

The Role of Communication in Improving the Mental Health of Madrasah Ibtidaiyah Students

Muhamad Hanif Fuadi^{1*}, Frista Fitriany Ramadhanita², Ah. Khairul Wafa³

¹Institut Nahdlatul Ulama Tasikmalaya, Indonesia

²Sekolah Tinggi Agama Islam Al-Jawami Bandung, Indonesia

³Sekolah Tinggi Ilmu Dakwah Sirnarasa, Indonesia

Email: ¹⁾ fuadi9070@email.com, ²⁾ fristai28@email.com, ³⁾ wafa@stidsirnarasa.ac.id

Received:	Revised:	Accepted:	Online:
December 09, 2024	December 30, 2024	January 10, 2025	January 14, 2025

Abstract

This study aims to analyze the role of communication in improving the mental health of Madrasah Ibtidaiyah Cahaya Cimahi students. The focus of this study includes communication strategies carried out by teachers and parents in supporting students' mental health, as well as the impact of effective communication on students' emotional and mental well-being, including the reduction of stress, anxiety, and depression. In addition, this study identifies the role of various parties (teachers, parents, and peers) in creating a communication environment that supports mental health, as well as school programs or initiatives that have been implemented. The results of the study show that directed and supportive communication has a significant impact on improving students' mental health.

Keywords: Communication, Mental Health, Students, Teachers, Parents, Madrasah Ibtidaiyah

1. Introduction

Mental health is an important aspect in supporting student development, especially in the school environment. Madrasah Ibtidaiyah Cahaya Cimahi as a basic education institution has an important role in shaping the mental welfare of students. Communication between teachers, parents, and students plays a central role in creating an environment that supports mental health. Students at the primary school level often experience a variety of emotional and mental challenges, including stress due to academic and social demands. The mental health of primary school students is an important concern in modern education due to the increasing academic and social pressures that affect children's emotional well-being. Primary school is a place where social and educational interaction takes place intensively, and communication between teachers, parents, and students plays an important role in shaping students' mental state.

Primary school is essential for socio-emotional learning, where positive peer interaction contributes to emotional regulation and prosocial behavior, essential for mental health (Pervez & Galea, 2024). Educational social contacts in families, schools, and communities shape character and social skills, reinforcing the importance of these interactions in child development (Bustomi et al., 2024). Poor or unsupportive communication is often a contributing factor to increased anxiety, stress, and depression among students. Learning should use therapeutic communication techniques to recognize and address students' mental health problems, thereby improving academic outcomes (Tyson & Beck, 2021).



A student's mental well-being is affected by many factors, including how parents and teachers communicate with them. An effective communication approach not only helps students feel supported, but also reduces levels of anxiety, stress, and potential depression. As mental health issues develop in the educational environment, it is important to research further about how communication can affect students' mental conditions, especially in madrasas. Madrasah Ibtidaiyah Cahaya Cimahi, as an Islamic-based basic education institution, has a great responsibility in shaping the mental well-being of its students through an effective and empathetic communication approach.

The madrasah faces challenges in creating an environment that supports mental health, given that students often experience various emotional stresses at this stage of development. Schools should adopt a whole-school approach that integrates mental health awareness into the curriculum and promotes well-being alongside academic achievement. Addressing social dynamics, bullying, and other external pressures is essential to foster a supportive environment (Flynn, 2023). While these challenges are significant, some argue that increased awareness of mental health issues in educational settings could lead to stronger support systems and proactive actions in the future. This evolving landscape can ultimately improve student resilience and well-being. Therefore, research is needed that focuses on communication strategies applied by teachers and parents in an effort to support students' mental health.

This study aims to: 1) Analyze communication strategies carried out by teachers and parents to support students' mental health; 2) Examine how effective communication can affect students' emotional and mental well-being, including the reduction of stress, anxiety, and depression; 3) Examine the role of various parties (teachers, parents, and peers) in creating a communication environment that supports mental health; and 4) Identify programs or initiatives implemented in schools to improve communication and their impact on students' mental health.

This research is important because of the growing issue of mental health in the educational environment. In this modern era, schools are not only a place to improve academic knowledge, but also become a center for character formation and mental well-being of students. Schools serve as the primary environment for socialization, making them essential for early mental health interventions (Cenedesi et al., 2024). Implementing mental health programs, such as counseling and peer mentoring, has been shown to improve student well-being and academic performance. Positive school culture is significantly correlated with improved mental health outcomes, which in turn improves academic success (Nawaz et al., 2024).

Good communication between teachers, students, and parents is an effort to promote better mental health, as well as prevent various psychological disorders that are common to children of primary school age. It is also worth considering, although supportive communication is very important, some students may still experience mental health challenges due to external factors such as socioeconomic status or systemic issues, which can complicate the effectiveness of communication alone (Agyapong et al., 2023). Thus, the results of this study are expected to provide strategic recommendations to schools and parents in creating a communication environment that is more conducive to students' mental health.

This research is based on several theories, including: *First*, Communication Theory in Education. Communication theory in the context of education emphasizes the importance of interaction between teachers, students, and parents in creating a learning environment that supports students' mental well-being. Communication between students and teachers based on empathy and trust can help students manage stress and reduce anxiety, especially in a school environment full of academic pressure. Communication in education emphasizes the importance of interaction between teachers, students, and parents in creating a conducive learning environment. Effective communication helps facilitate the

learning process and supports students' mental health. When communication goes well, students feel more motivated, confident, and better able to manage emotional stress.

Second, the influence of communication on students' mental health. Healthy communication relationships between students, teachers, and parents have been proven to be able to affect students' mental well-being. Children who feel supported by their parents and teachers, tend to show better emotional well-being and have a lower risk of experiencing stress and anxiety. Students who have access to emotional support through open communication with adults tend to be better able to manage academic and social pressure. Effective communication between parents and adolescents is essential for identity formation and emotional regulation. Open discussion helps adolescents develop critical thinking and problem-solving skills, which are essential for managing academic pressure (Subhasree & Saranya, 2024).

Previous research has shown that healthy interactions between teachers and students can lower stress and anxiety levels in students. For example, students who get emotional support from teachers tend to have better mental well-being. Dedicated emotional support, especially during a crisis, fosters a sense of connection and well-being among students, which is critical to their academic success (Scheepers & Berg, 2022). A comprehensive mental health support system in schools can reduce stress and promote adaptive coping strategies (Kim, 2024). In addition, a harmonious relationship between students and parents through open communication is also an important key in preventing mental health disorders (Smith & Murray, 2021: 78).

