supportive school climates, positive peer interactions, and access to counseling services have been shown to contribute positively to mental health outcomes, whereas bullying, academic stress, and social exclusion may increase the risk of emotional and psychological difficulties [8,9,12].

Although numerous studies on adolescent mental health have been conducted, research gaps remain, particularly at the local level in Central Bengkulu. Based on available data, few studies have specifically described the mental and emotional health conditions of adolescents at State High School 5 in Central Bengkulu. Social, cultural, family environment, and academic pressures in each region can affect students' mental and emotional conditions differently. Therefore, this study is important to serve as an empirical data foundation in the Central Bengkulu region.

Theoretically, this study employs the concept of mental health, emphasizing psychological well-being and psychological distress. Psychological well-being describes an individual's ability to experience life satisfaction, positive relationships, and good social functioning. Conversely, psychological distress indicates the presence of anxiety, depression, and psychological stress. Meanwhile, emotional health relates to the ability to recognize, manage, and express emotions adaptively. Adolescents with good emotional regulation tend to be able to cope with problems in a healthy manner, whereas adolescents with low emotional regulation are more vulnerable to social conflict and stress [13].

The relationships among variables in this study indicate that adolescent characteristics such as age, gender, and grade level may be associated with mental and emotional health. As adolescents age, they often face increasing social and academic demands. Additionally, gender differences can influence how adolescents respond to stress and express emotions. Environmental factors such as family, peers, and school also play a role in students' mental and emotional well-being [14].

This study is expected to provide scientific insights into the mental and emotional health of adolescents in high schools, particularly at State High School 5 in Central Bengkulu. The findings can serve as a basis for evaluation by schools, guidance counselors, health professionals, and families in developing support programs and promoting adolescent mental health. This research may also serve as a reference for future studies on adolescent mental health.

Based on the above, the objective of this study is to determine the profile of mental and emotional health among adolescents at State Senior High School 5 in Central Bengkulu, including the distribution of respondent characteristics based on age and gender, levels of mental health, and students' emotional health status.

METHOD

This study employed quantitative descriptive design with a univariate approach. The study was conducted at State Senior High School 5 in Central Bengkulu from March to April 2025.

The study population consisted of 288 students, with a sample of 167 respondents selected using stratified random sampling. The research instruments used were the MHI-38 for mental health and the DERS-SF for emotional regulation. Data analysis employed univariate analysis in the form of frequency distributions.

RESULTS AND DISCUSSION

Table 1. Frequency distribution of respondent characteristics, including age and gender, at State High School 5 in Central Bengkulu in 2026.

	Characteristics	Frequency	Percentage
Gender	Male	73	43.7%
	Female	94	56.3%
Total		**167**	**100.0%**
Age	15 Years	16	9.6%
	16 years	75	44.9%
	17 years	64	38.3%
	18 years	12	7.2%
Total		**167**	**100.0%**
Class	X	97	58.1%
	11	70	41.9%
Total		**167**	**100.0%**

Age is one of the key factors influencing adolescents' mental health, as significant physical and psychological development occurs during this period [20]. Based on Table 4.1, it is known that the majority of respondents were 16 years old, totaling 75 people (44.9%), followed by 17-year-olds (64

people, 38.3%), 15-year-olds (16 people, 9.6%), and 18-year-olds (12 people, 7.2%). This indicates that the respondents in this study were predominantly middle adolescents. School-aged adolescents (11–18 years) are vulnerable to emotional mental disorders because their emotions are not yet stable and their self-regulation is still developing [13]. This influences the study's results because at age 16, adolescents are in a vulnerable phase; as they get older, social demands and psychological pressures also become more complex.

A study conducted at State High School 5 in Central Bengkulu showed that female respondents accounted for a larger proportion than male respondents, with 94 participants (56.3%), while male respondents numbered 73 (43.7%). Psychologically, women generally have a higher level of emotional awareness than men. Women find it easier to recognize, express, and report their emotional states, making them more representative in research related to mental health. Men tend to display a more reserved attitude toward emotional issues; in a school context, male students often avoid discussions related to feelings or mental health due to social stigma that men must appear strong and not show weakness [15].

The results of the study show that the majority of respondents were from 10th grade, totaling 97 students (58.1%), while respondents from 11th grade numbered 70 students (41.9%). Students in the early years of high school tend to experience higher levels of stress due to the process of adjusting to a new environment, while 11th-grade students have generally passed the initial adaptation phase and are beginning to enter a stage of identity consolidation and increased academic demands [16]. This condition is important to note because it can influence research results, particularly in describing the mental and emotional health of the respondents, where the stress experienced is more related to the adjustment process than to achievement demands.

Table 2. Frequency Distribution of Respondents' Mental Health at State High School 5, Central Bengkulu, in 2026

Mental Health	Frequency	Percentage %
Positive	88	52.7%
Negative	79	47.4%
Total	**167**	**100.0%**

The results of a study at State High School 5 in Central Bengkulu showed that the majority of respondents had positive mental health (52.7%), while 47.4% fell into the negative category. These findings align with the World Health Organization [2] definition of mental health, which states that mentally healthy individuals are able to recognize their potential, cope with life's pressures, work productively, and function well in social environments. Respondents in the positive category demonstrated good adaptability and concentration in learning, while those in the negative category indicated the presence of anxiety and psychological stress. These conditions may be influenced by

academic pressure, social demands, and increased use of digital media, consistent with the research by Loades et al [17] and Daud & Sulaehani [18], which noted that social stress and excessive use of social media impact adolescents' mental health. The school environment plays a significant role in shaping adolescents' psychological well-being. Schools not only function as educational institutions but also serve as social environments where adolescents develop interpersonal relationships, self-concept, and coping strategies. Supportive school climates, positive peer interactions, and access to counseling services have been shown to contribute positively to mental health outcomes, whereas bullying, academic stress, and social exclusion may increase the risk of emotional and psychological difficulties [8,9,12].

