



Overview of the Mental Health Conditions of Active Students at University X in Jakarta

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Abstract

Students are a vulnerable group experiencing mental health problems due to challenges and pressures during the learning process in higher education. Various studies indicate the presence of mental health disorders experienced by students. However, there are not many studies that specifically discuss the mental health conditions of students in Jakarta covering various study programs and year classes. Thus, this study aims to determine the description of the mental health conditions of active students at University X Jakarta. This study is a quantitative study with a descriptive method. Data collection for this study used a survey, with a questionnaire instrument. The data collection instrument for this study used the Self-Reporting Questionnaire 29 (SRQ 29). The sampling of this study used a purposive sampling method, with sample criteria being active students at University X. The results of this study found that active students at University X experienced psychological symptoms that lead to four types of disorders, namely post-traumatic stress disorder (PTSD) by 55.3%, emotional mental disorders (GME) by 43%, psychotic disorders by 16%, and addiction disorders by 4.6%. Overall, as many as 260 students (79.7%) were indicated as having mental health disorders. This study also found that students can exhibit more than one disorder at a time. High rates of mental health disorders were found in the Psychology study program, graduating in 2021 and 2024. This research has implications for implementing regular mental health screenings so universities can continuously monitor students' mental health and initiate early intervention.

Keywords: mental health screening, ptsd disorder, emotional mental disorder, psychotic disorder, addiction disorder

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1. Introduction

Mental health has become a public awareness. This is evidenced by the finding that early adult participants have a high level of awareness of the importance of mental health at 95.3% [1]. Mental health is a state where an individual is able to overcome life's challenges, is aware of their potential, is able to learn and work well and is able to contribute to the surrounding community. Mentally healthy individuals can enjoy life and develop by discovering their maximum potential. Conversely, a state of mental health that is difficult to achieve can develop an abnormal influence on an individual's thoughts, feelings and behavior [1].

Awareness of the importance of mental health needs to be balanced with a clear and accurate understanding. However, in reality, awareness of mental health issues is actually expanding because it begins with self-diagnosis [2]. The abundance of invalid mental health information on the internet often leads individuals to *self-diagnose* based on the information they see. This situation leads people to admit they have a mental health disorder based on literature they read, videos they watch, tests or *quizzes* they complete on social media.

Health information available on social media is actually intended to help users recognize disorders and help anticipate them. This statement is supported by findings that the presence of social media, which was initially used as a means to increase mental health awareness, actually triggers someone to make a self-diagnosis [3]. Most self-diagnosis is done to gain validation regarding an individual's mental health condition [4], but if misused, it can have fatal consequences such as worsening mental health conditions [2].

Mental health disorders are health conditions that affect thoughts, feelings, behavior, mood, or a combination of these. These disorders are characterized by clinically significant changes in a person's cognition, emotional regulation, or behavior. Although mental health disorders can affect all groups in society, one group that is particularly vulnerable to mental health problems is college students [5]. College students are a vulnerable group to mental health disorders due to the challenges and pressures during the adjustment period to college. Not all students are able to adjust well, often facing academic demands that are considered quite heavy to cope with, such as changes in lifestyle, learning styles, workloads, and the urge to be more independent in completing coursework.

Previous research on 350 students in Jakarta regarding mental health status found that as many as 46% of students had poor mental health status [6]. A similar study conducted on 343 students from the Faculty of Medicine in West Jakarta regarding the mental health status of students showed that as many as 49.9% of students experienced mental health disorders, as many as 69.4% of students experienced moderate stress and as many as 58.9% of students experienced moderate to very severe anxiety [7]. These two findings simultaneously prove the vulnerability of students to experience mental health disorders.

To date, there has been little research examining the overall mental health of university students across various study programs and academic years in Jakarta . Most previous research tends to focus on students within a specific faculty or within a specific academic year. Therefore, researchers conducted initial interviews with five random students from various study programs in Informatics Engineering, Information Systems, Industrial Engineering, Medicine, and Psychology at University X Jakarta, from the 2020-2023 intake. The results revealed that all participants admitted to feeling stressed and struggling while fulfilling their roles as students. This was triggered by numerous academic demands, such as coursework or final assignments, which reduced participants' time for rest. Three out of five participants felt unable to cope with this stress or pressure effectively.

This study is in line with previous research related to help-seeking intentions which found that students of the Faculty of Psychology, University X, sought informal help more often from partners, friends, or parents than from professionals [8]. Informal help-seeking behavior will result in delays in accessing formal help, low awareness of the importance of formal help, and trigger more severe disorders [9]. Based on the explanation above, it is known that early detection is necessary to determine the mental health condition of students at University X in Jakarta. Thus, this study aims to determine the description of the mental health condition of active students at University X Jakarta.