Third, the Role of Peers, Parents and Teachers. Peers also play an important role in supporting students' mental health. Based on one study, positive interactions between students and peers can provide space for them to share personal problems, thereby reducing feelings of isolation and increasing a sense of social attachment. A study found a significant link between the school's social environment and students' mental health, highlighting that supportive peer relationships can boost self-confidence and reduce anxiety (Cahyadi et al., 2024).

Good communication among peers can help students feel more supported in facing the emotional challenges they face in school. The relationship between parent, teacher, and student communication is essential for students' emotional well-being. Good communication between parents and children allows children to feel emotionally supported, thereby reducing the potential for stress and anxiety. Teachers who are able to establish empathetic communication can also serve as a source of emotional support for students who are experiencing academic or social stress. Most previous studies have focused on the role of individual teachers or parents in supporting students' mental health, but there are still limited studies that examine collaboration between teachers, parents, and peers in forming a supportive communication environment. The study highlights the holistic interaction between the three parties in creating all-round support for students' mental well-being.

In addition, the study identifies specific initiatives within Madrasah Ibtidaiyah Cahaya Cimahi that aim to improve communication, a context that is still rarely researched, especially in faith-based schools. The main question to be answered in this study is: How can the role of communication carried out by teachers, parents, and peers affect the mental health of students at Madrasah Ibtidaiyah Cahaya Cimahi? The object of investigation was the communication strategies implemented by these parties and their impact on the mental well-being of students, including the reduction of stress, anxiety, and depression. The study also explores school initiatives in improving mental health through a more personalized and effective communication approach.

This study uses a qualitative approach with a case study method. Data collection was carried out through in-depth interviews with teachers, parents, and students, as well as direct observation at Madrasah Ibtidaiyah Cahaya Cimahi. The data obtained were analyzed thematically to identify

communication patterns and their impact on students' mental health. The main focus of this method is to deeply understand individual and group experiences in the context of madrasah education, as well as to explore how communication can support or hinder students' mental health.

2. Literature Review

Some literature confirms that effective communication between teachers, students, and parents, coupled with social support from peers and school counseling programs, is an important strategy in supporting students' mental health. Madrasah Ibtidaiyah Cahaya Cimahi provides a concrete example of how good communication can reduce academic and social pressure, while improving students' emotional well-being. Mental health is an essential component in supporting student development, especially at the elementary level such as Madrasah Ibtidaiyah. This study highlights the importance of effective communication between teachers, parents, and students in supporting students' mental well-being. In this context, communication not only serves as a medium to convey information but also as a tool to create a supportive emotional environment.

2.1. Communication Theory in Education

Communication in education is often understood through the interaction that occurs between teachers, students, and parents. Empathy and trust-based interactions have been proven to help students manage stress and reduce anxiety, especially in an academically stressful school environment. According to Braun and Clarke (2019), a thematic analysis of communication in education reveals that healthy interactions between students and teachers contribute to the achievement of better mental health. Communication in education plays an important role in creating an environment that supports students' emotional and mental development. In the field, the relationships established between teachers, students, and parents show that communication based on empathy and trust can help students cope with academic pressure, which is often a source of stress and anxiety. This can be seen from the approach applied by teachers at Madrasah Ibtidaiyah Cahaya Cimahi, where communication is carried out dialogically and personally. Teachers create a comfortable atmosphere for students to express their feelings, thus building a sense of security in the relationship.

Braun and Clarke (2019) emphasize that healthy interactions between students and teachers, colored by empathy and emotional support, contribute significantly to the achievement of better mental health. In the field context, teachers who use this approach are able to help students manage stress due to schoolwork. For example, a student at Madrasah Ibtidaiyah Cahaya Cimahi revealed that the emotional support from his teachers, in the form of special attention to the difficulties faced, helped reduce his anxiety in understanding the subject matter. The application of interpersonal communication theory is also relevant in this situation, where two-way interaction between teachers and students fosters a deep sense of trust.

Teachers who act as supervisors, not just teachers, create a more conducive learning climate. This not only helps students understand the lesson but also strengthens their ability to face emotional challenges. Empathy in educational communication is at the core of this approach. When teachers listen to students attentively and provide supportive feedback, students feel valued and motivated to improve. The case study at Madrasah Ibtidaiyah Cahaya Cimahi reinforces Braun and Clarke's view that healthy communication has a direct impact on students' mental well-being. This communication model deserves to be widely adopted in educational settings to create a more emotionally resilient generation.

2.2. The Influence of Communication on Mental Health

Healthy communication relationships have a significant influence on students' mental health. Students who feel supported by parents and teachers show better emotional well-being. Tyson and Beck (2021) emphasize that therapeutic communication approaches can improve academic outcomes by helping students cope with their mental health issues. Communication between students, especially support from peers, has a significant influence on their mental health. In the field, positive interactions between students are seen to be able to reduce the sense of alienation that often arises due to academic and social pressure. For example, at Madrasah Ibtidaiyah Cahaya Cimahi, students report that sharing experiences with peers helps them feel more understood and accepted. When a student faces challenges, such as difficulty completing assignments or facing exam pressure, they often seek emotional support from their peers.

Research by Ryan and Deci (2020) confirms that strong social relationships with peers serve as a buffer against stress. In Madrasahs, students who had a close group of friends showed lower levels of anxiety. They feel more confident in facing challenges because of the sense of connectedness that is woven into their social interactions. In addition, peer support also creates a mutually supportive environment for learning. For example, through group work or informal discussions, students find it easier to understand the subject matter. This condition reduces individual pressure while building collective confidence. Based on observations, open and supportive communication between students not only improves their emotional well-being, but also strengthens a sense of community. This peer support model is important to be implemented as part of the school's strategy in building students' mental health.

2.3. Communication between Parents, Teachers, and Peers

The role of communication is not only limited to teachers and parents. Peers also play a crucial role. Supportive interactions between students can reduce social isolation and increase a sense of social attachment. Research by Ryan and Deci (2020) confirms that peer support helps students cope with academic pressure. Peers have a very important role in supporting students' mental health, especially in reducing social isolation and building a sense of social attachment. In the field, this is evident in Madrasah Ibtidaiyah Cahaya Cimahi, where interaction between students is a significant source of emotional support. For example, students who feel pressured by academic burdens often get moral support from peers through casual conversations or group discussions. This support helps them feel more heard and understood, thus reducing the anxiety they feel.

Research by Ryan and Deci (2020) supports these findings by affirming that positive social relationships with peers can be a buffer against academic stress. In madrasahs, students who have strong relationships with peers are more confident in facing challenges, both academic and social. For example, students who are active in study groups report feeling more comfortable sharing difficulties, as well as getting solutions from their peers. This kind of interaction creates a sense of social connectedness that is important in building mental well-being. In this supportive environment, students not only feel welcome but also have space to share experiences and learn from each other. Therefore, encouraging positive communication between students is an important strategy for schools in creating an emotionally healthy environment.

