

Christian Education Major on Students 'Mental Health'

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ABSTRACT: This study is based on an exploration of the narratives conveyed by students from Central Kalimantan related to mental health. Mental health here is more processed to their experience of getting a lot of daily tasks from each lecturer and panic in providing time, especially for students who work while studying. This research is based on qualitative research with data retrieval techniques through interviews. Results showed that there was the necessity of personal closeness between students outside of class hours to meet with the right appropriate behavioral counselor that suits the students' interests in the form of story sharing and reinforcement between parties to find capability space and the avoidance of boredom.

Keywords: behavioral counselor, daily task, mental health, personal closeness, students



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INTRODUCTION

Mental health has an important role for new students to adapt to their new college environment. Of course, life on campus and school is much different. Freshmen students would find a very diverse range of associations and would find different learning methods compared to school days. Therefore, new students are indirectly required to adapt to their new environment. In addition to new students, old students also experience some of the impacts caused by online lectures, especially for students who join organizations. Good self-regulation in learning would help students to fulfill the demands they face. Self-regulation is someone's ability to control their emotions and behavior in any situation independently.

Higher education is crucial period in students' lives, which is often filled with academic and social challenges (Ahmad Ardillah Rahman et al., 2021; Amiani, 2022; Lumbanraja, 2021; Pengky et al., 2023; Samuel et al., 2023; Siburian et al., 2023; Stonehouse, 1998). One aspect that is often overlooked is students' mental health (Merdiasi, 2013, 2022; Merdiasi et al., 2022; Merdiasi & Kristiani, 2021; Supardi, n.d., 2014, 2022; Teriasi et al., 2022). Christian Religious Education courses in semester 3 in particular could play an essential role in supporting or influencing students' mental health (Dandi & Veronica, 2023; Netanyahu & Susanto, 2022; Pradita & Veronica, 2023;

Susanto et al., 2022; Veronica, 2022). Christian Religious Education courses in semester 3 often require multidisciplinary cooperation between students, lecturers, and curriculum.

Students are expected to actively participate in discussions, mental health refers to the conditions in which an individual thrives physically, mentally, spiritually, and socially such that the individual realizes his or her own abilities, handles stress, works productively, and contributes to the community (Andiny, 2020, 2023; Dandung et al., 2022; Pradita, 2021; Pradita & Veronica, 2023; Susila & Pradita, 2022; Tanyid, 2018, 2019, 2023; Tanyid & Kataruhan, 2023; Widyasari, 2021). Pandemic period has caused lectures in higher education to be held online. Many things could happen with these conditions that could have an impact on students' mental health-flexion, and in-depth analysis of aspects of Christianity.

As for non-academic pressure, it comes from social pressure experienced daily by students, especially problems related to family (Angellyna & Tumbol, 2022; Pransinartha, 2022; Sarmauli & Pransinartha, 2022; S. Tumbol, 2020; TUMBOL, 2022; S. N. Tumbol & Wainarisi, 2023; Wainarisi & Tumbol, 2022a, 2022b). Students are separated from their families, must adjust to the family's financial conditions and students must follow the demands of the family, the way parenting from parents also affects, problems from residential life, friendships with different social and cultural backgrounds, difficulty adapting, problems with partners, and problems in organizations and activities that students participate in (Baruno et al., 2021; Darnita & Triadi, 2022, 2023; Darnitha et al., 2021; Faot & Hutapea, 2022; Hutapea, n.d.; Hutapea & Yusuf, 2023; Supriatin et al., 2021, 2022; Triadi et al., 2022). Students can experience a lot of pressure which of course becomes the source of serious problems. Students' lives in undergoing the educational process will never be separated from the various kinds of pressures experienced (Colina, 2015, 2016, 2021; Ginting, 2010; Sarmauli et al., 2022; Timan Herdi Ginting et al., 2022). From this, it can be concluded that there are many triggers for the mental health of students.

Mental or mental health greatly affects someone's learning achievement, if someone experiences disturbances in mental health, concentration, attention and social function will be diminished which will have an impact on learning achievement or learning achievement. Depression, anxiety disorders, self-harm, eating disorders, excessive drug and alcohol use, difficulty concentrating and insomnia are among those problems (Kurniati et al., 2023; Malau, 2021, 2023; Munte, 2022a, 2022b, 2023a; Munte & Korsina, 2022; Munte & Wirawan, 2022; Simanjuntak, 2019; Wirawan, 2021; Wirawan et al., 2023). Mental health problems in Indonesia at this time are classified as high, especially among adolescents as they still have unstable emotions and do not have a good ability to solve existing problems. Adolescence is the period where they often experience stress, especially at certain events in their lives. Adolescents are considered as susceptible to mental disorders. Therefore, adolescents need to get more attention as they are the country's assets and the next generation of the nation.

