



## Factors Affecting School-Based Mental Health in Adolescents: Scoping Review

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### ABSTRACT

**Background:** Adolescence is a transition period from childhood to adulthood that experiences growth and development marked by physical, psychological, and social changes. Teenagers spend a lot of time in the school environment, so school is one of the places that can have a big impact on adolescent mental health. **Objective:** This Scoping Review aims to discuss the factors that can affect school-based mental health in adolescents. **Methods:** This scoping review uses articles from the last 10 years (2013 - 2022). Determination of keywords using the PICO format in accordance with the topic scoping review. Search articles using databases such as EBSCO, Science Direct and Google Scholar according to the inclusion and exclusion criteria that have been determined. The article identification process uses the PRISMA Flowchart chart. **Results:** there were 19 articles reviewed with the same theme showing that there are several factors that affect the mental health of adolescents in the school environment such as knowledge and information, peer relations, academic pressure and technology. **Conclusion:** It can be concluded that the school environment is a place that has a considerable influence on the emergence of several factors that can impact mental health in adolescents.

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### Kata kunci:

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### ABSTRAK

**Latar Belakang:** Remaja merupakan masa transisi dari masa kanak-kanak ke masa dewasa yang mengalami tumbuh kembang ditandai dengan perubahan fisik, psikologis, dan sosial. Remaja menghabiskan banyak waktu di lingkungan sekolah, sehingga sekolah menjadi salah satu tempat yang dapat memberi dampak besar terhadap kesehatan jiwa remaja. **Tujuan:** Scoping Review ini bertujuan untuk membahas terkait faktor-faktor yang dapat mempengaruhi kesehatan jiwa berbasis sekolah pada remaja **Metode:** Scoping review ini menggunakan artikel 10 tahun terakhir (2013 - 2022). Penentuan kata kunci menggunakan format PICO sesuai dengan topik scoping review. Pencarian artikel menggunakan database seperti EBSCO, Science Direct dan Google Scholar sesuai dengan kriteria inklusi dan eksklusi yang sudah ditentukan. Proses identifikasi artikel menggunakan bagan PRISMA Flowchart. **Hasil:** terdapat 19 artikel ditinjau dengan tema yang sama menunjukkan bahwa terdapat beberapa faktor yang mempengaruhi kesehatan jiwa remaja di lingkungan sekolah seperti pengetahuan dan informasi, hubungan teman sebaya, tekanan akademik dan teknologi. **Kesimpulan:** Dapat disimpulkan bahwa lingkungan sekolah merupakan tempat yang memiliki pengaruh cukup besar terhadap munculnya beberapa faktor yang dapat memberi dampak terhadap kesehatan jiwa pada remaja.

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**INTRODUCTION**

Mental health is a state of well-being physically, psychologically, spiritually and socially so that adolescents are able to move productively and do positive things to their environment. Mental health conditions in adolescents can be achieved through a good stage of growth and development so that it will affect the improvement of mental health in adolescents today and in the future. (Indrayani & Wahyudi, 2019; Baharudin, 2019; Ministry of Health, 2021). Adolescence is a very critical period for human life, in this phase adolescents will create opportunities for growth and development of lifelong prosperity. According to the World Health Organization (WHO), adolescents are people between the ages of 10 and 19 who are in the early stages of adulthood. The Minister of Health of the Republic of Indonesia Number 25 of 2014, adolescents are residents in the age range of 10-18 years and according to the Population and Family Planning Agency (BKKBN) the age range of adolescents is 10-24 years and unmarried (Ministry of Health, 2019; ipçi et al., 2020). This period is also associated with a significant risk of mental health disorders, where this mental health problem begins at the age of 14 years (Caldwell et al., 2019; Anderson & Priebe, 2021). Adolescents are in the age group from 10-24 and are unmarried. Adolescents have developmental stages that can affect all aspects of their lives, including mental health, because at this age adolescents are very vulnerable to mental health problems.

