

THE RELATIONSHIP BETWEEN EMOTIONAL STABILITY AND MENTAL HEALTH IN ADOLESCENTS AT MADANI STATE MIDDLE SCHOOL PEKANBARU

Monica^a, Yeni devita^b, Rina herniyanti^c, Ezalina ^d

^a Study program of Ners profession, faculty of nursing, health institute of payung negeri.

^{b,c,d} Lecturer of undergraduate study program health institute of payung negeri.

*Corresponding author: amonmonica033@gmail.com

Abstract

Introduction: According to the 2023 Indonesian Health Survey, around 450 million people worldwide suffer from mental disorders. Mental health problems during adolescence can lead to negative behaviors if not addressed properly. This study aims to determine the relationship between emotional stability and mental health among students at Madani State Middle School Pekanbaru. **Method:** This quantitative study used a correlational design with a cross-sectional approach. The research was conducted at Madani State Middle School Pekanbaru on December 4, 2024, involving 109 students selected through stratified sampling. Instruments used were the Emotional Stability Scale and the Mental Health Inventory (MHI-38). **Results:** Of the respondents, 55 (50.5%) were female. Among students with stable emotions, 42 (95.5%) had good mental health. Meanwhile, among those with unstable emotions, 53 (81.5%) showed poor mental health. The chi-square test yielded a p-value of 0.000 (<0.005), indicating a significant relationship between emotional stability and mental health. **Discussion:** It is suggested that the school apply engaging learning methods to support students' emotional well-being. The institute is encouraged to integrate strategies for managing emotional stability and mental health into psychiatric nursing courses. Future research is recommended to focus on preventive efforts related to emotional stability and adolescent mental health.

Keywords: Adolescents 1; Emotional Stability 2; Mental Health 3; Regulation 4; Psychological 5.

INTRODUCTION

Adolescence is the stage of life that occurs after childhood ends, marked by rapid physical growth. Rapid physical growth occurs in adolescents' bodies, both internally and externally, and has significant consequences for their attitudes, behavior, health, and personality. Adolescents typically have high energy, flamboyant emotions, and imperfect self-control (Masdudi, 2019). If adolescents are unable to control their emotions, it can hinder social behavior and relationships within the family and community. Adolescents must know and be able to control their emotions appropriate to their age [2].

Adolescents find it very difficult to control their emotions. Therefore, support and guidance are crucial in managing these emotions to prevent them from becoming undesirable. Emotional control refers to how feelings are formed, the events, and the methods through which these emotions are expressed (Sembiring et al., 2024). Adolescents generally experience unstable emotions, making it difficult to control them. Adolescents possess positive emotional maturity, enabling them to avoid negative responses. However, adolescents are often unable to neutralize these emotions, which can impact their health [4]. Adolescence is a crucial period for improving mental health. According to Suswati et al. (2023) More than 50% of adolescents experience mental health problems that persist into adulthood. Mental health in adolescents is a crucial component of adolescent psychosocial development.

According to research conducted by Pertiwi et al. (2021) adolescent girls have a higher prevalence of depression, anxiety, and stress than adolescent boys. As many as 74.7% of adolescent girls experience problems, while only 64.3% of adolescent boys experience problems. At all levels of depression, anxiety, and stress, adolescent girls are more affected. Survei Kesehatan Indonesia, (2023), an estimated 450 million people worldwide suffer from mental, neurological, and substance abuse disorders; this figure contributes to 14% of the global disease burden. Approximately 154 million of these suffer from depression. Nationally, the prevalence of depression in Indonesia in 2023 was 1.4%. The highest prevalence of depression was among young people (15-24 years old), at 2%. Emotions are essentially a drive to act (Nazir, 2020).

Emotions, broadly defined, can be defined as a feeling or response that involves physical responses such as a rapid pulse and visible facial expressions such as a smile. From this definition, it can be concluded that emotions are feelings experienced or expressed when someone experiences happiness, sadness, anger, and so on. These emotions are experienced and balanced by a person, thus responding to their body ((Gustiana & Sari, 2022). Emotional stability refers to an individual's ability to manage and regulate emotions effectively and maintain emotional balance in various situations. Adolescents with good emotional stability tend to be better able to deal with stress, conflict, and challenges in a healthy manner. According to research conducted by Nafiah & Ferdianti, (2023). it was found that levels of emotional stability in adolescents vary significantly. The results showed that 45.6% of adolescents scored emotionally stable, while 54.4% scored emotionally unstable. These findings indicate that the majority of adolescents still face challenges in managing their emotions. Based on the results of interviews conducted on September 27, 2024, eight of the ten students stated that they had experienced emotional irritability, had experienced sudden, unpredictable feelings, and had difficulty controlling their emotions. This unstable condition then had an impact on their mental health, where they had experienced stress, anxiety, and depression. Meanwhile, two students said they were just normal, found it easy to control their emotions, were not easily offended by other people's words, and were not easily angered. Based on the background explained above, the author is interested in further taking the title "The Relationship of Emotional Stability to Mental Health in Adolescents at Madani State Middle School Pekanbaru".