Mental health in college students could be influenced by several factors, including their genetics, their family background, their friendships, their lifestyle, their social life, and many other factors (Eribka et al., 2023; Silipta et al., 2021; Susila, 2022a, 2022b, 2022c; Susila & Pradita, 2022; Susila & Risvan, 2022; M. T. Telhalia, 2017; T. Telhalia, 2016, 2023; T. Telhalia & Natalia, 2021, 2022; Wainarisi, 2021c, 2021b, 2021a, 2023; Wainarisi et al., 2022, 2023). These factors could affect students positively or negatively. However, students are still unaware of the positive and negative

impacts of these factors so they forget about their mental health. Students have forgotten to focus on their mental health as they are only focused on their assignments, organizations, class schedules, and the demands they receive from people around them. Self-regulation in learning would help students to meet the demands they face. Self-regulation is someone's ability to control their emotions and behavior in any situation on their own.

In addition, cooperation with lecturers and classmates is key in developing in-depth understanding of the material taught (Apandie et al., 2022; Apandie & Rahmelia, 2020, 2022; Awak et al., 2023; Batuwaal et al., 2019; Erika et al., 2023; Istinia et al., 2023; Langi et al., n.d.; Ligan, 2022; Loheni et al., 2023; Magdalena et al., 2022; Manik et al., 2023; Meilan & Mariani, 2023; Mukuan et al., 2022; Munte, Natalia, et al., 2023; Pongoh, n.d., 2022b, 2022a, 2023; Putri et al., 2023; Rahmelia et al., 2022; Rahmelia & Apandie, 2023; Reggina & Indriani, 2023; Riska et al., 2023; G. Sinta et al., 2023; Sulistyowati et al., 2022; Suratinoyo et al., 2019; Tekerop et al., 2019; Trisiana et al., 2023). Mental health remains an imperative aspect of students' academic success and well-being. High academic demands, pressure in balancing social life, and personal development that occur during college life could have considerable impact on students' mental health. Therefore, it would be beneficial to evaluate how multifaceted cooperation in the 3rd semester Christian Religious Education course could affect students' mental health.

At the beginning of the pandemic, the government officially stated that all educational institutions will implement online learning (media in the network) by March 2020. Starting from online lectures, however, the impacts of online lectures on students could be seen, especially on new students (Inriani, 2021b, 2021a; Mariani, 2020, 2022a, 2022b; Mariani et al., 2023; Munte, 2017, 2018b, 2018a, 2022c, 2023b; Munte, Saputra, et al., 2023; PAHAN et al., 2014; Prakosa, 2022; Prakosa et al., 2023; Putri et al., 2023; rudie, 2023; Rudie, 2021; Setiawan et al., 2022; G. Sinta et al., 2023; Sopiani et al., 2023; Sriwijayanti, 2020, 2023; Wulan, 2005, 2023; Wulan & Sanjaya, 2022). The early lecture period is supposed to be an opportunity for new students to find relationships, develop themselves, and learn to be more independent. However, nowadays, it has become more difficult to do so due to the inability of students to interact directly, so that things that should be great opportunities for new students have been lost.

Fear and anxiety about one's own health and the health of others Changes in sleep patterns and eating patterns (Anggreni, 2023; Dinata et al., 2023; Keristina et al., 2023; Kristiani et al., 2023; Manuputty et al., 2023; Nindi et al., 2022; Nursusanti et al., 2022; Pernando et al., 2022; Setiawan et al., 2022; Suriani & Betaubun, 2022; Tedy et al., 2023). Difficulty sleeping and lack of concentration. Using drugs for the youth of the nation's generation is to apply the teachings of Christ in the process of thinking and applying them in social life. Christianity is reflected in a person's self. Mental health in university students could be influenced by several factors, including genetics, family, friendship, lifestyle, social, and various other factors. These factors can affect students positively or negatively. However, there are still many students who do not realize the positive and negative impacts of these factors so that they forget about their mental health. They forget to focus on their mental health because they only focus on assignments, organizations, class schedules, and the demands they receive from people around them.

