



**THE 3<sup>RD</sup> INTERNATIONAL CONFERENCE ON GUIDANCE AND COUNSELING**  
**“INVENTING GUIDANCE AND COUNSELING'S ADAPTABILITY TOWARD NEW**  
**FORCE IN COUNSELING AND PSYCHOTHERAPY”**

---

**COUNSELING AS A STRATEGIC EFFORT TO STRENGTHEN MENTAL**  
**HEALTH IN SCHOOLS**

**Siti Zahrotul Munawaroh<sup>1</sup>, Evi Winingsih<sup>2</sup>**

<sup>1</sup>State University of Surabaya, Lidah Wetan, Sub-District Lakarsantri, Surabaya, Indonesia,  
sitizahrotul.2208@mhs.unesa.ac.id

<sup>2</sup>State University of Surabaya, Lidah Wetan, Sub-District Lakarsantri, Surabaya, Indonesia,  
ewiwiningsih@unesa.ac.id

**ABSTRACT**

*Adolescence is a challenging developmental stage and is prone to mental health issues, particularly anxiety and depression. This condition can impact academic achievement, social relationships, and even the future of adolescents. Therefore, school counseling services are needed as a strategic tool to strengthen adolescent mental health in schools. This article aims to examine the role of school counseling in strengthening adolescent mental health and identify strategies that counselors can use to address various psychological challenges in students. This research uses a qualitative approach with a literature review. Data were collected from journals, research reports, and relevant official documents. The results of the study indicate that school counseling services, whether through Cognitive Behavioral Therapy (CBT), peer counseling, or group counseling, are effective in reducing psychological symptoms, assisting with emotional regulation, and improving social skills. However, their effectiveness depends on the context, approach, and needs of the students. The novelty of this article lies in its emphasis on adolescent resilience, namely the ability to cope with stress, control emotions, and bounce back from adversity. Thus, school counseling is not only seen as a curative strategy, but also as a preventive effort in building adolescent mental resilience.*

**Keywords:** school counseling, adolescents, mental health, resilience, peer counseling.

### INTRODUCTION

Early adolescence is a phase of identity development filled with challenges, both internal and external, including increasingly high academic demands. In this context, education should not only emphasize academic achievement but also address students' psychological aspects, which directly impact the learning process (Amalia, 2021). Data from the WHO (2021) indicates that 1 in 7 children aged 10–19 experience mental health conditions, but most go undetected and untreated. Several studies report the prevalence of mental disorders among adolescents at around 20–30%. Meanwhile, the Basic Health Research (Riskesdas) indicates that more than 19 million people aged 15 and over experience emotional mental disorders (Yulia et al., 2024). In the context of education, it is crucial for educators and related parties to pay adequate attention to students' psychological well-being.

Adolescence is a developmental phase vulnerable to the emergence of various emotional mental problems. The most common emotional disorders experienced during this phase are symptoms of anxiety and depression. If these problems are not addressed properly, they will negatively impact adolescent development in the future, even continuing into adulthood in the form of serious mental health disorders. This condition often makes adolescents feel uncomfortable with their lives, as evidenced by the stress, fatigue, and boredom experienced by students. Rahmawaty in (Husri et al., 2025). Factors causing mental and emotional problems in adolescents can originate from both internal and external aspects. Internal factors include individual characteristics such as gender, number of siblings, and birth order. Meanwhile, external factors relate to environmental support, whether from family, peers, or school. Purnamasari in (Husri et al., 2025) revealed that the family environment plays a crucial role in parenting and education, contributing significantly to child growth and development and preventing mental and emotional problems in adolescence. In addition to the family, the school environment also determines the mental and emotional condition of adolescents. A less conducive school environment can trigger stress, anxiety, and depression, which are symptoms of mental and emotional disorders. Hasibuan (in Husri et al., 2025)

In the context of education, students in schools often face various problems and challenges, both academic and non-academic (Sumar, W. T & Razak, I. A, 2016). Through guidance and counseling services, school counselors play a role in providing support tailored to students' needs. These services help students recognize and manage emotions, find solutions to problems, improve social skills, and foster self-understanding. The presence of guidance and counseling allows students to feel cared for, listened to, and receive guidance in facing various life challenges (Kurniawan, 2023). The role of counselors in schools is expected to help students feel more comfortable and safe in expressing themselves, as well as assist them in finding appropriate solutions to the problems they face.

The article by Azura et al., 2023 discusses how school counseling programs are implemented and the factors that contribute to their success, such as teacher support and integration into the curriculum. Therefore, this article aims to examine the role of school counseling in strengthening adolescent mental health and the strategies counselors can employ to address the various psychological challenges students face. It is hoped that this article will provide counselors, educators, and policymakers with insights into the efforts needed to optimize school counseling services as the frontline in supporting adolescent psychological well-being.