2. Research methodology

2.1. Research Design

This study uses a quantitative research type with a descriptive method. The variable measured in this study is the mental health condition of active students at University X. Mental health is a condition when an individual is able to have internal and external functioning and is able to face any situation, so that it does not only play a role for the individual himself but can also play an active role in the surrounding environment. This variable will be measured using a measuring tool developed by WHO, namely *the Self-Reporting Questionnaire 29* .

2.2. Research Participants

The population of this study is all students currently studying at University X totaling 2,011 students with inclusion criteria including students who are willing to be research respondents, students who are registered as active students at University X, students from all faculties and study programs with the 2020 to 2024 intake at University X Jakarta. The sampling technique for this study uses *non-probability sampling* with a *purposive sampling method* . The determination of the minimum sample size for this study uses Raosoft's sample size calculation using a *margin*. The *margin of error* is 5% and the *confidence level* is 95%. Therefore, the minimum sample size for this study was 323 participants.

2.3. Research Instruments

This research used a survey as the data collection method. The instrument used was a questionnaire, distributed through an *online platform* , Google Forms. The researcher chose this method because *online platforms* are considered more practical and efficient in reaching students across distances. The Google Form contained *informed consent* , respondents' initials or pseudonyms, student status, gender, faculty, study program, year of enrollment, and 29 items from the *Self-Reporting Questionnaire 29*.

The instrument used to measure the mental health of active students at University X in this study was *the Self-Reporting Questionnaire 29* (SRQ 29). This instrument has been translated into Indonesian by the Ministry of Health of the Republic of Indonesia and has been used to measure the mental health of the Indonesian population through the Basic Health Research program since 2007.

The Self-Reporting Questionnaire 29 contains 29 items to detect mental health problems including emotional mental disorders, addiction disorders, psychosis, and post-traumatic stress disorder (PTSD) that may have been bothering them during the last 30 days [10]. Respondents need to answer “Yes” if the questions in the measuring instrument match their condition during the last 30 days and answer “No” if the questions in the

measuring instrument do not match their condition during the last 30 days. This instrument is measured using the Guttman scale. Each "Yes" answer will be worth 1 point and "No" is worth 0 points, so the range of scores generated in this instrument is 0-29 total scores.

Respondents were indicated to have mental emotional disorders if they answered "Yes" for 6 or more points on questions 1-20. For addiction disorders, psychosis, and PTSD, they were indicated if they answered "Yes" for 1 point on questions 21, 22-24, and 25-29. The *cut-off score* was determined following the reference standards of the Ministry of Health of the Republic of Indonesia. The *blueprint of the Self-Reporting Questionnaire 29* scale used in this study can be seen in Table 1.

Table 1. Self Reporting Questionnaire Scale Blueprint 29

Category	Item	Score
Emotional Mental Disorders	1-20	> 6
Addiction (drugs)	21	1
Psychotic	22-24	1
PTSD	25-29	1

Researchers conducted a test using 50 respondent samples to measure the validity of this study. Validity testing resulted in a reproducibility coefficient (Kr) of 0.95 and a scalability coefficient (Ks) of 0.81 for the emotional mental disorder category (items 1-20). A Kr value of 0.92 and a Ks value of 0.84 for the psychotic disorder category (items 22-24). A Kr value of 0.92 and a Ks value of 0.84 for the PTSD disorder category (items 25-29). The reproducibility coefficient (Kr) value is declared acceptable or valid if it produces a value > 0.9 [11]. Meanwhile, the scalability coefficient (Ks) value is declared acceptable or valid if it produces a value > 0.6 [11].

Reliability testing was also conducted using 50 respondent samples and resulted in a Guttman Lambda2 (λ_2) score of 0.94. An instrument is said to be reliable if the reliability coefficient value is above 0.9 or close to 1 [12]. Thus, all items on the SRQ 29 scale are declared valid or able to measure mental health conditions accurately and reliably or able to measure mental health conditions consistently.

2. 4. Data Analysis

The data analysis of this study is in the form of descriptive analysis using data categorization created based on each indication category by using a *cut-off value* > 6 for the category of Mental Emotional Disorders and a *cut-off value* of 1 for the category of Addiction, Psychotic, and PTSD. The data categorization is presented in tabular form to determine the comparison between study programs and the year of the highest indication of certain disorders through the table frequency value. The score included in the data

categorization is the total score of respondents who indicated certain disorders.