This project aims to investigate whether multifaceted cooperation in the 3rd semester Christian Religious Education course positively or negatively affects students' mental health. Based on

surveys, interviews, and data analysis, the research will identify the relationship between multifaith cooperation, stress levels, anxiety, and students' psychological well-being (Nopitri & Irdayani, 2023; Nugrahhu, 2020, 2021, 2022; Nugrahhu et al., 2023; E. J. Saputra et al., 2023; Seruyanti et al., 2023; Sihombing, 2015, 2019, 2022; Sulistyowati et al., 2021; Utami et al., n.d.; Utami, 2022). Hopefully, the results of this study could provide valuable insights into how multifaith cooperation in the 3rd semester Christian Religious Education subject could be an influencing factor on students' mental health. These findings are expected to be used by educational institutions to enhance students' learning experiences and support their well-being during their college years.

METHOD

The research is based on qualitative research. Qualitative research procedures thus display to the surface in the form of descriptive data, namely through written or spoken words (in the form of audio recording) as part of the process of searching for meaning, empathy for research subjects and trying to understand the phenomena under study contextually and thoroughly from the experiences, perceptions and imaginations of research subjects. Researchers collected data using the Interview technique, namely in the form of interviews with each research subject with the permission of the research subject.

Permission space in the interview process is important to provide a sense of security for research subjects so that they do not feel accused, intimidated by questions and try to provide data as honestly as possible. Therefore, this research is a direct experience that is not only at the level of the research subject's experience. However, researchers are also involved and also try to get additional information and get a personal impression. The reason the authors chose the interview method is because the authors will find out more in-depth things about thoughts, experiences and problems in interpreting situations and phenomena that occur. The stages of research that were passed included: Searching and collecting interview transcripts, reading and analyzing the materials used, processing data from the material obtained and concluding the results.

Here is the table of data on the identity of the sources who have been interviewed directly, the following sources according to the authors are the right ones to answer the problems that occur.

Names	Ages	Jobs	Religion	Residence
Chicyta	19	Mahasiswi	Kristen Protestan	Palangka Raya
Mtthehc	20	Mahasiswa	Kristen Protestan	Manado
Jchonhacktcant	20	Mahasiswa	Kristen Protestan	Palangka Raya

Tabel 1: Identity Table of the Interviewees

Based on Table 1, researchers present the data of the research subjects - by disguising the three sources to provide opportunities for the sources to bring up narratives, experiences, as an integral part of qualitative research with data that cannot be quantified (calculated and compartmentalized).

Qualitative research is conducted to build knowledge through understanding and discovery to enrich research results. Qualitative research methods emphasize the deepening aspect of the problem rather than looking at problems for generalization research. Using this approach, in-depth analysis techniques are used, namely examining the problem on a case-by-case basis because this methodology believes that the nature of one problem will be different from the nature of other problems. Qualitative research data sources are displays in the form of spoken or written words observed by researchers and objects observed in detail.

RESULT AND DISCUSSION

Mental Health Negativity Causation: Anxiety, Stress, and Homework Abandonment

Chicyta (not her actual name) is one of the research subjects with multiple identities. Her multiple identities include student, task worker, often experiencing pressure, anxiety, often complaining (about the busy curriculum), and difficulty experiencing mental balance.

".. kalau saya itu ada juga kayak kerja part time di salon.. biasanya kerjanya ketika panggilan"

Chicyta/intrvw/MentalHealthNegativityCausationAnxietyStressandHomeworkAbandonment/13092023

".. saya pikir mata kuliah yang berat dan tekanan akademik dapat berdampak negatif pada kesehatan mental mahasiswa.. contohnya itu terutama jika ada banyak tugas dan ujian yang menumpuk. Mahasiswa bisa merasa stres dan cemas dan terkadang kurikulum yang terlalu padat membuat mahasiswa merasa tertekan dan sulit untuk menjaga keseimbangan. apa lagi lemah iman bias berpikir mengakhiri hidup nya sendiri dengan cara bunuh diri.. I think heavy courses and academic pressure can have a negative impact on students' mental health... for example it is especially if there are many assignments and exams piling up. Students can feel stressed and anxious and sometimes the overcrowded curriculum makes students feel pressured and difficult to maintain balance. what's more weak faith can think of ending his own life by suicide"

Chicyta/intrvw/MentalHealthNegativityCausationAnxietyStressandHomeworkAbandonment/13092023

Speaking of mental health, the 19-year-old student said that Chicyta was more concerned with courses, academic pressure, accumulation of assignments being contributors to stress, weak belief, anxiety, suicide attempts and work imbalance. Chicyta suggested,