### METHOD

This study employed a qualitative approach with a literature review. Data were obtained from secondary sources, including books, scientific journals, articles, research reports, and official documents relevant to the topic of adolescent mental health and school counseling (Fatimah et al., 2025). Data collection techniques included a literature review and document analysis, examining and organizing information from various sources. The collected data were then analyzed using content analysis to identify key themes related to the role of school counseling. The validity of the study results was maintained by triangulating sources, which compares information from several different literatures to ensure consistency and reliability (Fatimah et al., 2025).

### RESULT AND DISCUSSION

Global and national data indicate a high burden of mental health disorders in adolescents. The World Health Organization (WHO) in 2022 revealed that there were 300 million individuals in various countries experiencing mental health disorders such as. In Indonesia itself, based on Basic Health Research data (2018), it was recorded that around 11 million people aged >15 years (9.8%) experienced emotional mental disorders, with the prevalence of depression in adolescents at 6.2%. Individuals suffering from severe depression tend to self-harm and even suicide. Approximately 80-90% of suicide cases were recorded due to conditions of depression and excessive anxiety. (Idhar Darlis et al., 2023) Then in 2022, the Indonesia – National Adolescent Mental Health Survey (I NAMHS) found the prevalence of adolescents aged 10-17 years experiencing anxiety disorders at 3.7% and depressive disorders at 1%, behavioral disorders (0.9%), and post-traumatic stress disorder (PTSD) and attention deficit hyperactivity disorder (ADHD) each at 0.5%. (Caesaria et al., 2024). These figures emphasize the strategic role schools play as centers for adolescent mental health services.

Given the high rate of mental health disorders in adolescents, appropriate interventions are needed within the school environment, which serves as a focal point for student development. Numerous studies have demonstrated the effectiveness of school counseling services in reducing psychological symptoms and improving social skills. Cognitive Behavioral Therapy (CBT)-based interventions are among the most widely researched approaches. A literature review by Kamila et al. (2024) provides a comprehensive overview of various school-based interventions aimed at addressing anxiety and depression in children and adolescents. Several key points to discuss based on the data provided include the first, the effectiveness of Cognitive Behavioral Therapy (CBT). Several studies emphasize the positive impact of CBT-based interventions in reducing symptoms of anxiety and depression in the studied population. Similarly, research by Meilona (2025) shows that individual counseling services based on Cognitive Behavioral Therapy (CBT) are effective in reducing academic anxiety levels in high school students. Furthermore, research by (Qoyyimah et al., 2021) on adolescents in orphanages found that peer counseling is effective in strengthening the mental health of these adolescents. Meanwhile, research by (Alisya I'tiqafah et al., 2025) states that group counseling can improve individual mental health, especially for those without severe emotional disorders. The process relies on a relationship between the leader and group members that

involves acceptance, trust, and a sense of security. This relationship enables individuals to learn to manage their emotions, cope with problems, and develop better self-control.

Numerous studies confirm that school counseling services can be an effective intervention. Kamila et al. (2024) noted that school-based interventions, particularly Cognitive Behavioral Therapy (CBT), are effective in reducing symptoms of anxiety and depression in children and adolescents. These findings align with Meilona (2025), who demonstrated that CBT-based individual counseling can reduce academic anxiety levels in high school students. Qoyyimah et al. (2021) demonstrated the effectiveness of peer counseling in strengthening the mental health of adolescents in orphanages, while Alisya I'tiqafah et al. (2025) found that group counseling can also improve mental health, particularly through supportive relationships between group leaders and members. Thus, these studies consistently demonstrate that school counseling services play a crucial role in reducing psychological symptoms while developing students' emotional skills.

While both studies demonstrate the effectiveness of school counseling, there are differences in the focus of previous studies. Kamila et al. (2024) and Meilona (2025) emphasize the CBT approach as the primary strategy, while Qoyyimah et al. (2021) emphasizes the power of peer counseling in providing social support. Meanwhile, Alisya I'tiqafah et al.'s (2025) research demonstrates the effectiveness of group counseling, particularly in building a sense of security, trust, and self-control. These differences demonstrate that no single counseling model is truly dominant; service effectiveness depends heavily on the context, method, and student needs.

The novelty of this article lies in its emphasis on adolescent resilience. While many previous studies have focused solely on specific methods such as CBT, peer counseling, or group counseling, this article focuses more on how school counseling can help adolescents become more resilient. Resilience refers to an adolescent's ability to cope with stress and manage stress, managing emotions and recovering from adversity. With this focus, school counseling is seen not only as a way to reduce psychological problems but also as a long-term effort to strengthen adolescents' mental health.