The prevalence of adolescents in Indonesia, based on data from the Central Statistics Agency (BPS) in 2021, shows the number of adolescents aged 10-14 years as many as 22,115 people, in adolescents aged 15-19 years as many as 22,200 people, while in adolescents aged 20-24 as many as 22,577 people (Central Bureau of Statistics, 2021). However, at the age of 10-19 years, adolescents are more susceptible to mental health problems such as anxiety disorders and behavioral disorders. The adolescent age group in Indonesia on average will spend more time in the school environment, which is about 6 hours a day or almost 1,200 hours per year, where this will affect their cognitive, social and emotional development. Schools have an enormous influence on the mental health and well-being of adolescents, perhaps even more so than the home environment (Kaess et al., 2019; Epel et al., 2021; Ford et al., 2021; Long et al., 2021). The most common mental health problem in the school environment is bullying, with a prevalence of 20% for bullying in high school (SMA). Attitudes that arise when adolescents experience mental health problems are about 57% of adolescents will easily feel embarrassed or afraid to talk to others about their mental health conditions, and 22% of adolescents think that receiving psychological or psychiatric therapy and treatment can have a negative impact on trust, self and future (UNICEF, 2021). Teenagers are an age group that has a fairly large population, so it is very important to be aware of mental health problems, especially in the school environment. The impact of mental health problems due to bullying can affect psychological conditions and the ability of adolescents to overcome mental health problems.

Schools have a very important role in adolescent mental health, when adolescents face pressures that arise from the school environment due to stressors such as excessive school assignments, unpleasant teachers or conflicts with peers or peers who can bring negative effect. On the other hand, school can be a strong place to find support, prevent mental health problems, and overcome difficulties to improve adolescent well-being (Ford et al., 2021; Meisyalla, 2022). The school

environment is a place to gain new knowledge, especially about mental health. School is closely related to the relationship between students and teachers as well as between other students in the school environment which will affect emotional support so that it will have an emotional impact and increase adolescent behavior. Relationships created in the school environment can have many effects on adolescent mental health (Wentzel et al., 2016; Moore et al., 2018). The school environment plays an important role in shaping an effort to support adolescent mental health. One form of effort is school programs related to mental health promotion or prevention strategies in the school context (Long et al., 2021; Meisyalla, 2022) The amount of time spent by adolescents in the school environment can have an impact on mental health. The purpose of writing this article is to analyze the factors that can affect school-based mental health in adolescents.

**METHOD**

This study is a scoping review that is used as a basis for analyzing and discussing previous findings according to the topic to be discussed. The study discussed is to analyze the factors that influence school-based mental health in adolescents. Search articles using relevant databases. Searches included terms such as “School Based factors AND Mental Health AND Adolescents OR Teenagers OR Young Adults”. The steps used in this scoping review are:

1. Identify questions reviews

Scoping writing *reviews* have a purpose analyze factors that influence school-based mental health in adolescents. The researcher used the format P (patient/ Population/ Problem), I (Intervention/ Prognostic factor/ Exposure), C (Comparison/Control) and O (Outcome) (PICO). The use of the PICO format helps authors to find articles as a source of scoping *reviews* by specifying keywords for easy search

**Table 1: PICO Format**

<b>Format</b>	<b>Keywords</b>
P : (patient/Population/Problem)	<i>Adolescents OR Teenagers OR Young Adults</i>
I : (Intervention./Prognostic factor/Exposure)	<i>School Based factors</i>
C : (Comparison/Control)	-
O: (Outcome)	<i>Mental Health</i>

2. Identify the source literature which is relevant
  - a) The databases used are EBSCO, Sciencedirect, and Google Scholar
  - b) Books (googlebooks)