".. mungkin universitas bisa memberikan lebih banyak dukungan psikologis dan sumber daya untuk membantu mahasiswa mengatasi stres akademik. Selain itu, pengajar juga bisa lebih memahami beban kerja yang mereka berikan kepada mahasiswa.. Perhaps universities could provide more psychological support and resources to help students cope with academic stress. In addition, faculty could also be more understanding of the workload they are giving to students"

Chicyta/intrvw/MentalHealthNegativityCausationAnxietyStressandHomeworkAbandonment/13092023

Therefore, based on the quoted results mentioned earlier, there are some students whose thinking is complicated. Difficult to understand, while there are also many students who grasp rudimentary learning and have broad insights (Prasetiawati, 2020, 2022; Rahmelia et al., 2023; Rahmelia & Prasetiawati, 2021; S. Sanasintani, 2022; S. P. Sanasintani, 2020). Chicyta complained,

“itu termasuk bisa jadi dia bisa stress, terancam kehilangan prestasi bahkan dia bisa melakukan hal-hal yang diluar nalar di luar di luar bisa jadi dia apa diri juga kan banyak terjadi di universitas atau sekolah.. It includes that they could be stressed, threatened with losing achievements and even doing things that are beyond reason outside of what could happen at the university or school”

Chicyta/intrvw/MentalHealthNegativityCausationAnxietyStressandHomeworkAbandonment/13092023

According to the excerpt results mentioned previously, it was revealed that many students can be embarrassed by unexpected dangerous things that occur by mental decay in students.

“.. karena diam dalam diri orang yang melakukan hal-hal yang tidak baik dan menguntungkan misalnya rusak sampai-sampai jadi kayak faktor lingkungan kalau dia dapat teman yang teman yang baik pasti otomatis dia memiliki berbagai macam nasehat.. due to silence in people who do things that are not good and profitable, such as being damaged to the point that it's like an environmental factor if he gets friends who are good friends, surely automatically they have various kinds of advice”

Chicyta/intrvw/MentalHealthNegativityCausationAnxietyStressandHomeworkAbandonment/13092023

According to the thought through Chicyta's narrative wrapping, the occurrence of mental damage is caused by the surrounding environment and the wrong friendship and automatically the many words of advice that can trigger mental damage to students.

“.. ya pernah tapi misalnya kalau orang yang mengajaknya sangat membosankan otomatis bosan kalau dosen nya asik santai kita akan menjalan kan perkuliah dengan enjoy.. .. yes, I have but if the person who teaches someone else is extremely boring, it will automatically bore me if the lecturer is fun and relaxed, we will enjoy the lecture..”

Chicyta/intrvw/MentalHealthNegativityCausationAnxietyStressandHomeworkAbandonment/13092023

Chicyta's quote states that fun learning and humorous lecturers will bring the learning atmosphere to be fun and even according to Chicyta's recognition as a student who often gets a lot of assignments, humorous lecturers become a bridge to find out to explore the extent to which learning is raised in classrooms. Chicyta's complaint,

“.. bisa.. kenapa banyak banyaknya materi yang dikeluarkan? Dengan banyak juga yang susah dengan berbagai macam tugas yang diberikan Ada ada nggak tahu ada atau tidak enak hati yang bersih hatinya kalau kita ikhlaskan otomatis jadi bisa menjalani apa yang kita jalani hari atau hanya Jalani dan nikmati proses yg ada.. .. whether.. why are there so many materials issued? With a lot of difficulty with various kinds of tasks given. There is no idea whether there is or is not

comfortable with clean hearts if we let go automatically so we can go through what we go through today or just live and enjoy the process”

Chicyta/intrvw/MentalHealthNegativityCausationAnxietyStressandHomeworkAbandonment/13092023

Chicyta (not real name) added,

“.. itu juga Store yang sudah mulai merasa akan pembelajaran tidak boleh dibuka jadi setiap akan berbeda-beda Begitu pun berbeda-beda tempramental mereka terhadap mata kuliah tersebut Terkadang ada yang memang dapat menerima itu dengan baik ada juga tidak dapat menerima dengan baik.. ... those are also stored who have begun to feel that learning should not be opened so each will be different Likewise, their temperament towards the course varies Sometimes some can accept it well there are also those who cannot accept it well”

Chicyta/intrvw/MentalHealthNegativityCausationAnxietyStressandHomeworkAbandonment/13092023