3. Results and Discussion

3.1 . Research Data Categorization Results

The analysis process of this research used a total sample of 326 respondents. Descriptive statistical data processing was carried out using SPSS software version 25. The following research data categorization is presented to see the frequency of indications of mental health disorders in active students of University X as a whole. This categorization refers to the categorization of whether or not a mental health disorder is indicated using the *Self-Reporting Questionnaire 29*, which can be seen in Table 2.

Table 2. Categorization of Mental Health Conditions

Category	Frequency (n)	Percentage (%)
Indicated mental health disorders	260	79.75%
No indication of mental health disorders	66	20.25%

The categorization results indicate that the mental health conditions of active students at University X are mostly in the category of indicating mental health disorders (n=260; 79.75%). The next categorization related to the type of mental health disorder can be seen in more detail in Table 3.

Table 3. Categorization of Indications of Mental Health Disorders

Type of indication	Indication	Frequency (n)	Percentage (%)
Emotional Mental Disorders	Indicated	112	43%
Addiction (drugs)	Indicated	12	4.6%
Psychotic	Indicated	42	16%
PTSD	Indicated	144	55.3%

The categorization results above indicate that respondents may be indicated with more than one mental health disorder. Active students at University X were most frequently indicated with PTSD at 55.3% (n=144), followed by the highest percentage with indications of emotional mental disorders at 43% (n=112). The lowest percentage was indications of addiction disorders at 4.6% (n=12). The next categorization presented by gender and faculty can be seen in Table 4.

Table 4. Gender and Faculty Categorization

Demographics	GME (n)	Addiction (n)	Psychotic (n)	PTSD (n)
Gender				
Man	40	7	25	55
Woman	72	5	17	89
Faculty				
Faculty of Medicine and Health Sciences	24	1	14	34
FEB	22	2	10	30

Faculty of Technology	21	6	9	25
FPSI	39	3	7	46
FISH	6	-	2	9

The categorization results based on the demographic data above show that indications of PTSD disorders were most frequently found in the male (n=55) and female (n=89) gender groups. Based on faculty demographic data, it is known that the Faculty of Psychology is the faculty that dominates indications of emotional mental disorders (n=39) and PTSD disorders (n=46). Meanwhile, indications of psychotic disorders were most frequently seen in the Faculty of Medicine (n=14) and indications of addiction disorders were most frequently seen in the Faculty of Engineering and Computer Science (n=6). The next categorization presented by study program and year of enrollment can be seen in Table 5.

Table 5. Categorization of Study Programs and Year of Intake

Demographics	GME (n)	Addiction (n)	Psychotic (n)	PTSD (n)
Study program				
Medical	22	1	12	30
Optometry	2	-	2	4
Management	9	1	6	15
Accountancy	13	1	4	15
Electrical Engineering	1	-	-	-
Industrial Engineering	10	3	4	10
Civil Engineering	-	1	1	1
Informatics	1	2	1	6
Information Systems	10	-	3	9
Psychology	38	3	7	45
English literature	6	-	2	9
Class Year				
2020	12	1	3	18
2021	42	5	8	41
2022	15	2	8	21
2023	12	2	4	18
2024	31	2	19	46

The categorization results based on study program and year of intake above show that the Psychology study program is more likely to have emotional mental disorders (n=38), addiction disorders (n=3) and PTSD disorders (n=45). Meanwhile, indications of psychotic disorders are more likely to be indicated in the Medicine study program (n=12). Based on the year of intake, it is known that the year of intake with higher indications of emotional mental disorders (n=42) and addiction disorders (n=5) is the year of intake of 2021. Meanwhile, the year of intake with higher indications of psychotic disorders (n=19) and PTSD disorders (n=46) is the year of intake of 2024.

3.2 Discussion

Mental health disorders are health conditions that affect thoughts, feelings, behavior, or a combination of these,

and are characterized by distortions in cognition, emotional regulation, or individual behavior. Students are a vulnerable group experiencing mental health problems due to challenges or pressures during the adjustment period in college [5]. This study aims to determine the description of the mental health conditions of active students at University X. Thus, the results of this study are expected to be able to explain the description of the mental health conditions of active students at University X.

The results of this research analysis indicate that 79.7% of students (n=260) are indicated to have mental disorders. This finding means that students at University X tend to experience symptoms related to psychological disorders such as anxiety, depression, substance dependence, and others. In addition, the research analysis also found that students can be indicated to have more than one disorder, for example, student A is indicated to have PTSD and addiction disorders at the same time. Similar results were found in previous research which confirmed the indication of several mental health disorders in students at one time [13].