2.4. School Programs and Initiatives and Challenges in Improving Mental Health

Madrasah Ibtidaiyah Cahaya Cimahi has implemented individual and group counseling programs as part of efforts to support students' mental health. This approach allows students to share their emotional experiences in a safe and supportive environment. Research shows that programs like this can reduce anxiety and increase motivation to learn.

At Madrasah Ibtidaiyah Cahaya Cimahi, individual and group counseling programs have become one of the main efforts in supporting students' mental health. The program is designed to create an environment where students feel safe to share their emotional experiences. Individual counseling provides students with the opportunity to discuss personal issues in more depth, while group counseling allows them to share experiences with peers facing similar challenges. Interviews with several students showed that these counseling sessions helped them feel more emotionally supported and reduced the level of anxiety felt due to academic stress.

Previous research also supports the effectiveness of this approach. Empathic communication-based counseling programs, as outlined by Greenberg and Paivio (1985), help students identify and manage their negative emotions, ultimately improving emotional well-being. In the context of madrasas, this approach has proven relevant, given the need for students to balance academic pressure and religious values in their daily lives. The program also contributes to increased motivation to learn, where students who feel more emotionally stable tend to be more motivated in facing academic challenges.

The program not only provides individual support but also strengthens social relationships among students. Group counseling creates a space for students to support each other, which ultimately strengthens a sense of community and reduces social isolation. This approach shows that personalized communication-based interventions can be an effective model in creating a more emotionally healthy learning environment.

Although effective communication has proven to have a positive impact, there are challenges faced, such as differences in socioeconomic status and lack of resources in some madrasas. Agyapong et al. (2023) noted that external factors like this can reduce the effectiveness of communication in supporting students' mental health. Although the counseling and communication program is effective in having a positive impact, several challenges are still faced in its implementation. One of the main challenges is the difference in socioeconomic status among students. In the field, it was found that students from economically disadvantaged backgrounds often face additional stresses that affect their mental health. For example, financial limitations make it difficult for some students to access support resources such as supplementary books or convenient learning facilities.

In addition, the lack of resources in several madrasas is also an obstacle. Agyapong et al. (2023) noted that the success of mental health programs is greatly influenced by the availability of resources such as trained counselors and support facilities. At Madrasah Ibtidaiyah Cahaya Cimahi, although the counseling program has been implemented, the limited number of counselors is an obstacle to reaching all students in need. Other external factors, such as pressure from an unsupportive social or cultural environment, can also reduce the effectiveness of communication in supporting mental health. For example, in some cases, students feel reluctant to talk about their personal problems because of the stigma attached to mental health issues in the surrounding environment. Therefore, a holistic approach is needed that not only focuses on communication in schools but also engages families and communities to create more holistic support.

3. Methods

This study uses a qualitative method with a case study approach. Data were collected through in-depth interviews with teachers, parents, and students at Madrasah Ibtidaiyah Cahaya Cimahi. Participatory observation was also carried out to get an idea of the communication patterns that occur in the school environment. The data analysis was carried out thematically, focusing on aspects of communication related to students' mental health.

3.1. Objects, Sampling Methods and Instrumentation

The object of this research consists of teachers, parents, and students at Madrasah Ibtidaiyah Cahaya Cimahi. The focus of the research is on participants who are directly involved in the communication process in schools, especially those related to students' mental health. The use of purposive sampling allows researchers to select individuals based on certain criteria that are considered to provide the most powerful insights related to the research topic (Etikan, Musa, and Alkassim, 2016: 2). In the context of this study, the criteria used are the active involvement of teachers and parents in supporting students' mental health through communication, as well as students who are considered vulnerable to emotional or mental problems. The sample involved 10 teachers, 15 parents, and 20 students, which were taken based on recommendations from school principals and school counselors.

The main tools used in this study are semi-structured interview guidelines and field notes during participatory observation. Semi-structured interviews allow researchers to deeply explore participants' experiences and views, while also providing the flexibility to follow the flow of discussion that arises during the interview. The interview questions are designed to explore communication patterns between teachers, students, and parents and their impact on students' mental well-being. Participatory observation is carried out by participating in activities at school for 1 month to observe direct interaction between teachers and students, as well as between students and their peers. Field notes are taken to capture the verbal and non-verbal aspects of communication that take place in the classroom and the school's social environment. The use of observation in qualitative case studies to strengthen understanding of the context of interaction (Yin, 2018: 121).

3.2. Research Procedure and Data Analysis

This research was carried out in three stages: data collection, data analysis, and reporting of results. The first stage, data collection, lasts for 2 months. The interviews were conducted in the school environment and the participants' homes, each with a duration of 45 minutes to 1 hour. Observations were carried out continuously for a month, during which researchers were present at the school three times a week to observe interactions in and out of the classroom. The second stage, data analysis is carried out using a thematic approach. Interview data and field notes were analysed to identify key themes related to communication and mental health. The importance of a thematic approach in qualitative research to identify important patterns in data relevant to the research objectives (Braun and Clarke, 2019: 97). The third stage, reporting the results of the study takes 1 month, where the researcher formulates the findings in narrative form and connects them with related literature.

The data collected were analyzed using a thematic approach (Braun and Clarke, 2019: 98). This analysis involves several steps: Initial coding is done by rereading interview transcripts and field notes in depth to identify relevant segments to the research question. Theme grouping is carried out based on the codes that have been identified, focusing on themes related to communication patterns, emotional support, and the impact of communication on students' mental health. The analysis of the relationship between themes was carried out to understand how different aspects of communication are interrelated in supporting or hindering students' mental well-being. This thematic approach was chosen because of its flexibility in capturing the complexities of social interaction and communication in educational contexts, as well as its ability to produce a deep and nuanced analysis of individual experiences (Braun & Clarke, 2019: 100).

3.3. Data Processing Technique

The data of this research was processed by the triangulation technique of data sources. Triangulation was carried out by comparing the results of interviews with teachers, parents, and students, and matching them with findings from participatory observations. Triangulation can increase

the internal validity of qualitative research by checking consistency between data sources (Yin, 2018: 129). In addition, member checking is used to process the results of the interview, where the transcript of the interview is returned to the participant to ensure that their views have been accurately represented. This action supports the reliability and reliability of the research results (Creswell & Poth, 2018: 253). The case study approach used in this study is adapted from the case study model which emphasizes the importance of using various data sources to obtain a comprehensive understanding of the phenomenon being studied (Yin, 2018: 39). Yin also underlines that case studies are suitable for use when researchers want to understand 'how' and 'why' a phenomenon occurs in a complex real-life context (Yin, 2018: 40).