Based on Chicyta's quote, the researchers said that every learning is different temperamentally terkadanf there are those who can indeed accept the learning well there are also those who do not understand the courses that make him in the learning of new learning face especially maybe there are those who can not give a good explanation and make him not able to accept well. Chicyta recounted,

“.. karena mahasiswa sangat rentan sekali dalam kerusakan mental akibat penolakan ini membuat mereka tidak bisa menerima akan pembelajaran itu masuk sehingga mereka sehingga mendapatkan tekanan yang besar mereka Jadi mereka akan berpengaruh dan mental itu tidak hanya berpengaruh di tubuh mereka saja tapi akan mempengaruhi pola makan mereka pola istirahat mereka dan pola belajar mungkin kayak tekanan mental dari keluarga terbawa ke kampus dan juga dengan pergaulan pergaulan yang tidak benar itu yang bisa membuat mental mereka rusak mental terbawa kayak terbawa bila terus-menerus aja jangan dibawa pusing aja pelan-pelan pekerjaan yang dapat dikerjakan. Sesuaikan menurut masing-masing yang dapat diselesaikan dengan mudah.. because university students are very vulnerable in mental damage due to this rejection making them unable to accept the learning that comes in so that they so get a big pressure on them So they will have an effect and mentally it does not only affect their body but will affect their diet their rest patterns and learning patterns maybe like mental pressure from the family carried over to campus and also with improper socialization that can make them mentally damaged mentally carried over like carried over if constantly just don't take the headache just slow down the work that can be done. Adjust according to each that can be completed easily”

Chicyta/intrvw/MentalHealthNegativityCausationAnxietyStressandHomeworkAbandonment/13092023

Kutipan diatas menyatakan bahwa kesehatan mental terjadi bisa saya memicu ke kerusakan pola makan dan pola belajar itu yg bisa memicu resukan mental saat me jalankan bisa dikampus ditambah lagi masalah keluarga yg mungkin ada (Buyung,wawancara pribadi 12 september 2023)

“.. sampai buat pusing itu benar terutama dalam rumah-rumah itu kan ya terkadang orang tidak mengerti apa yang anda katakan itu wajar dan mengerti manusia tidak mungkin dapat mengerti sama-

sama ingin untuk dipahami jadi itu rasanya apa yang tidak dapat menerima rombongan kita sakit kita sendiri dengan cara-cara orang lain tidak benar.. If you are looking for a way to make a headache.. it is true especially in houses.. yes.. sometimes people do not understand what you are saying it is natural.. and understand humans cannot possibly understand both want to be understood.. so it feels what can not accept our own sick entourage in the ways of others is not true"

Chicyta/intrvw/MentalHealthNegativityCausationAnxietyStressandHomeworkAbandonment/13092023

Family Environment, Mental Deterioration and Efficient Schedule

Chicyta's quote suggested that the family environment is also influential in the mental deterioration of students which triggers into the university environment due to lack of understanding, mentality and insensitivity. Chicyta, the first research subject said,

".. mahasiswa semester 3 itu masih dapat dikatakan masih baru baginya dalam dunia perkuliahan dan masih tahap penyesuaian sehabis lulus SMA, yang dimana jika menumpuknya tugas maka tugasnya itu pasti akan berpengaruh kepada mental Apalagi kan itu baru baru masuk.. 3rd semester students are relatively new to university life and are still in the adjustment stage after graduating from high school, which if they accumulate assignments, the assignments will definitely affect their mentality, especially since they have just entered the university"

Chicyta/intrvw/FamilyEnvironmentMentalDeteriorationandEfficientSchedule/13092023

Chicyta added,

".. belum terlalu biasa menghadapi kondisi, apalagi jika seperti waktu covid 19 menyerang, tugas yang menumpuk seperti tidak ada jeda yang nantinya bisa menyebabkan hilangnya semangat dan jatuhnya kepada mental mahasiswa apalagi jika ada yang mengalami kesulitan dalam masalah keluarga.. not too used to dealing with conditions, especially if it's like covid 19 time strikes, tasks that pile up like there's no pause which can later cause a loss of enthusiasm and a fall on the mentality of students, especially if someone is experiencing difficulties in family problems"

Chicyta/intrvw/FamilyEnvironmentMentalDeteriorationandEfficientSchedule/13092023

Chicyta's narrative quote states that bringing semester 3 has great potential and is even prone to mental breakdown due to the relaxed lectures at the beginning of the semester. Semesters 3 occurs panic when facing the task of piling tasks,