Furthermore, mental health during adolescence is strongly associated with social connectedness and a sense of belonging. Adolescents who perceive support from peers, teachers, and family members generally report lower levels of psychological distress and greater life satisfaction. Social support acts as a buffer against stress and may reduce the negative effects of academic and environmental pressures on mental well-being [8,9]. In addition, family support also plays a significant role in students' psychological well-being. Adolescents with family problems tend to be more prone to low self-esteem, social withdrawal, and a lack of motivation to learn [19]. The implications of this study highlight the need for schools to play an active role through counseling services and mental health education, as well as for improved family support. The contribution of this study is to provide an overview of adolescent mental health in Central Bengkulu. A limitation of this study is its use of a descriptive design; therefore, future research is recommended to investigate the causal factors of adolescent mental health using analytical methods.

Table 3. Frequency distribution of respondents' responses regarding emotional health at State High School 5 in Central Bengkulu in 2026

Emotional	Frequency	Percentage %
Low	92	55.1%
High	75	44.9%
Total	**167**	**100.0%**

Research findings at State High School 5 in Central Bengkulu indicate that the majority of respondents fall into the low emotional health category (55.1%), meaning they have good emotional regulation skills, while 44.9% fall into the high category, indicating difficulty regulating their emotions. These findings align with the theory that emotional health reflects an individual's ability to manage stress, adapt, and build healthy social relationships [20]. Adolescents are a group vulnerable to emotional changes due to developmental processes; however, the majority of students in this study were able to adapt well [21]. Nevertheless, the proportion of respondents who still experience difficulties with emotional regulation indicates a risk of psychological issues that requires attention. Emotional regulation is an essential developmental task during adolescence because this period is characterized by rapid

neurological, cognitive, and social changes. Adolescents who possess effective emotional regulation skills are generally better able to manage interpersonal conflicts, control impulsive behaviors, and respond adaptively to stressful situations. In contrast, deficits in emotional regulation may contribute to emotional instability, academic difficulties, and increased vulnerability to mental disorders [22,23].

The increasing use of digital technology has also become an important factor influencing adolescents' emotional health. While social media can facilitate communication and social support, excessive use may expose adolescents to cyberbullying, social comparison, and unrealistic expectations that negatively affect emotional well-being. Previous studies have demonstrated that prolonged screen time and problematic social media use are associated with higher levels of anxiety, depressive symptoms, and emotional dysregulation among adolescents [10–12]. These emotional difficulties can be influenced by peers, family upbringing, the school environment, and social media use. A study by Hermawan & Nurohman indicates that excessive social media use is associated with depression, anxiety, and social pressure among adolescents. These findings differ from those of [13], who found that the majority of adolescents were in poor emotional condition. These differences may be influenced by respondent characteristics, the environment, and the research instruments. The implications of this study highlight the need for school counseling services, mental health education, and strengthened family support. The contribution of this study is to provide an overview of adolescents' emotional health in Central Bengkulu, while its limitation is the descriptive design, which does not yet explain causal factors; therefore, future research is recommended to use analytical methods.

The findings indicate that although most students demonstrated positive mental health and adequate emotional regulation, a substantial proportion still experienced psychological distress and emotional difficulties. These results highlight the importance of implementing school-based mental health promotion programs, counseling services, peer-support interventions, and emotional regulation training. Furthermore, collaboration among schools, families, healthcare professionals, and community stakeholders is essential to strengthen adolescents' psychological well-being and prevent future mental health problems. From a nursing perspective, early identification of emotional and mental health problems among adolescents is essential to prevent the progression of psychological disorders. School nurses and community health professionals can contribute through mental health screening, psychoeducation programs, counseling, and the promotion of healthy coping strategies. Early intervention may improve adolescents' psychological resilience and reduce the long-term burden of mental health disorders in adulthood [16–18].

CONCLUSION

Based on the results of the study and discussion regarding the Mental and Emotional Health Profile of Adolescents at State High School 5 in Central Bengkulu, the following conclusions can be drawn: Characteristics of the respondents. The results of the study indicate that the majority of respondents

were 16 years old, accounting for 44.9%. Additionally, the majority of respondents were female, accounting for 56.3%, and most were from the 10th grade, at 58.1%. The profile of adolescents' mental health indicates that the majority of respondents had a mental health level in the positive category (well-being), at 52.7%, while 47.4% of respondents were in the negative category (distress). The emotional profile of adolescents indicates that the majority of respondents fall into the low emotional health category (able to manage emotions), at 55.1%, while 44.9% of respondents fall into the high category (difficulty managing emotions). The overall picture of adolescents' mental and emotional health indicates that the mental and emotional health of adolescents at State High School 5 in Central Bengkulu is in the fairly good category, though it has not yet reached an optimal condition. This is evidenced by the observation that there are still respondents with negative mental health and difficulties in emotional regulation. These differences in mental and emotional health are influenced by various factors, both internal and external, such as an individual's ability to manage emotions, self-confidence levels, family support, relationships with peers, and the school environment.

AUTHOR CONTRIBUTION

Miss. Elisa Septi : Conceptualization, Methodology, Software. Mrs Rina Delfina: Data curation, Writing -Original draft preparation. M Visualization, Investigation,Validation,Writing -Reviewing and Editing. Mrs Nova Yustisia: Supervision. Software

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