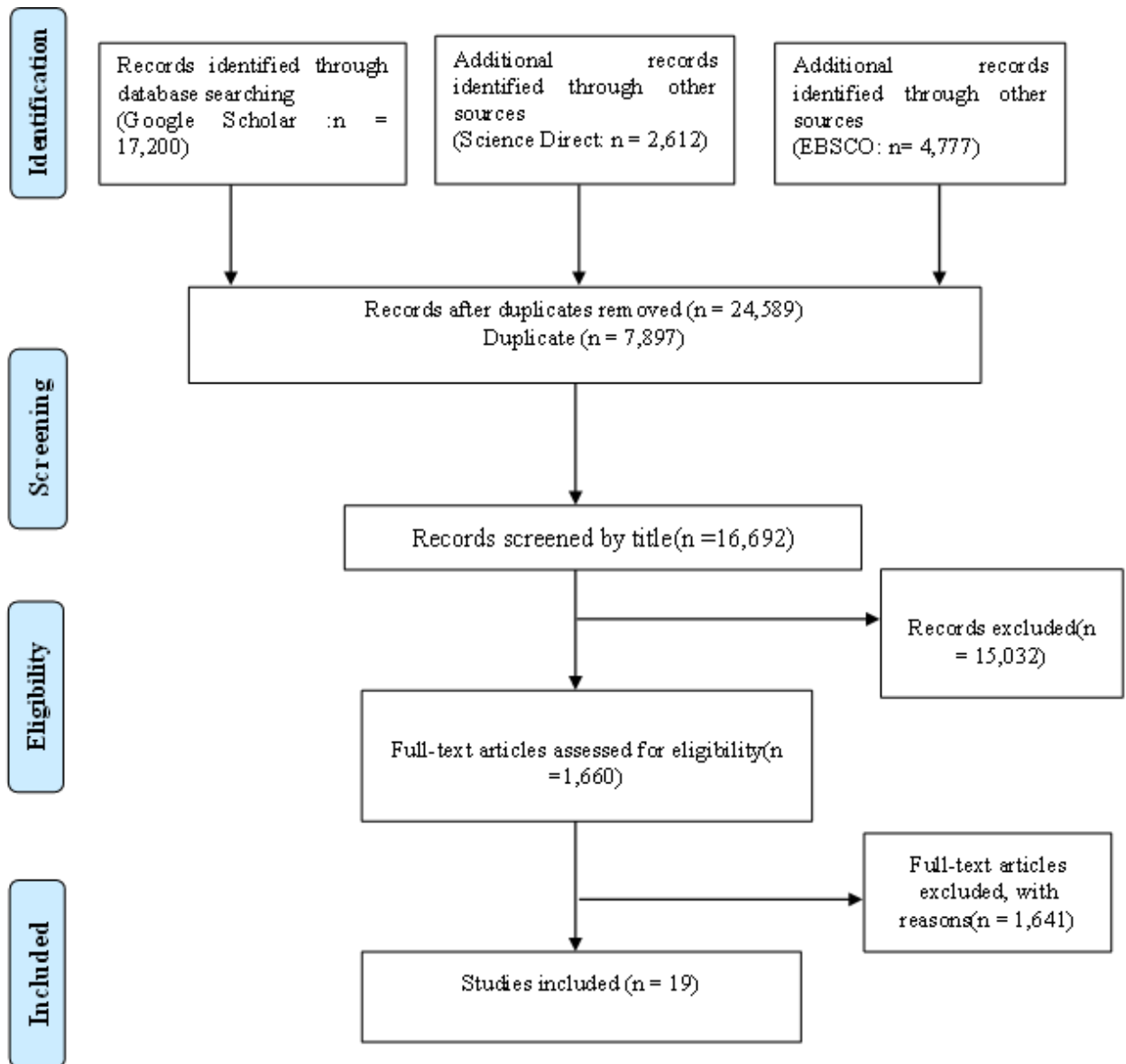
The inclusion criteria and exclusion created in scoping *review* this, namely:

- a) Inclusion criteria: literature for the last 10 years (2013-2022), original research article, open access and open archive, English and free full text
- b) Exclusion criteria: blogspot, opinion/discussion, paid articles, inappropriate articles, Indonesian language, and articles under 2013.