".. sangat rentan sekali dalam kerusakan mental siswa memang saya tidak terkena nya apa itu terkena mental karena disebabkan kebanyakan masih labil artinya apalagi semester 3 kan baru baru masuk baru merasakan dunia perkuliahan di mana banyaknya tugas-tugas banyaknya tuntutan seperti itu, menurut saya kebanyakan mahasiswa mengalami stress karna banyaknya tuntutan dan tugas dari beberapa mata kuliah.. I am not affected by what is mentally affected because most of them are still unstable, especially in the third semester, they have just entered the world of lectures where there are many tasks, many demands like that, in my opinion most students experience stress because of the many demands and assignments from several courses"

Chicyta/intrvw/FamilyEnvironmentMentalDeteriorationandEfficientSchedule/13092023

Chicyta added,

".. yang mahasiswa tidak dapat menyanggupinya karena kurangnya pengetahuan dan pemberian materi dari dosen. Semester 1 sampai semester berapa itu mungkin di salah satu karena itu tugas juga numpuk banyak sekali mata kuliah ke mata kuliah itu seperti tidak ada jeda itu full Berikan tugas ini membuat lingkungannya dibawahnya ke kampus terus datang lagi ke kampus dari kampus lagi terus juga ngerti katanya teman saya diputusin pacar putusin pacar tidak fokus dalam kebanyakan ada juga yang teman saya yang gara-gara Apa kamu punya masalah keluarga ini dia tidak fokus.. which students cannot fulfill due to lack of knowledge and provision of material from lecturers. The first semester until what semester it might be in one of them because the assignments are also piled up a lot of courses to courses it's like there is no pause it's full Give this assignment to make his environment brought to campus and then come again to campus from campus again and also understand that he said my friend was broken up by his girlfriend broke up with his girlfriend not focused in most of them there is also a friend of mine who because of what you have this family problem he is not focused"

Chicyta/intrvw/FamilyEnvironmentMentalDeteriorationandEfficientSchedule/13092023

Based on Chicyta's information the lack of material provided and the lack of knowledge experience and at the time of assignment, there was great stress experienced by students.

".. ngantuk itu pasti sering dialami oleh beberapa mahasiswa lagi kalau mata kuliahnya itu di per hari atau siang hari sudah jam-jam tidur sering mengantuk setelah dipakai untuk berpikir lebih fokus Lebih memahami menghindari mengantuk menghindari jenuh.. I'm not sure what to make of this, but I'm sure it's often experienced by some students again if the course is in the middle of the day or afternoon, it's bedtime hours, often sleepy after being used to think more focused more understanding to avoid sleepiness to avoid boredom"

Chicyta/intrvw/FamilyEnvironmentMentalDeteriorationandEfficientSchedule/13092023

Based on Chicyta's quote, she stated that sleeping hours clashed during the course and at that time there was a lack of focus during the learning process. Each academic practitioner needs to manage his/her time well, create an efficient study schedule, and seek help from lecturers or counselors if necessary. Involvement in extracurricular activities (Andriany et al., 2023; Anjini et al., 2022; Desti, 2023; Monica, 2023; Riani et al., 2022; D. A. Saputra et al., 2023; S. E. Sinta et al., 2022; Sisianti et al., 2022; Stepania & Setianti, 2022; Valentino et al., 2023). Students involved in extracurricular activities such as prayer groups, religious seminars, or social projects may feel more connected to their community and feel more mentally balanced. These activities could be opportunities to socialize and strengthen social support. In addition, key points in the conclusions through the three research subjects that understanding studying while working can create additional stress or even multiple burdens.

CONCLUSION

Three research subjects could provide the results of the discussion regarding the work of the multidisciplinary course of the third semester Christian Religious Education Department for

students' mental health in general. However, importantly, the details may vary depending on the study program, institution, and individual situation. Results that may be relevant to third-semester students in the Christian Religious Education Department often face an increased academic load. This may result in stress and anxiety.

Researchers concluded based on experience and research that maintaining social support from friends, family, and lecturers can help students cope with stress. In addition, regarding students' time management, students need to learn stress management techniques such as meditation, relaxation on or off campus, and/or moderate exercise. Researchers concluded that exercise can help students feel calmer and more focused when facing challenging assignments. Researchers observed that based on the mental needs of each student across educational programs or institutions, they should consistently provide space and counseling services as forms of assistance or institutional presence for students. In order to establish two-way communication, mutual strengthening and affirmation. Sharing sadness, joy, responsibility and mutual support.

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