METHODS

This research is a quantitative research using a correlation design using a cross-sectional study approach. Where the subject is observed only once in the measurement or observation at the same time with the aim of explaining the independent variable (independent) and the dependent variable [11]. The location of the research was carried out at Madani State Middle School Pekanbaru, this research was conducted on December 4, 2024.

The population of this study was 150 and the sampling technique used the Slovin formula with a tolerable error rate of 0.05 so that the sample size was 109 respondents. Overall sampling in this study used random sampling techniques. Where random sampling is random sampling [12]. The researcher took random samples by withdrawing the lottery. The inclusion criteria in this study were students of Madani State Middle School Pekanbaru who were willing to be respondents and could communicate well. The research instruments consisted of two questionnaires.

The first was the Emotional Stability Questionnaire by Sengupta and Singh (1985), which used a Likert scale and covered three aspects: firmly established, well-balanced, and capable

of remaining in the same status. It was developed by [13]. This scale has 41 items, with responses ranging from STS = strongly disagree (point 1), TS = disagree (point 2), R = uncertain (point 3), S = agree (point 4), and SS = strongly agree (point 5). The second questionnaire, the Mental Health Inventory (MHI-38) by Viet and Ware (1983), used modified versions of the MHI-12 and MHI-5, developed by [14]. This scale consists of 38 questions and this measuring tool has 6 answer options, these answers will later represent the conditions or feelings of the respondents because each answer option that has been provided contains a similar value, thus it will reflect the value or score that has been obtained. The bivariate analysis conducted on the two variables suspected of having a basic relationship in this study was chi-square because the data were categorical and categorical with p (significant) with a 95% confidence level. So if the p -value test is <0.05 , there is a significant relationship between the dependent variable and the independent variable. Conversely, if the significant value of p -value >0.05 , then H_0 fails to be rejected

RESULTS

Univariate Analysis

Table 1. Frequency Distribution Of Respondents by gender in adolescents at Madani State Middle School Pekanbaru

Gender	Frequency	Presentase (%)
Man	54	49.5
Woman	55	50.5
Total	109	100

(source: primary data analysis 2024)

Based on table 4.1, it was found that half of the respondents were female, 55 people (50.5%).

Tabel 2. Distribution of Frequency of Respondents by Age in Adolescents at Madani State Middle School Pekanbaru

Subject	N	Min	Max	Mean	SD
Adolescent (12-18th)	109	12	15	13.59	1.132
Valid N	109				

(source: primary data analysis 2024)

Based on Table 4.2, the minimum is 12, the maximum is 15, and the mean is 13.59. Std Deviation is 1.132.

Table 3. Distribution of Respondents Based on the Relationship between Emotional Stability and Mental Health in Adolescents at Madani State Middle School, Pekanbaru

Emotional Stability	Mental b Health b		Total	P Value
	Good	Less Good		
Stable	42 95.5 (%)	2 4.5 (%)	44 100 (%)	
unstable	12 18.5 (%)	53 81.5 (%)	65 100 (%)	0.000
Total	54 49.5 (%)	55 50.5 (%)	109 100 (%)	

(source: primary data analysis 2024)

Based on Table 4.3, the bivariate analysis of the relationship between emotional stability and mental health in adolescents at Madani Public Middle School, Pekanbaru, found that 42 respondents (95.5%) reported good mental health if emotional stability was stable. 53 respondents (81.5%) reported poor mental health if emotional stability was unstable. The chi-square test yielded a p-value of 0.000, which means that H_0 is rejected. Therefore, it can be concluded that there is a relationship between emotional stability and mental health in adolescents at Madani Public Middle School, Pekanbaru.

DISCUSSION

1. Gender

The gender of respondents was based on research conducted at Madani State Middle School Pekanbaru. The majority of adolescents were female, with 55 respondents (50.5%), while 54 respondents (49.5%) were male. The study found that female adolescents tend to experience more psychological distress compared to male adolescents. This finding is consistent with research by Indanah & Yulisetyaningrum, (2019), which stated that females are generally more sensitive to social and emotional factors, making them more vulnerable to mental health problems.

The researcher assumes, based on these findings, that gender differences have a significant influence on emotional stability and mental health among adolescents. Female adolescents tend to be more sensitive to social and emotional aspects, making them more vulnerable to psychological distress, especially when facing interpersonal conflicts. On the other hand, male adolescents tend to have better emotional stability because they are more individually oriented. However, they still need attention regarding emotional stability, as it can affect their psychological well-being.