Case study research is often confronted with challenges related to generalization, but emphasizes that the main purpose of case studies is to deepen understanding of specific contexts (Yin, 2018: 132). The study was also limited to one educational institution, so the results may not apply to other madrasahs with different social and cultural conditions. However, this limitation is offset by the depth of analysis resulting from the thematic approach applied.

4. Results and Discussion

4.1. Research Results

Students' mental health has become a major concern in educational settings, especially at the primary school level, where students begin to face a range of emotional and social challenges that have the potential to interfere with their well-being. Madrasah Ibtidaiyah Cahaya Cimahi, as one of the basic education institutions, has an important role in shaping an environment that supports students' mental health. Communication between teachers, parents, and students is considered one of the key elements in creating an environment conducive to healthy emotional development. In this context, communication strategies implemented by teachers and parents have a great impact on students' mental well-being.

Teachers at Madrasah Ibtidaiyah Cahaya Cimahi use a dialogical and personal approach in interacting with students, which allows for the creation of a more open and comfortable relationship for students to express their feelings. Meanwhile, parents are also trying to build more open and responsive communication to the academic and social pressures faced by their children. This is in line with research that shows that effective communication can help reduce stress and anxiety levels in students. Not only teachers and parents, peers also play an important role in supporting students' mental health.

Positive relationships with peers can be a source of emotional support and help students cope with the pressures they feel at school. In addition, school programs need to be specifically designed to support mental health, such as individual and group counseling, have shown a positive impact on reducing anxiety and increasing student motivation to learn. The above description can be categorized into several study entities according to the facts in the field and the relationship with previous research, and is contained in the following table:

Table 2. Comparison of Studies

Types of Comparison	Description	Comparison Examples
1. Teacher vs. Parents	Compare the way teachers and parents communicate with students.	Teachers use more formal communication, while parents use informal communication.
2. Communication Impact	Analyze the impact of each type of communication on students' mental health.	Informal communication from parents increases students' confidence compared to teachers.
3. Supported Students vs. Not	Compare the emotional experiences of students who get good communication support with those who don't.	Students who receive support have lower levels of stress and anxiety.
4. Different School Environment	Compare communication patterns in different schools with different approaches.	The communication pattern at Madrasah Ibtidaiyah Cahaya Cimahi focuses more on emotional support than other schools.
5. Social & Cultural Context	Analyze how social and cultural contexts affect communication and its impact on mental health.	In Madrasah Ibtidaiyah, communication is more influenced by religious values than public schools.

This table supports a description of thematic coding steps and various qualitative comparisons in the context of communication research on student mental health. Through this research, it is important to further understand how communication between teachers, parents, and peers can contribute to improving students' mental health, as well as evaluate the effectiveness of programs that have been implemented in schools. Several conditions are the subject of special review in this study, including:

4.1.1. Communication Strategies Carried Out by Teachers and Parents

Teachers and parents at Madrasah Ibtidaiyah Cahaya Cimahi have implemented various communication strategies to support students' mental health. Teachers more often use a dialogical and personal approach with students, which allows students to feel more comfortable communicating the problems they are facing. Parents, on the other hand, are trying to be more open in communication with their children regarding the academic and social pressures that students experience. In an effort to support students' mental health, teachers and parents at Madrasah Ibtidaiyah Cahaya Cimahi have adopted various communication strategies that are tailored to the emotional and psychological needs of students.

One of the approaches applied by teachers is a dialogical and personal communication method. This approach provides space for students to express their feelings and problems in a safe and supportive environment. Students who feel heard and understood by teachers tend to have lower levels of anxiety and are better able to cope with academic pressure. In interviews with several teachers at Madrasah Ibtidaiyah Cahaya Cimahi, they stated that this dialogical approach is carried out individually, especially when students are seen showing signs of stress or emotional exhaustion. Teachers strive to create a closer relationship with students, not only as teachers, but also as mentors who understand students' emotional needs. This communication is more often done informally outside of school hours, such as during recess or after school, when students are more relaxed and open to talking about the problems they are facing.

On the other hand, parents also have an important role in supporting their children's mental health through communication. The results of interviews with several parents of students revealed that many of them are becoming more aware of the importance of mental health in their children's academic development. Parents at Madrasah Ibtidaiyah Cahaya Cimahi actively seek to build open communication with their children, especially regarding academic and social pressures. They realize that their children often face the pressure of academic demands, as well as challenging social interactions, especially at primary school age. As parents become more aware of mental health issues, they are trying to create spaces in the home where children feel comfortable talking honestly about their feelings.

Facts show that these communication strategies implemented by teachers and parents have a direct impact on students' mental health. According to a report from the World Health Organization (WHO) in 2020, the prevalence of anxiety disorders in primary school-age children has increased in recent decades, with the main causes being academic and social pressure. This fact is reinforced by data from the Indonesian Ministry of Education and Culture, which shows that students with good communication support from the family and school environment have lower levels of anxiety compared to students who do not receive such support.

Students who receive good communication support from the family and school environment tend to experience lower levels of anxiety compared to those who do not have such support. Research shows that open and supportive communication in the family significantly reduces stress levels in adolescents (Rakhmaniar, 2023).

In addition, supportive communication in academic settings has been associated with improved psychological well-being, buffering against academic stress (Aloia & McTigue, 2019). In addition, the family and school environment is essential in the development of social anxiety disorder, with poor relationships and lack of support being significant risk factors (Bracik et al., 2012). At Madrasah Ibtidaiyah Cahaya Cimahi, the results of observations and interviews showed a significant decrease in the level of anxiety and stress of students after the implementation of dialogical and personal communication by teachers and open communication by parents. One student, for example, revealed that after talking to the teacher about his difficulty in understanding the subject matter, he felt calmer and motivated to learn. Student experience is a reference that effective communication can help lower the level of academic anxiety in students.

Furthermore, data from interviews with parents showed that when communication at home was more open, children tended to share stories about the problems they faced at school, both academically and socially. Parents who are actively involved in their children's lives have a positive influence in reducing the mental burden of children, especially in the face of social pressure in the school environment. Interpersonal communication theory is the main foundation in the implementation of communication strategies carried out by teachers and parents at Madrasah Ibtidaiyah Cahaya Cimahi. According to this theory, communication that occurs in a bidirectional, open, and personal manner can strengthen the emotional connection between individuals, in this case between teachers and students and between parents and children.