This *Scoping review* uses the Preferred Reporting Items for Systematic Review and Meta-Analyses (PRISMA) technique to describe the literature selection process. The keywords used in this scoping review are “School Based

factors AND Mental Health AND Adolescents OR Teenagers  
OR Young Adults”.

Figure 1: PRISMA flow diagram



**Table 2:**  
**Journal articles related to previous studies using data extraction tables, we independently mapped article data contained by all authors, titles, articles, methods, and findings**

No	Author	Research Title	Country	Design / Method	Destination	Results
1	(Parikh et al., 2019)	The effectiveness of a low-intensity problem-solving intervention for common adolescent mental health problems in New Delhi, India: protocol for a school-based, individually randomized controlled trial with an embedded stepped-wedge, cluster randomized controlled recruitment trial	India	Randomized Controlled Trial (RCT)	The purpose of this study was to evaluate the effectiveness of the intervention in reducing the symptoms of mental health problems in school-based adolescents	The difficulty of resources and information from the school environment can trigger a low desire for mental health care in adolescents. School counseling programs can effectively improve mental health presentations in New Delhi, India. The results suggest that school-based interventions can increase knowledge so that they can help address adolescent mental health problems on a large scale in India and other global settings.
2	(Katz et al., 2020)	Effects of a Universal School-Based Mental Health Program on the Self-concept, Coping Skills, and Perceptions of Social Support of Students with Developmental Disabilities *	Canada	Randomized Controlled Trial (RCT)	The purpose of this study was to examine dialectical behavior therapy (DBT) and mental health literacy (MHL) as two interventions used for the development of self-concept, coping skills, and social skills.	MHL has been shown to increase help-seeking behavior and reduce stigma, including self-stigma. MHL will improve students' self-concept and coping skills, and increase social support through reducing stigma and bullying. DBT includes modules that support skills in coping with stress, and controlling emotions.
3	(Tang et al., 2022)	The effect of peer education based on adolescent health education on the resilience of children and adolescents: A cluster randomized controlled trial	China	Randomized Controlled Trial (RCT)	The main objective of this study was to conduct a cluster randomized controlled trial (Cluster RCT) to verify the effects of peer education interventions based on adolescent-related knowledge, attitudes, and behaviors on adolescent psychological resilience.	Schools become an effective place in improving adolescent health based on education where this can increase emotional adjustment, and adolescent interpersonal assistance
4	(Wei et al., 2013)	The effectiveness of school mental health literacy programs to address knowledge, attitudes and help seeking among youth	Canada	Randomized Controlled Trial (RCT)	The aim of this study was to conduct a systematic review of the effectiveness of school mental health literacy programs to increase knowledge, reduce stigmatizing attitudes and improve help seeking behavior among adolescents (12-25 years).	School-based mental health literacy has the potential to increase knowledge so that it can change stigmatizing attitudes and increase help-seeking behavior in adolescents
5	(Sælid & Nordahl, 2017)	Rational emotive behavior therapy in high schools to educate in mental health and empower youth health. A randomized controlled study of a brief intervention	Norway	Randomized Controlled Trial (RCT)	The purpose of this study was to examine whether knowledge and practical use of the ABC model in a school environment can increase self-esteem and reduce symptoms of anxiety, depression, and dysfunctional thinking.	The findings suggest that knowledge and use of the ABC model in educating adolescents through three sessions in a school setting can empower mental health by increasing hope and self-esteem, and by reducing anxiety, depressive symptoms and dysfunctional thinking.
6	(Perry et al., 2014)	Effects of a classroom-based educational resource	Australia	Randomized Controlled Trial	The aim of this study was to examine the impact of 'HeadStrong', a school-based	Lack of knowledge related to mental health forms a negative attitude towards mental health problems