The source of the problem has a major influence on students' mental disorders such as the future (career and further education), adjustment and academic tasks, and health [14]. A major source of the problem will have an impact on a large physiological response, thus referring to an individual's vulnerability to various physical and psychological disorders [15]. This finding shows the importance of implementing mental health screening as a preventative measure. Previous research emphasized that mental health screening is very necessary to detect problems experienced by students and understand the dynamics of students in the learning process [16]. Thus, the results of the mental health condition screening analysis in this study can explain the symptoms and indicate mental health disorders experienced by active students at University X.

This study found four types of mental health disorders indicated in active students at University X: PTSD, emotional mental disorders, addiction (drugs), and psychosis. The analysis found that PTSD was the most common type of mental disorder indicated in University X students, at 55.3% (n=144). This indicates that students tend to experience symptoms such as difficulty understanding or expressing their feelings and feeling disturbed in situations that remind them of certain events.

The high risk of students experiencing PTSD is triggered by traumatic experiences or perceived psychological stress such as threats, activity disruptions, economic instability, or the loss of loved ones [17]. Other studies have also found that changing learning methods from *online* to *offline* is one of the triggers for post-pandemic mental disorders [18]. This finding is related to previous research that individuals with PTSD disorders will have an impact on their personal, social,

and academic functioning [6], [19]. This latest research indicates an urgent need for PTSD disorder interventions in students at University X. Thus, universities can provide adequate psychological support and encourage a supportive environment for students such as regular counseling, psychological therapy (*Cognitive Behavior Therapy*), and support from peers or lecturers [19], [20].

This research analysis also found that emotional mental disorders (EMD) were a type of mental disorder that was quite frequently indicated among students at University X, at 43% (n=112). This indicates that students tend to feel anxious, tense, or worried and feel easily tired. Previous research has found that environmental conditions are a major factor triggering EMD such as anxiety and depression [21]. This finding is related to post-pandemic conditions that make students vulnerable to EMD [22]. This condition encourages students to re-adapt to the learning process and social relationships.

In addition, it was also found that academic demands affect the psychological condition of students such as decreased social interest and disturbed sleep patterns, which can refer to emotional mental disorders in students [22]. This latest research indicates a need for GME interventions in students at University X. Thus, the findings of this study can be used by universities as a consideration in making new breakthroughs that support the needs and adaptability of students such as education to recognize the symptoms of GME and the availability of regular monitoring of student conditions [23].

Another indication of mental health disorders found in this study was psychotic disorders, at 16% (n=42). This indicates that students tend to feel that there are unusual things in their minds and have heard voices that others cannot hear. Previous research has found that psychotic disorders are closely related to traumatic experiences experienced since childhood, such as authoritarian parenting, violence, neglect, abuse, and bullying [24].

Traumatic experiences are situations that can shake a person and affect them physically and psychologically. Conditions that arise continuously can increase the vulnerability of students as young adults to mental health disorders such as stress, anxiety or depression, leading to psychotic disorders [25]. Psychotic conditions or symptoms that are not treated immediately will develop further in a negative direction, such as the formation of chronic psychotic disorders [24]. This latest research indicates a risk of students at University X experiencing psychotic disorders. Thus, the university can implement early intervention for students through training in expressing feelings or emotions such as *expressive writing therapy* and group therapy to develop students' social skills [26], [27].

The results of this study found that addiction disorders were the type of mental health disorder least indicated

in students at University X, namely 3.6% (n=12). This indicates that there are students who drink more alcohol than usual or have a tendency to use psychoactive substances such as drugs. Students are individuals who are in the transition period from late adolescence to early adulthood [28]. This condition makes students very vulnerable to high-risk behaviors such as smoking, consuming alcohol, and drug abuse.

The National Narcotics Agency survey showed an increase in the prevalence rate in the 15 to 24 year age group of 1.73% or equivalent to 3.3 million Indonesians. The impacts of drug use include health, social, and economic problems such as decreased performance, mood swings to experiencing mental disorders [29]. The increase in addiction disorders in students tends to be based on curiosity, the intention to keep up with the times, and following groups or their surroundings. This latest research indicates a risk of students at University X experiencing addiction disorders. Thus, universities can build a supportive environment as a preventive measure such as increasing student awareness and knowledge regarding the threats or dangers of drug abuse through university campaigns [29].

Research analysis reviewed based on gender categories found that male and female students were equally likely to have PTSD (n=55; n=89). This finding aligns with previous research that found that PTSD was predominantly indicated by female respondents [30]. Women are more susceptible to psychological disorders such as anxiety and depression, compared to men [31]. This is influenced by the hormone estrogen, which is found more in women and is known to be involved in determining *mood*, so women tend to be sensitive and more active in experiencing emotions.