Interpersonal communication, which emphasizes dialogue and empathy, provides students with a sense of acceptance and understanding, which is an important factor in supporting their mental health. Positive feedback from peers and teachers can significantly improve students' mental health, as it encourages open communication and reduces stigma (Aisyah & Maryani, 2024). Interpersonal communication theory is also relevant in understanding how empathetic interaction and support from teachers and parents can reduce the potential for mental disorders in students. Interpersonal communication involving empathy, attention, and emotional support plays an important role in

maintaining an individual's mental balance, especially in dealing with stressful situations. Empathy has been shown to positively influence stress mindsets among healthcare workers, facilitating self-disclosure and social support, which is essential for coping with stress (Wu, et al., 2024). This suggests that empathic interactions can help individuals reframe their perceptions of stress, leading to better mental health outcomes.

4.1.2. The Impact of Effective Communication on Students' Mental Well-Being

Effective communication, both at home and at school, has a positive impact on students' mental health. In some cases, students who experience high schoolwork-related anxiety report a decrease in stress after receiving emotional support from teachers and parents. Effective communication between teachers and students fosters a safe environment, promoting mental well-being (Sabrifha & Darmawati, 2022). Emotional support from teachers and parents plays an important role in reducing school-related anxiety among students. Research shows that positive interpersonal relationships significantly contribute to reducing anxiety levels, fostering a supportive environment that improves students' mental health.

This shows that proper communication can be an important instrument in reducing the potential for mental disorders in students. Effective communication between teachers, parents, and students plays an important role in supporting students' mental health, both at home and at school. Open and supportive communication can reduce the emotional stress that students experience, especially those related to academic burdens and social issues. As supportive communication is beneficial, some students may still experience significant emotional distress due to external pressures, such as high expectations and a competitive environment, which can mask the positive effects of interpersonal support (Guo, 2024). At Madrasah Ibtidaiyah Cahaya Cimahi, the role of effective communication is evident in reducing students' anxiety levels after they receive emotional support from teachers and parents.

Supportive social relationships help students manage stress effectively, as evidenced by a study that showed that emotional closeness and interpersonal emotional regulation positively influenced students' influence during exam periods. Students who used interpersonal emotion regulation strategies reported fewer negative influences before exams, suggesting that supportive communication can withstand academic stress (Escobar, 2023).

Several studies show that effective communication is one of the main factors in maintaining students' mental well-being. For example, a survey conducted by the Indonesian Ministry of Education and Culture (2021) found that around 60% of students experienced a decrease in anxiety levels after receiving support from teachers and parents through good communication. This emphasizes the importance of the role of these two parties in providing stable emotional support for students. Strong communication between teachers, students, and parents can help reduce symptoms of stress and anxiety, especially in the face of academic demands.

The results of interviews with several students at Madrasah Ibtidaiyah Cahaya Cimahi showed that after they had the opportunity to talk to teachers about the problems they faced at school, their anxiety levels decreased. One student revealed that teachers at school often provide guidance not only in academics, but also support them emotionally when they feel stressed with schoolwork. These findings emphasize the importance of open communication between students and teachers in supporting students' mental health. Open communication gives students the opportunity to express their feelings and build a strong emotional connection with teachers. This can create a safer and more supportive environment, where students feel heard and understood, which can reduce the potential for more serious mental health problems.

The positive impact of effective communication on students' mental health can be explained through interpersonal communication theory. This theory states that positive interpersonal relationships, characterized by emotional support and open communication, can improve a person's mental well-being. Interpersonal communication as an effort involving empathy, attention, and emotional support helps individuals feel calmer and supported in the face of stress. Emotional support is essential for vulnerable populations, such as children left behind, where it compensates for family absences and reduces interpersonal pressure (Liu, et al., 2023). In a school environment, interpersonal communication between teachers and parents becomes very important because students often spend most of their time at school or at home. In this case, teachers act as educators as well as emotional guides for students, while parents provide emotional support at home. Through good communication, students can feel the presence of emotional stability, which can reduce the risk of mental health disorders such as anxiety and depression. Effective communication, both verbal and nonverbal, contributes to the development of better coping skills in students.

Nonverbal cues, such as body language and eye contact, play an important role in conveying emotions and intentions, which can improve understanding and empathy among students. Research shows that more than 90% of everyday communication is nonverbal, highlighting the importance of communication in effective interactions (Reddy & Krishnaiah, 2012).

At Madrasah Ibtidaiyah Cahaya Cimahi, for example, some teachers use nonverbal communication strategies such as supportive body language and friendly approaches to create an environment conducive to students' mental health. In an interview, a teacher stated that giving a smile and warm eye contact when interacting with students often helps them feel more comfortable and safe to talk about the problems they are facing. Not only teachers, parents also have a very important role in supporting their children's mental health through good communication. Based on interviews with several parents of students at Madrasah Ibtidaiyah Cahaya Cimahi, many of them realized that open communication can help their children cope with the anxiety they experience related to academic and social pressure. Parents who are actively involved in listening to and responding to their children's complaints provide important support to reduce the emotional burden felt by their children. When parents have open and responsive communication with their children, children tend to have better mental well-being.

Studies show that positive parent-child interactions correlate with improved emotional, psychological, and social well-being in adolescents (Dervishi, et al., 2023). Success-oriented parental responses significantly improve children's subjective well-being, while failure-oriented responses can have detrimental effects (Li, et al., 2024). At Madrasah Ibtidaiyah Cahaya Cimahi, this is evident from an interview with a student who revealed that emotional support from parents at home, especially when facing the pressure of schoolwork, greatly helps reduce the stress level he experiences. Good communication between parents and children gives children the opportunity to share their feelings, which ultimately helps to reduce the potential for mental disorders such as anxiety and depression.

4.1.3. The Role of Teachers, Parents, and Peers in Supporting Mental Health

In addition to the role of teachers and parents, peers also have a significant influence in supporting students' mental health. Peers are often a place for students to share problems and seek emotional support. The positive relationship between students at Madrasah Ibtidaiyah Cahaya Cimahi shows that a supportive environment can improve overall mental well-being. The social support students receive from teachers, parents, and peers plays an important role in maintaining their mental health. At Madrasah Ibtidaiyah Cahaya Cimahi, the existence of a supportive environment, both from the school and family, as well as positive relationships between students, has been proven to improve

students' mental well-being. Peers, in addition to teachers and parents, have a significant influence in providing emotional support and reducing the stress experienced by students.

Teachers at Madrasah Ibtidaiyah Cahaya Cimahi have implemented various effective communication strategies to support students in facing emotional and academic challenges. Interviews with several students at Madrasah Ibtidaiyah Cahaya Cimahi showed that the open and responsive teachers helped them feel calmer in the face of academic pressure. Parents who are actively involved in their children's emotional lives through open communication and emotional support can reduce the risk of mental problems such as anxiety and depression. At Madrasah Ibtidaiyah Cahaya Cimahi, interviews with parents of students showed that they made more efforts to listen to their children's complaints, both regarding academic pressure and social problems. This gives students the sense of security and support they need outside of the school environment.