		on adolescent mental health literacy: A cluster randomized controlled trial		(RCT)	educational intervention, on mental health literacy, stigma, seeking help, psychological distress and suicidal ideation.	among adolescents, this leads to higher stigmatization and reduced desire to seek help and unwillingness to disclose mental health problems because of feelings of shame. In this study, the results explain that the impact of 'HeadStrong', a school-based education intervention shows the potential to increase mental health literacy and reduce stigma
7	(Rombouts et al., 2022)	A school-based program to prevent depressive symptoms and strengthen well-being among pre-vocational students (Happy Lessons): protocol for a cluster randomized controlled trial and implementation study	Dutch	Randomized Controlled Trial (RCT)	The aim of this study was to examine the effectiveness and implementation of the school-based Happy Lessons (HL) program, which aims to prevent depression and improve well-being among pre-vocational students.	Mental health problems in adolescents are caused because adolescents have difficulty recognizing the symptoms of mental health problems, how to solve them and are afraid of stigmatization. The results of the RCT study and implementation proved that the school-based HL intervention was effective for the prevention of depression and the improvement of well-being among pre-vocational adolescents.
8	(Brown et al., 2019)	School-based early intervention for anxiety and depression in older adolescents: A feasibility randomized controlled trial of a self-referral stress management workshop program ("DISCOVER")	London, England	Randomized Controlled Trial (RCT)	This study aims to assess the feasibility and effectiveness of school-based psychological interventions in adolescents aged 16-19 years	Personal and academic pressure is a common thing experienced by teenagers, triggering feelings of anxiety and worry. The results of this study indicate that the school-based DISCOVER workshop program intervention has good effectiveness and is feasible to use to overcome and prevent mental health problems such as anxiety, stress and depression in adolescents.
9	(Gijzen et al., 2018)	Evaluation of a multimodal school-based depression and suicide prevention program among Dutch adolescents: design of a cluster-randomized controlled trial	Dutch	Randomized Controlled Trial (RCT)	The aim of this study was to examine the effectiveness of a school-based multimodal phased prevention program for depression and suicidal behavior in adolescents.	The problem of low academic grades and dropping out of school is a trigger for depression in adolescents so that it becomes a significant risk factor for suicidal behavior in adolescents. The multimodal school-based program resulted in clinically significant reductions in suicidal behavior and reduced depressive symptoms in high school students when compared to usual care.
10	(Puolakanaho et al., 2019)	Reducing Stress and Enhancing Academic Buoyancy among Adolescents Using a Brief Web-based Program Based on Acceptance and Commitment Therapy: A Randomized Controlled Trial	Finland	A Randomized Controlled Trial (RCT)	The aim of this study was to examine whether the novel web- and mobile-based acceptance and commitment program influenced stress symptoms and academic buoyancy in the school setting in a general (nonclinical) sample of ninth-grade adolescent.	Learning difficulties and poor academic abilities can cause adolescents to experience increased stress when compared to adolescents who have good academic results. Through Youth COMPASS Intervention as a medium that combines mobile and web technologies, it can be applied in the school environment which can significantly reduce overall stress symptoms and improve academics.
11	(Guo et al., 2015)	Prevention of Illicit Drug Use Through a School-Based Program: Results of a Longitudinal, Cluster-Randomized Controlled Trial	Taiwan	Randomized Controlled Trial (RCT)	This study aims to evaluate the long-term effects of drug use prevention programs for adolescents	Teenagers sometimes have social pressures such as peer influence to use illegal drugs. The use of illegal drugs can have a number of negative consequences, including physical and mental disorders. The results show that school-based drug use prevention programs have the potential to effectively prevent (prophylactic effect) high school students from using illicit drugs in adulthood.
12	(Onrust et al.,	Effectiveness of Fresh Start	Dutch	A cluster	The aim of this study was to evaluate the	Adolescents become a phase that is very vulnerable to