On the other hand, this finding is less appropriate for the male group. Previous research found that the male group was most often indicated by addiction disorders or psychoactive substances [32]. This is influenced by high stress risk factors so that they tend to choose addictive substances to help cope with stress. This latest research indicates a high risk of PTSD disorders in male and female students at University X. Thus, universities can provide psychological support for students, such as *support groups* to create a safe space for students to express their feelings [33].

Research analysis reviewed by study program category found that students in the Psychology study program dominated indications of mental health disorders, including emotional mental disorders (n=38), addiction disorders (n=3), and PTSD (n=45). Previous research found that Psychology students tend to be hampered in accessing appropriate professional mental health care [8]. This is because Psychology students tend to seek informal help, such as advice from those closest to them, regarding their mental health care.

In addition, it was also found that Psychology students tend to *self-diagnose* based on the understanding and

experiences learned in the academic environment [34]. Most Psychology students will be faced with learning related to abnormal behavior and psychopathological aspects, thus encouraging students to have a tendency to adjust these characteristics and diagnose themselves with certain mental disorders. Thus, this latest research indicates a high risk of students at the Faculty of Psychology, University X, experiencing various mental health disorders.

Research analysis reviewed by year category found that students in the 2021 intake were most likely to have emotional mental disorders (n=42) and addiction disorders (n=5). In the 2024/2025 academic year, students in the 2021 intake are final year students who are required to complete their final assignments. Final year students tend to face several obstacles in the process of completing their final assignments, such as determining topics for searching for references, determining samples and measuring instruments, short research time, repeated revisions, short guidance sessions, and slow responses from supervisors [35]. These obstacles are the main triggers for the decline in psychological well-being of final year students, making them vulnerable to stress.

Previous research results found that final year students, especially students who are working on their thesis, have a moderate stress level of 77% [36]. Students who are unable to manage stress and pressure well will tend to potentially experience ongoing mental disorders such as anxiety and depression [37]. Thus, this latest research indicates a high risk of final year students at University X experiencing emotional mental disorders and addiction disorders.

In addition, it was also found that students in the class of 2024 were most likely to have psychotic disorders (n=19) and PTSD (n=46). In the 2024/2025 academic year, students in the class of 2024 were new students. Previous research explains that the transition from high school to college will put a lot of pressure on students, so that this pressure often becomes a trigger for stress for new students [38]. The pressures in question include adapting to a new environment, new social circles or new academic demands, facing a new learning system, facing the demands of assignments and meeting personal or parental expectations. Mental health disorders can be triggered by conditions or circumstances in an individual's life that are full of stress, until they eventually develop and affect their mental health [38]. Thus, this latest research indicates a high risk of new students at University X experiencing psychotic disorders and PTSD.

Based on the discussion that has been done, it can be concluded that this study is able to provide an in-depth picture of the mental health condition of active students of University X. This study shows that active students of University X have psychological symptoms that lead to four types of indications of disorders, namely PTSD,

emotional mental disorders, psychotic disorders and addiction disorders. However, the researcher is aware of the limitations in this study, namely that it cannot represent the picture of the mental health condition of students of University X as a whole. This is because the sample of this study has not been able to be collected comprehensively and balanced in each study program. In addition, the sample collected in this study is more dominant to one faculty, namely the Faculty of Psychology.

This study was unable to explain in detail the factors that influence the indication of mental disorders in students. Therefore, further research is expected to identify and explore more deeply the factors that influence the indication of mental health disorders experienced by students. This study has implications for the implementation of mental health screening at University X which is implemented periodically so that the university can continuously monitor the condition of student mental health and can intervene early. Furthermore, the implications of this study also refer to the implementation of interventions appropriate to the condition of student mental health, such as the provision of psychological support through psychoeducation or counseling regarding the importance of recognizing the symptoms of mental health disorders and seeking mental health assistance. This study also has implications for increasing student *awareness regarding their mental health conditions*.

4. Conclusion

The results of this research analysis indicate that active students at University X experience psychological symptoms that indicate four types of disorders, namely PTSD, emotional mental disorders, psychotic disorders, and addiction disorders. The results of this study also found that male and female students are equally at high risk of experiencing PTSD disorders. The results of the study, reviewed by faculty and study program, found that students from the Faculty of Psychology are at high risk of experiencing mental disorders. The results of this study also found that students in the class of 2021 who are final students are at high risk of experiencing emotional mental disorders and addiction disorders, while students in the class of 2024 who are new students are at high risk of experiencing psychotic disorders and PTSD disorders. Thus, the findings of this study indicate that students at University X are a vulnerable group for experiencing mental health disorders.

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