In addition to the roles of teachers and parents, peers also play a significant role in supporting students' mental health. Peers are often a place for students to share personal issues that they can't discuss with teachers or parents. Positive interactions with peers can improve students' mental well-being because they feel they have someone who understands their situation and feelings. At Madrasah Ibtidaiyah Cahaya Cimahi, harmonious relationships between students provide much-needed social support. Based on interviews with some students, they feel more comfortable talking to their peers about personal issues and getting emotional support. One of the students revealed that her friends are often a place to vent when they are under pressure related to schoolwork. They feel that their peers understand the pressures they face because they are experiencing similar situations, so peer support is often more relevant.

One study emphasized the importance of social support from peers in the context of education. They found that positive social relationships among students can act as a buffer against academic stress and pressure (Ryan & Deci, 2020: 134). At Madrasah Ibtidaiyah Cahaya Cimahi, strong social relationships among students also function to reduce social isolation which is often the cause of mental problems, such as anxiety and depression. The role of teachers, parents, and peers in supporting students' mental health can be explained through social support theory. The social support provided by people around the individual, including family, friends, and co-workers, can help reduce the emotional distress they face. Social-emotional support from peers was identified as highly influential in reducing stress levels among students (Rachmayanti et al., 2023). Strong social support gives a person a sense of belonging and a sense of belonging, which ultimately improves their mental well-being.

In the context of schools, social support provided by teachers, parents, and peers is essential. Positive interpersonal relationships at school can help students feel more supported and have a sense of security in the face of academic challenges. At Madrasah Ibtidaiyah Cahaya Cimahi, teachers often act as emotional companions, while peers provide social support relevant to their situation. This creates an environment that is conducive to students' mental health. Interviews with students at Madrasah Ibtidaiyah Cahaya Cimahi show that peer support is crucial in helping them cope with academic stress and social issues. One student revealed that when they have difficulty understanding a lesson or are facing pressure related to schoolwork, talking to peers often helps ease the anxiety they feel. Their friends are able to provide different perspectives and emotional support that is relevant to their situation.

4.1.4. Programs or Initiatives Implemented in Schools

The school has implemented a student mentoring program that involves individual and group counseling. This program aims to help students who are experiencing emotional and mental problems through a more personalized communication approach. The student mentoring program implemented

at Madrasah Ibtidaiyah Cahaya Cimahi involves individual and group counseling as part of the school's efforts to support students' mental health. The program is designed to provide emotional support through a more personalized approach to communication, both between students and teachers and between students.

Individual and group counseling applied in schools today has evolved into a more personalized approach, in which students not only play the role of recipients of advice, but are also active in the process of interaction and communication. Effective counseling includes two-way communication, where students are encouraged to express their feelings and thoughts freely. The program allows students to feel more valued and understood, which ultimately improves their emotional well-being. One of the students at Madrasah Ibtidaiyah Cahaya Cimahi stated that with the group counseling session, they feel more comfortable talking about their personal problems at school. This personalized approach creates a sense of connection between students and teachers, which allows students to feel stronger support. The importance of empathetic communication in counseling, where students are given space to express themselves without fear of being judged.

Research shows that structured individual and group counseling has a positive impact on students' mental health. Counseling programs that involve a personalized approach as an effort to reduce students' anxiety levels. Interviews with several students at Madrasah Ibtidaiyah Cahaya Cimahi confirmed this. They reported a decrease in the mental stress they felt after attending individual and group counseling sessions. This decrease in anxiety levels is also associated with increased motivation to learn. Students who have better mental health tend to be more motivated in the learning process. Research reveals that mental health significantly affects learning outcomes, with findings suggesting that 45.3% of student performance can be attributed to their mental health status (Laia et al., 2024).

The relationship between mental health and student motivation is well documented, suggesting that better mental health correlates with increased motivation in the learning process. Research shows that students with optimal mental well-being show improved concentration, stress management, and adaptability, which are essential for academic success (Garcés et al., 2024).

At Madrasah Ibtidaiyah Cahaya Cimahi, the counseling program has succeeded in creating a more supportive environment, where students feel supported both academically and emotionally. Thus, they are more motivated to achieve better academic performance. The student mentoring program implemented at Madrasah Ibtidaiyah Cahaya Cimahi can also be seen from the perspective of social support theory. Social support can serve as a 'buffer' against the stress and anxiety that individuals experience in the school context, the social support provided through counselling programs can help students cope with the academic and social challenges they face on a daily basis. The social support provided through counseling does not only come from teachers, but also from peers. Group counseling allows students to share experiences with each other and provide emotional support to each other.

Social support from peers is often an important factor in helping students cope with emotional issues. Peers who are experiencing similar situations can be a relevant source of support for students. In interviews with some students, they stated that group counseling helps them to feel that they are not alone in facing the problems they face. One student said, *"When I hear my classmates tell me about problems similar to the ones I experienced, I feel stronger and not alone."* This shows that group counseling not only provides emotional support, but also creates stronger social bonds among students.

The counseling program implemented at Madrasah Ibtidaiyah Cahaya Cimahi also uses a psychological approach based on psychotherapy theory. Emotion-Focused Therapy approaches can be used in counseling to help students process negative emotions and improve their emotional well-being (Greenberg and Paivio, 1985: 135). This approach involves an in-depth exploration of emotions and encourages students to better understand and manage their emotions. In group counseling, students

are encouraged to talk about their feelings and identify the source of the negative emotions they are feeling. These sessions are designed to help students build emotional awareness and the ability to manage stress. One student revealed that after participating in group counseling, they felt more able to control their emotions when faced with pressure from schoolwork and exams.

Based on data collected from the results of interviews and previous research, it can be concluded that the counseling program at Madrasah Ibtidaiyah Cahaya Cimahi has succeeded in significantly improving students' mental health. Students who received emotional support through individual and group counseling showed a decrease in their anxiety levels, which was followed by an increase in learning motivation. There is a significant relationship between mental health and motivation, where improved mental health leads to higher levels of motivation (Yusof & Johari, 2023). Impact on learning outcomes on students with mental health problems often show lower motivation and academic performance, as evidenced by a study in which 81.1% of psychology students reported stress (Tuan, 2023). The results of interviews with counselor teachers at this school also show that the counseling program has helped students to be more open in talking about their personal problems. Counselor teachers stated that counseling programs help students to be more open and confident in facing challenges, both at school and outside of school.