2018)		: A Randomized Study of a School-Based Program to Retain a Negative Attitude Toward Substance Use in Secondary School Freshmen		randomized trial	effectiveness of Fresh Start on attitudes towards smoking, alcohol use, and marijuana use in adolescents	drug use where this can occur due to the influence of peers and a negative environment. Adolescents will spend more time with their peers so that they will be more concerned with social acceptance. Fresh Start is a school-based prevention program for new high school students that has a small but significant effect on attitudes toward smoking, alcohol use, and marijuana use.
13	(Chang, F., Lee, C., Chui, C., Hsi, W., Huang, T., Pan, 2013)	Relationships Among Cyberbullying, School Bullying, and Mental Health in Taiwanese Adolescents	Taiwan	systematic random sample	This study aims to examine the relationship between cyberbullying, school bullying, and mental health in adolescents.	Bullying in schools is a serious problem that can have an impact on adolescent mental health such as depression and suicidal ideation. Involvement in cyberbullying is associated with experiences of bullying in peer schools. In addition, students who more often play violent online games can transfer their aggressive behavior
14	(Lubman et al., 2016)	A school-based health promotion program to increase help-seeking for substance use and mental health problems: Study protocol for a randomized controlled trial	Australia	Randomized Controlled Trial (RCT)	This study aims to demonstrate the effectiveness of universal school-based interventions that focus on reducing barriers and increasing peer help and support seeking for students who experience poor mental health and/or abuse alcohol or other drugs.	The findings of this study provide evidence of the effectiveness of the MAKINGtheLINK intervention for teaching school students how to overcome key barriers associated with seeking help, as well as how to effectively support their peers with mental health or substance use disorders.
15	(Antunes et al., 2022)	Loneliness and associated factors among Brazilian adolescents: results of national adolescent school-based health survey 2015	Brazil	cross-sectional study	This study aims to identify factors associated with loneliness among Brazilian adolescents	Intimidation can affect adolescent mental health such as impaired interpersonal skills, and feel more lonely, low self-esteem, sadness, depressive symptoms, and high levels of suicidal ideation. While positive friendship relationships can be a protective factor against anxiety and loneliness situations among adolescents. , consequently increasing well-being and reducing the level of suffering caused by stress
16	(Roach, 2018)	Supportive Peer Relationships and Mental Health in Adolescence: An Integrative Review	United States of America	An Integrative Review	The purpose of this project is to review the literature regarding positive peer support and mental health in adolescence	Positive peer support has the potential to be a protective factor for adolescents when experiencing mental health problems such as anxiety, depression and suicidal ideation.
17	(Díaz-Caneja et al., 2021)	Efficacy of a Web-Enabled, School-Based, Preventative Intervention to Reduce Bullying and Improve Mental Health in Children and Adolescents: Study Protocol for a Cluster Randomized Controlled Trial	Spanish	Randomized Controlled Trial (RCT)	This study aimed to examine the efficacy of a web-based, school-based, multicomponent anti-bullying intervention to prevent bullying in schools and to assess its effect on mental health and quality of life.	Web-based, school-based multi-component anti-bullying intervention through the LINKlusive program can effectively prevent bullying and as a means of promoting mental health in schools
18	(Lillevoll et al., 2014)	Uptake and adherence of a self-directed internet-based mental health intervention with tailored	Norway	Randomized Controlled Trial (RCT)	The purpose of this study was to explore the effectiveness of Internet-based mental health interventions in a school setting on increasing self-esteem and	The results of this study explain that internet-based mental health interventions in the school environment can help increase self-esteem and prevent mental health problems such as depression.

		e-mail reminders in senior high schools in Norway			depressive symptoms	
19	(Kaess et al., 2019)	Promoting Help-seeking using E-technology for ADOlescents with mental health problems: Study protocol for a randomized controlled trial within the ProHEAD Consortium	German	Randomized Controlled Trial (RCT)	The purpose of this research is the development, implementation, and evaluation of a health promotion program called StressSOS in dealing with stress management and school-based MHL.	SOS and face-to-face stress programs have been shown to be effective in stress prevention and school-based mental health promotion in children and adolescents. A further benefit of the Internet-based program is that it proves to be an accessible, attractive, and cost-effective program, besides that it can be widely applied for mental health promotion both inside and outside the school environment.