2. Age

The age of respondents in this study conducted at Madani State Middle School Pekanbaru involved 109 students aged between 12 and 15 years, with a mean age of 13.59 years and a standard deviation of 1.132. Research conducted by [16] also showed that adolescence is a period vulnerable to psychological distress due to the transition from childhood to adulthood. Early adolescents aged 10–12 years are generally still under strong parental influence, middle

adolescents aged 13–15 years tend to be more reserved, while older adolescents aged 16–19 years tend to have better emotional stability as they have learned to manage their emotions more effectively.

3. The researcher assumes, based on this study, that age influences emotional stability and mental health among adolescents.

Adolescents in the middle stage (ages 13–15) tend to have more volatile emotions compared to early adolescents (ages 10–12), who generally maintain open relationships with family and friends. As adolescents grow older, they tend to experience more mental burdens, which can affect emotional stability and consequently impact their mental health. The Relationship of Emotional Stability to Mental Health in Adolescents at Madani State Middle School Pekanbaru Bivariate analysis was used to analyze the relationship between 2 independent and dependent variables (emotional stability) and (mental health).

The calculation of bivariate analysis on both variables used the chi-square test. This data analysis was used to see the relationship between emotional stability and mental health in adolescents at Madani State Middle School Pekanbaru. The results of the bivariate analysis of the relationship between emotional stability and mental health in adolescents at Madani State Middle School Pekanbaru, found that stable emotional stability was good for mental health in 42 respondents (95.5%). Emotional stability is unstable, so mental health is not good for 53 respondents (81.5%). The results of the chi-square statistical test obtained a p value = 0.000 which suggests that there is a significant relationship between emotional stability and mental health. This indicates that (Ho) is rejected and (Ha) is accepted. Where the p-value ≤ 0.05 is significant, indicating a meaningful relationship.

Research conducted by [17]. entitled “The Relationship Between Emotional Stability and Self-Control of Junior High School Students” obtained results regarding the relationship between emotional stability and self-control among junior high school students. It can be concluded as follows: based on the results of the research and analysis, the r_{xy} value in the table with a 5% significance level and $N = 30$ was 0.361, which is smaller than the calculated r_{xy} value ($0.384 > 0.361$). Therefore, it can be concluded that there is a significant relationship between emotional stability and self-control in junior high school students.

Meanwhile, research conducted by [18] entitled “The Relationship Between Emotional Stability and Academic Stress in Adolescents” obtained results related to the relationship between emotional stability and academic stress in adolescents. It can be concluded as follows: from the 82 respondents, 41 students (50.0%) had stable emotional conditions and 41 students (50.0%) had unstable emotional conditions. From the total respondents, academic stress in the “no” category was experienced by 32 students (39.0%), and in the “yes” category by 50 students (61.0%). Based on the chi-square test, the p-value = 0.365 (p-value > 0.05), meaning that H_0 was accepted, indicating that there is no statistically significant relationship between emotional stability and academic stress among adolescents.

CONCLUSION

Distribution of the frequency of respondents with the emotional stability of the overall number 109 respondents got a stable picture of 44 respondents (40.4%) and 65 (59.6%) for stable. Meanwhile, mental health from a total of 109 respondents got a picture of poor mental health as many as 55 (50.5%) and for good 54 (49.5%). There was a relationship between emotional stability and mental health in adolescents at Madani State Middle School Pekanbaru where the chi-square test obtained results (p value = 0.000). Suggestion For research places to provide and implement relay/ice breaking learning and others so that learning makes it more

fun and can help with emotional stability and mental health to be even better. For health institutes to be able to include strategies for managing emotional stability on mental health in among teenagers, especially psychiatric nursing courses. For the next researcher, if it can provide prevention of emotional stability factors on mental health in adolescents.