The student mentoring program implemented at Madrasah Ibtidaiyah Cahaya Cimahi, which involves individual and group counseling, has shown a significant positive impact on students' mental health. With a personalized communication approach and strong social support from teachers and peers, students can overcome anxiety and increase their motivation to learn. Social support theories and psychotherapeutic approaches used in counseling show that these interventions are effective in helping students manage their stress and negative emotions. The program is not only a means to reduce anxiety, but also helps students build stronger social relationships with peers and teachers, ultimately creating a more positive and supportive learning environment.

4.2. Discussion

At Madrasah Ibtidaiyah Cahaya Cimahi, teachers and parents have demonstrated the application of these principles in their interactions with students, which ultimately contributes to the improvement of students' mental well-being. Effective interpersonal communication between teachers and students is essential to address mental health issues in educational settings. Positive relationships foster a supportive environment that can reduce anxiety and depression (Sabrifha & Darmawati, 2022). Although many studies have been conducted on the role of communication in supporting students' mental health, studies that specifically examine communication strategies in primary school settings, particularly in madrasahs, are still limited.

The novelty of this study lies in its focus on a faith-based educational environment, where religious values are often the cornerstone of social interaction and communication. Madrasah Ibtidaiyah Cahaya Cimahi provides a unique example of how religious values can be integrated in communication strategies that support students' mental health. Furthermore, this study fills a gap in the literature by providing an in-depth analysis of the role of open communication between teachers, parents, and students in reducing academic anxiety and stress. The study also provides a new perspective on how peers can play a significant role as a source of emotional support in creating an environment that supports students' mental health in schools.

The importance of communication in supporting students' mental health is the main focus, especially in a faith-based education environment such as Madrasah Ibtidaiyah Cahaya Cimahi. Teachers and parents at this madrasah have shown how dialogical, personal, and open communication

can help reduce anxiety and academic pressure in students. However, challenges in implementing this communication strategy remain, especially in involving all parties consistently.

The results of interviews with students and teachers at Madrasah Ibtidaiyah Cahaya Cimahi show the real impact of effective communication on students' mental health. One student stated that after talking to the teacher about the difficulties he faced in completing his schoolwork, he felt more relieved and the stress he felt was reduced. Other students revealed that the support from peers and teachers through good communication really helped them feel more comfortable in the school environment. Teachers at Madrasah Ibtidaiyah Cahaya Cimahi also realize the importance of creating a safe communication space for students. One teacher stated that they often set aside time outside of class hours to talk to students personally, especially when students appear to be experiencing emotional distress. The emotional support provided through this personal communication helps students feel more supported and understood, which ultimately improves their mental well-being.

In addition, some students also revealed that their relationships with friends at school are often stronger than those with teachers or parents. This may be due to the fact that peers are easier to understand because they are in the same situation. Emotional support from peers can help individuals feel more understood and supported in facing life's challenges. One student even revealed that when they feel anxious or stressed, talking to their peers often provides relief faster than talking to a teacher or parent. This suggests that peer support has a unique value in supporting students' mental health, especially in a school environment that is often fraught with academic stress.

Teachers provide the emotional guidance students need to face academic challenges, while parents provide emotional support at home. Peers, on the other hand, become a place for students to share problems and get social support relevant to their situation. Social support theory explains that positive interpersonal relationships can help reduce the emotional stress students face, ultimately improving their mental well-being. Based on interviews and available data, it is clear that support from teachers, parents, and peers has a significant positive impact on the mental health of students at Madrasah Ibtidaiyah Cahaya Cimahi.

The student mentoring program implemented at Madrasah Ibtidaiyah Cahaya Cimahi, which involves individual and group counseling, has shown a significant positive impact on students' mental health. With a personalized communication approach and strong social support from teachers and peers, students can overcome anxiety and increase their motivation to learn. Social support theories and psychotherapeutic approaches used in counseling show that these interventions are effective in helping students manage their stress and negative emotions. The program is not only a means to reduce anxiety, but also helps students build stronger social relationships with peers and teachers, ultimately creating a more positive and supportive learning environment.

5. Conclusion

This study shows that effective communication between teachers, parents, and students plays an important role in improving the mental health of Madrasah Ibtidaiyah Cahaya Cimahi students. Through good communication strategies, students can feel more emotionally supported, which has an impact on reducing stress, anxiety, and depression. Schools also need to continue to develop programs that focus on students' mental health through a more in-depth communication approach.

5.1. Author Contributions

The authors, Muhamad Hanif Fuadi, Frista Fitriany Ramadhanita and Ah. Khairul Wafa made an equal contribution in all stages of the preparation of this research, including planning, data collection, analysis, and manuscript writing.

5.2. Conflicts of Interest

The author states that there is no conflict of interest in this study. The entire research process, from design to report results, is carried out independently without any influence or intervention from outside parties that can affect the objectivity of the research. This research purely aims to make an academic contribution and support the mental health of students at Madrasah Ibtidaiyah Cahaya Cimahi. No commercial, financial, or personal affiliation affects the results or analysis presented in this paper.

6. References

- Agyapong, Belinda., Gloria, Obuobi-Donkor., Ejemai, Amaize, Eboreime. (2023). Depression and Anxiety among Undergraduate Health Science Students: A Scoping Review of the Literature. Behavioral science, doi: 10.3390/bs13121002
- Aisyah. Tasya, Pratiwi., Maryani. Anne., (2024). The Meaning of Interpersonal Communication in Efforts to Maintain Mental Health among Adolescents. Bandung Conference Series Public Relations, doi: 10.29313/bcspr.v4i2.15079
- Aloia, Lindsey, S., McTigue, Megan. (2019). Buffering Against Sources Of Academic Stress: The Influence of Supportive Informational and Emotional Communication on Psychological Well-Being. Communication Research Reports, doi: 10.1080/08824096.2019.1590191
- Bracik, Joanna., Krzysztof, Krysta., Adam, Zaczek. (2012). Impact of family and school environment on the development of social anxiety disorder: a questionnaire study. Psychiatria Danubina.
- Braun, V., & Clarke, V. (2019). *Reflecting on reflexive thematic analysis*. Qualitative Research in Sport, Exercise and Health, 11(4), pp. 589-597. <https://doi.org/10.1080/2159676X.2019.1628806>.
- Bustomi, Muhammad., Abdullah, Idi., Karoma, Karoma. (2024). Concept Of Educational Social Contact In Family, School and Community. International Journal of Graduate of Islamic Education, doi: 10.37567/ijgie.v5i2.3317
- Cahyadi, Anggih, Tri., Nunik, Sulistyaningtyas., Mirham, Nurul, Hairunis. (2024). The Relationship between School Social Environment and Mental Health of Adolescents. JISIP (Jurnal Ilmu Sosial dan Pendidikan), doi: 10.58258/jisip.v8i3.7218
- Cenedesi, Renata, Trivelato, Felício., Daiane, Prates, Mendonça., Joana, Darc, Ferreira, Da, Silva., Maria, Aparecida, de, Almeida, Araújo., Rodrigo, Motta., Mario, Angelo, Cenedesi, Júnior. (2024). 1. Mental Health Education: Challenges And Future Perspectives. IOSR journal of humanities and social science, doi: 10.9790/0837-2909090712
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (4th ed.). SAGE Publications,
- Escobar, Antonio. (2023). Supportive Interpersonal Interactions and Affective Experiences during Exam Periods. Inquiry@Queen's Undergraduate Research Conference proceedings, doi: 10.24908/iqurcp16733
- Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). *Comparison of convenience sampling and purposive sampling*. American Journal of Theoretical and Applied Statistics, 5(1), <https://doi.org/10.11648/j.ajtas.20160501.11>.