## CONCLUSION

School counseling plays a crucial role in strengthening adolescent mental health through various approaches such as CBT, peer counseling, and group counseling. The novelty of this article lies in its emphasis on resilience, namely the ability of adolescents to cope with stress and recover from adversity. The implication of this study is the need to strengthen comprehensive school counseling services with the support of teachers, parents, and school officials. Counselors are expected to integrate various methods to better tailor services to adolescents' needs and contribute to their sustainable mental health.

## REFERENCES

- Amalia, N. &. (2021). Hubungan antara kecemasan akademik dan prestasi belajar siswa SMP. *Jurnal Psikologi Pendiidkan*, 123-131, 9 (2).
- Alisya I'tiqafah, Sri Rahayu, Nayma Alia Putri, Aisyah Rahmaliza, & Ratna Sari Dewi. (2025). Efektivitas Konseling Kelompok dalam Meningkatkan Kesejahteraan Mental. *Guruku: Jurnal Pendidikan Dan*

- Sosial Humaniora*, 3(2), 25–38. <https://doi.org/10.59061/guruku.v3i2.969>
- Azura, D., Gustina Hasibuan, E., Zai, I. S., Randy Septian, M., Oktavia, R., Damaiyana Saragih, R., Inayah Nasution, S., Damayanti, S., Az-Zahra Dahlan, U., & Wardani, W. (2023). Peran Sekolah Dalam Membentuk Kesehatan Mental Remaja Dengan Program Konseling. *Alahyan Jurnal Pengabdian Masyarakat Multidisiplin*, 1(2), 136–144. <https://doi.org/10.61492/ecos-preneurs.v1i2.65>
- Caesaria, P. A., Suzana, D., & Airlangga, D. Z. (2024). Literatur Review Masalah Kesehatan Mental Remaja pada Ketidaksetaraan Sosial dan Ekonomi. *Indonesian Journal of Behavioral Studies*, 4(1), 44–52. <https://doi.org/10.19109/ijobs.v4i1.21882>
- Fatimah, S., Zen, H., & Fitriasia, A. (2025). Copyright @. 5, 41–48.
- Husri, H., Ekasari, E., & Hastuty, D. (2025). FAKTOR YANG MEMPENGARUHI MASALAH MENTAL EMOSIONAL Remaja SMP Negeri 9 PALOPO TAHUN 2025. *Jurnal Ilmiah Kesehatan Diagnosis Volume*, 20(1), 43–58.
- Idhar Darlis, K., Diah, T. T., Putri, A., Reskiani Kas, S., Yanti, P., Ampang Allo, A., & Mustakim, M. (2023). Edukasi kesehatan mental dalam meningkatkan pengetahuan remaja di SMAN 8 MAROS. *Window of Community Dedication Journal*, 04(02), 67–74.
- Kamila, A., Widodo, P. B., & Listiara, A. (2024). Sistem Literatur pada Efektivitas Program Konseling Berbasis Psikoterapi Kognitif-perilaku dalam Mengatasi Kesehatan Mental Siswa. *Jurnal Psikologi Pendidikan Dan Pengembangan SDM*, 20(2), 20–37. <https://www.kemkes.go.id/article>
- Kurniawan, A. (2023). Implementasi Bimbingan Konseling dalam Meningkatkan Kesejahteraan Psikologis Siswa Sekolah Dasar. *Jurnal Ilmu Pendidikan Dan Keguruan*, 3(2), 53–63.
- Meilona, L. (2025). EFEKTIVITAS LAYANAN KONSELING INDIVIDUAL. 02, 1–6.
- Qoyyimah, N. R. H., Noorrizki, R. D., Sa'id, M., Apriliana, J., & Isqy, T. T. (2021). Efektivitas Konseling Sebaya sebagai Upaya Penguatan Kesehatan Mental Remaja Panti Asuhan. *Jurnal Penelitian Pendidikan, Psikologi Dan Kesehatan (J-P3K)*, 2(2), 166–173. <https://doi.org/10.51849/j-p3k.v2i2.114>
- Yulia, Rahma, G., Hasnah, F., & Alhamda, S. (2024). Determinan Kesehatan Mental Pada Remaja Usia 11-18 Tahun di Kota Padang Determinants of Mental Health in Adolescents Aged 11-18 Years in Padang. *JIK (Jurnal Ilmu Kesehatan)*, 8(2), 290–297.
- WHO. (2021). Mental Health of Adolescents. *Word Health Organization*.