REFERENCES

- [1] Masdudi, *Buku Ajar Aplikasi Psikologi Perkembangan Dalam Perilaku Sosial Individu*. 2019. [Online]. Available: <http://eduvision.webs.com>
- [2] Heyrani *et al.*, *Kesehatan Reproduksi Remaja* Penerbit Cv.Eureka Media Aksara. 2023. [Online]. Available: <https://repository.penerbiteureka.com/publications/565261/kesehatan-reproduksi-remaja>
- [3] B. B. Sembiring, M. A. Fazhart, and C. Nainggolan, “Emosi dan Proses Regulasi Emosi : Studi Kualitatif Pada Perempuan Yang Memutuskan Menikah Di Usia Remaja Emotions and the Process of Emotion Regulation : A Qualitative Study on Women Who Decided to Marry in Adolescence,” vol. 5, no. 1, pp. 50–60, 2024.
- [4] H. Aziz, N. W. Sitasari, and M. Safitri, “SUPORTER REMAJA SEPAK BOLA : FANATISME MEMPENGARUHI PERILAKU AGRESIF,” vol. 3, 2022.
- [5] W. S. E. Suswati, Z. N. Yuhbaba, and M. E. Budiman, “Kesehatan Mental Pada Remaja Di Lingkungan Sekolah Menengah Atas Wilayah Urban Dan Rural Kabupaten Jember,” *J. Keperawatan Jiwa Persat. Perawat Nas. Indones.*, vol. 11, no. 3, pp. 537–544, 2023.
- [6] S. T. Pertiwi, M. F. Moeliono, and L. Kendhawati, “Depresi, Kecemasan, dan Stres Remaja selama Pandemi Covid-19.,” *J. Al-AZHAR Indones. SERI Hum.*, vol. 6, no. 2, p. 72, 2021, doi: 10.36722/sh.v6i2.497.
- [7] Kementrian Kesehatan Republik Indonesia, “Fact Sheet Kesehatan Jiwa Remaja Tahun 2023,” *Ski* 2023, 2023, [Online]. Available: <https://www.badankebijakan.kemkes.go.id/hasil-ski-2023/>
- [8] Moh Nazir, “Emotion recognition and artificial intelligence: A systematic review (2014–2023) and research recommendations,” 2020. [Online]. Available: <https://www.sciencedirect.com/science/article/pii/S1566253523003354>
- [9] E. Gustiana and A. Kristi Pramudika Sari, “Keterlibatan Orang Tua Dalam Bidang Pendidikan Terhadap Perilaku Sosial Emosional Anak Usia Dini,” *J. Pelita PAUD*, vol. 7, no. 1, pp. 199–204, 2022, doi: 10.33222/pelitapaud.v7i1.2180.
- [10] H. Nafiah and A. D. Ferdianti, “Kestabilan Emosi Dan Kualitas Tidur Pada Remaja Pengguna Gadget,” *J. Ilm. Kesehat. Keperawatan*, vol. 19, no. 2, p. 165, 2023, doi: 10.26753/jikk.v19i2.1171.
- [11] M. Abduh, T. Alawiyah, G. Apriansyah, R. Abdullah, and M. W. Afgani, “Jurnal Pendidikan Sains dan Komputer Survey Design : Cross Sectional dalam Penelitian Kualitatif Jurnal Pendidikan Sains dan Komputer,” vol. 3, no. 1, pp. 31–39, 2023.
- [12] W. Sulistiowati, “Buku Ajar Statistika Dasar,” *Buku Ajar Stat. Dasar*, vol. 14, no. 1, pp. 15–31, 2023, doi: 10.21070/2017/978-979-3401-73-7.
- [13] I. Andryani and M. Purwanti, “Gambaran Kestabilan Emosi dan Perilaku Agresif Siswa Kelas IV- VI Di SDS Islam Plus ‘ X ,” *J. Psikol. Pendidik.*, vol. 14, no. 1, pp. 59–79, 2021.
- [14] E. Widianti, S. Mega Septania, and N. Nur Asriyani Maryam, “Gambaran Kesehatan Jiwa Mahasiswa Keperawatan Di Masa Pandemi Covid-19,” *J.*

Keperawatan 'Aisyiyah, vol. 9, no. 1, pp. 89–105, 2022, doi: 10.33867/jka.v9i1.330.

[15] Indanah and Yulisetyaningrum, “Perkembangan Sosial Emosional Anak Prasekolah,” *J. Ilmu Keperawatan dan Kebidanan*, vol. 10, no. 1, pp. 221–228, 2019.

[16] A. Gumantan, R. A. Nugroho, and R. Yuliandra, “Learning During the Covid-19 Pandemic: Analysis of E-Learning on Sports Education Students,” *J. Sport Area*, vol. 6, no. 1, pp. 66–75, 2021, doi: 10.25299/sportarea.2021.vol6(1).5397.

[17] H. Ahmad, “Hubungan Kesetabilan Emosi Dengan Pengambilan Keputusan Karir Siswa Sma Negeri Kota Mataram,” *Realita J. Bimbing. dan Konseling*, vol. 7, no. 2, p. 1664, 2022, doi: 10.33394/realita.v7i2.5888.

[18] A. D. Wati, “Hubungan Kestabilan Emosi Terhadap Stres Akademik Pada Remaja,” *Masker Med.*, vol. 10, no. 2, pp. 741–746, 2022, doi: 10.52523/maskermedika.v10i2.497.