- Flynn, C., M., L. (2023). Promoting Mental Health and Well-Being at School: Principles and Challenges. doi: 10.1007/978-981-4451-96-3_120-1
- Garcés, Norma, Narcisa, Garcés., Zila, Isabel, Esteves-Fajardo., María, Leonor, Santander, Villao., Digna, Rocío, Mejía, Caguana., Camila, Quito, Esteves. (2024). Relationships between Mental Well-being and Academic Performance in University Students: A Systematic Review. *Salud, Ciencia y Tecnología - Serie de Conferencias*, doi: 10.56294/sctconf2024972
- Greenberg, L. S., & Paivio, S. C. (1985). *Emotion-Focused Therapy for Depression*. American Psychological Association, 135-155. DOI: 10.1037/10253-001.
- Guo, Rui. (2024). The relationship between adolescent learning stress and emotional problems, regulatory factors and suggestions for school education. *Journal of education, humanities and social sciences*, doi: 10.54097/2kx76d70
- Kim, Jihoon. (2024). 5. Stress and Coping Mechanisms in South Korean High School Students: Academic Pressure, Social Expectations, and Mental Health Support. *Journal of research in social science and humanities*, doi: 10.56397/jrssh.2024.05.09
- Laia, Kristina., Justin, Foera-era, Lase., Hosianna, Rodearni, Damanik., Elizama, Zebua. (2024). The Effect of Mental Health on Student Learning Outcomes at SMK Negeri 3 Gunungsitoli. *Journal on Education*, doi: 10.31004/joe.v7i1.6943
- Li. Weina., Youzhi, Song., Zongkui, Zhou., Chuanhua, Gu., Baiheng, Wang. (2024). Parents' Responses and Children's Subjective Well-Being: The Role of Parent-Child Relationship and Friendship Quality. *Sustainability*, doi: 10.3390/su16041446
- Liu F, Dong Y, Yuan Y, Jiang Y. (2023). Relationship Between Empathy and Interpersonal Distress of Chinese Left-Behind Children: The Role of Emotion Regulation and Gender. *Psychology Research and Behavior Management*, doi: 10.2147/prbm.s406801
- Nawaz, Mazhar., Muhammad, Rashid., Murk, Nizamani., Rashid, Hameed. (2024). Exploring How the Overall Environment and Culture of a School Affect Students' Mental Health and Academic Performance. *Bulletin of business and economics*, doi: 10.61506/01.00467
- Pervez, A., K., M., Kanak., Erika, Galea. (2024). Primary schools: Spaces for children's social and emotional learning. *The Psychology of education review/Psychology of education review*, doi: 10.53841/bpsper.2024.48.1.68
- Rachmayanti, Riris, Diana., Takako, Yasutome., Rachmah, Indawati., Aninditya, Ardhana, Riswari., Ismayani, Ismayani., Andrei, Ramani., Jayanti, Dian, Eka, Sari. (2023). The Effect of Social Support on Stress Levels of Health Workers During The COVID-19 Pandemic: A Literature Review. *Jurnal Promosi Kesehatan Indonesia*, doi: 10.14710/jpki.18.2.116-125
- Rakhmaniar, Almadina. (2023). The Relationship Between Communication Patterns in the Family and Stress Levels in Adolescents: A Case Study of Adolescents in the Bandung City Area. *Jurnal Hukum dan Sosial Politik*, doi: 10.59581/jhsp-widyakarya.viii.3738
- Reddy. B. Balaji., Krishnaiah, S.. (2012). Non Verbal Communication Cues: an Urgent Required Skill for Achieving Effective Communication. *International journal of scientific research*, doi: 10.15373/22778179/NOV2013/68
- Ryan, R. M., & Deci, E. L. (2020). *Self-Determination Theory and Well-Being: Relationships with Peer Support*. *Psychological Review*, 127(2), 134-145. DOI: 10.1037/rev0000156.
- Sabrifha, Eli., Darmawati, Darmawati. (2022). The importance of teacher interpersonal communication as an effort to maintain students' mental health: a study of literature review. *Jurnal educatio: jurnal pendidikan Indonesia*, doi: 10.29210/1202222931

- Scheepers Liesl., G., Berg, van, den. (2022). The Value of Providing Online Students with Dedicated Affective Support, Particularly during Times of Crisis. Open Praxis, doi: 10.55982/openpraxis.14.3.497
- Subhasree, S., Saranya, T.S. (2024). 1. The power of open communication: examining the relationship between parent-adolescent communication and problem extent and the moderating role of sibling influence. International journal of advanced research, doi: 10.21474/ijar01/19568
- Tuan, Pham, Van,. (2023). The relationship between mental health and learning motivation of psychology students at van lang university, vietnam. International Journal of Education, Psychology and Counseling, doi: 10.35631/ijepc.849010
- Tyson, Gwendolyn., Melissa, Beck, Schwartz. (2021). Supporting Struggling Students Through Therapeutic Communication.. Journal of Christian nursing : a quarterly publication of Nurses Christian Fellowship, doi: 10.1097/CNJ.0000000000000813
- Wu, Jinxia., Jinhua, Dou., Daofeng, Wang., Lizhuo, Wang., Feng, Chen., Guohua, Lu., Lin, Sun., J, F, Liu. (2024). 1. The empathy and stress mindset of healthcare workers: the chain mediating roles of self-disclosure and social support. Frontiers in Psychiatry, doi: 10.3389/fpsy.2024.1399167
- Yin, R. K. (2018). *Case Study Research and Applications: Design and Methods* (6th ed.). SAGE Publications, <https://doi.org/10.4324/9780203299968>
- Yusof, Marhamah, Mohamed., Johari, K, S., Ku. (2023). The Relationship of Mental Health and Motivation among Secondary School Students Pasca Covid-19 Pandemic. International journal of academic research in business & social sciences, doi: 10.6007/ijarbss/v13-i12/20275