## RESULTS AND DISCUSSION

Adolescent mental health is a very important aspect including emotional, psychological and social well-being (Sulistiowati *et al.*, 2018). Adolescence is a critical developmental period that encourages or hinders all aspects of adolescent health, making them highly vulnerable to mental health problems. Barriers in the developmental stage can cause mental health problems if not handled properly. Adolescent health problems themselves can be influenced by the state of mind, feelings and moods (Yasipin *et al.*, 2020; Singla *et al.*, 2021). Adolescents are an age group that is very vulnerable to mental health problems, where at this phase adolescents are more likely to try to find their identity. Changes that occur during adolescence can cause emotional problems, this is due to the inability to control oneself so that it can lead to strange, awkward behavior and delinquency at this age (Novitasari *et al.*, 2020). The growth of a teenager makes teenagers begin to recognize the wider environment of the family which can sometimes have an impact on mental health (Zakiyah, Ela zain; Humaedi, Sahadi; Santoso, 2017). Several factors that affect mental health in adolescents are usually influenced by the environment outside the family, namely school, such as peer relations, academic pressure, knowledge and information, and technology (Lillevoll *et al.*, 2014; Gijzen *et al.*, 2018; Las Hayas *et al.*, 2019; Novitasari *et al.*, 2020). Schools have an important role in adolescent mental health, and this can affect mental health problems and levels in adolescents. A positive school environment can improve adolescent mental health, where school can enable each teenager to develop the emotional and social skills and positive relationships needed to build and protect mental health (Leurent *et al.*, 2021). The importance of the school's role in adolescent mental health is the main focus in helping adolescents recognize mental health in the school environment.

### Knowledge

Education is very important to increase knowledge about mental health such as recognizing and preventing mental health problems which include preventing anxiety and depression disorders reducing stigma, helping and facilitating help seeking behavior among adolescents. Knowledge enables adolescents to recognize, manage, and prevent mental health problems. Adolescence is a phase where teenagers spend more time in the school environment, so schools can be quite effective places to implement mental health programs (Wei *et al.*, 2013; Perry *et al.*, 2014; Caldwell *et al.*, 2019; Baffsky *et al.*, 2022). The lack of information sources can affect the knowledge of adolescents, and this can reduce adolescents' desire for mental health care due to perceived stigma and shame and problems recognizing symptoms (Kaess *et al.*, 2019; Parikh *et al.*, 2019). Knowledge can be a factor that has an important role in mental health in adolescents, so in this case schools have an important role in providing information as a way to increase adolescent knowledge about mental health.

### Peer Relations

Peer relationships can be a factor that can affect the mental health of adolescents in the school environment. At the age of adolescence, closeness with parents will decrease because teenagers spend more time with their peers so that they will have a strong sense of attachment to their group, in

this case it can cause teenagers to really care about support and "acceptance" in interpersonal relationships. Interacting with peers is very important for the development of adolescent emotional well-being, having many loyal friends can produce positive emotions (Rochayati & Hidayat, 2015; Punukollu *et al.*, 2020; van der Westhuizen *et al.*, 2022; Podar *et al.*, 2022). Peer relationships can have a positive and negative influence on adolescents. Good relationships with peers will have a positive impact on mental health such as being able to form support when facing changes that are experienced so that it will be very helpful in maintaining feelings of anxiety and loneliness among adolescents. Peer support can be a factor for the emotional and psychological well-being of adolescents, this is because peer support can improve healthy coping skills so that they can avoid feelings of stress (Roach, 2018; Sulistiowati & *et al.*, 2018; Punukollu *et al.*, 2020; Antunes *et al.*, 2022). Conversely, negative peers can have an impact on adolescent mental health problems. Bullying is aggressive behavior that often occurs in schools and other places where teenagers gather, including social media carried out by individuals or groups to other people regardless of gender and age so that it has an impact on physical, psychological and social (Zakiyah, Ela Zain; Humaedi, Sahadi; Santoso, 2017; Roach, 2018; Ilham *et al.*, 2021). The impact of peer relations in the school environment can have positive and negative impacts on adolescent mental health.

### Technology

Social media is one of the technologies that can affect the mental health of adolescents. Inappropriate use of technology can have a negative impact on adolescent mental health, such as anti-social attitudes which are characterized by low social sensitivity of adolescents, resulting in distance between the environment both with teachers and with their peers (Pratama & Sari, 2020). Other negative impacts are such as the tendency to try and imitate the negative things that they watch through cellphones and the internet, which leads to the emergence of bullying behavior through social media such as Instagram, Facebook, and WhatsApp (Ginting *et al.*, 2020; Sunnah *et al.*, 2020). Conversely, the use of technology can be used positively so that it will have an impact on improving the mental health of adolescents. Internet-based mental health intervention programs in the school environment are very supportive to promote mental health so that it significantly helps adolescents in increasing self-esteem and preventing mental health problems, this is because adolescents are an age group that is closely related to digital use so that it shows the interventions delivered and digitally supported has better reception (Lillevoll *et al.*, 2014; Díaz-Caneja *et al.*, 2021). Technology can be an important factor that can significantly affect the mental health of adolescents, especially in the school environment.

### Academic

Having a good academic achievement can be one of the factors that enable a teenager to develop well (Anderson & Priebe, 2021). However, when teenagers are under academic pressure it can trigger stress. This is usually caused by pressure from parents, teachers, and peers to be able to get good grades and be able to excel so that it will have an impact on physical, emotional, behavioral and cognitive reactions in adolescents. A life full of high stress will have an impact on the health and well-being of adolescents in the



future. Schools have a very important role in dealing with this problem, through educational programs it can improve the welfare of adolescents through academic stress management (Bedewy & Gabriel, 2015; Novitasari *et al.*, 2020; Mehra *et al.*, 2022). Academic assessment can affect the mental health of adolescents, the demands received can become mental health problems if adolescents are not able to face the pressure.

Schools play an important role in the development of adolescent mental health, where schools are places that can have a positive or negative impact on adolescents, in this case the positive side that can be found is the existence of support other than family. The negative side of the school environment is how adolescent mental health problems can occur. In the process of developing emotional maturity, the role of the family is also quite helpful how through family support received by adolescents can create emotional maturity which is characterized by a positive self-concept in adolescents. A good self-concept will have an impact on high emotional intelligence where this will help adolescents in managing their emotions and developing a good sense of caring for their environment (Yuniar & Darmawati, 2017). Social support from the family can significantly function as a teenager's strength in dealing with stressful situations and symptoms of depression experienced by adolescents. Through family support, it is able to increase self-efficacy and coping mechanisms in adolescents (Guerra *et al.*, 2018; Hellfeldt *et al.*, 2020). Although basically schools have a much greater role in mental health in adolescents, in this case the role and support of families cannot be separated from the development of mental health in adolescents.

## CONCLUSIONS AND SUGGESTIONS

Based on the search results of several articles and discussions related to the factors that affect school-based mental health in adolescents, it was found that knowledge and information, peer relations, academic pressure, and technology can be factors that can affect the mental health of adolescents in the school environment. Schools basically have a significant role in adolescent mental health, based on several factors that have been explained that many sources can affect adolescent mental health, both factors that can improve mental health and those that can cause mental health problems. In addition to school, the family also has an important role in the growth and development of children which can affect the mental health of adolescents.

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