

Description of Mental Emotional Disorders in School-Age Children

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Abstract

Introduction: Mental emotional development that is not good will have several impacts on children, especially in the maturation of their character. This results in emotional mental disorders which can be in the form of high-risk behaviors such as feeling unhappy, having difficulty establishing relationships with other people, and so on. **Method.** Research using a simple descriptive research design. The population in this study were parents of elementary school children in the Sri Meranti Village area, the number of samples in this study were 210 respondents, taken using an accidental sampling technique. **Results.** The results obtained from this study indicate that around (80.0%) children experience mental emotional disorders which are in the normal range on difficulty scores, while on the strength score (proportional) it was found that around (82.4%) experienced mental emotional problems in the normal range. **Conclusion.** The conclusions obtained in children with mental emotional disorders are in the normal range both in difficulty scores and strength scores (proportional).

Keywords: Elementary School Children, Disturbance, Mental Emotional



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INTRODUCTION

School-age children are the largest age group (26%) of the total other age groups in the world (Population Reference Bureau, 2018). Based on data from world education, science and culture organizations, data obtained that there are around 64 million children of primary school age out of 7.888 billion worldwide (UNESCO, 2019). The Indonesian Ministry of Health states that school-age children are children who are in their middle age, namely between 6-12 years who are already able to react directly intellectually or can carry out learning tasks according to their intellectual abilities and cognitive abilities such as reading, writing and calculating. (Latifah, 2017). A potential national resource for advancing development in the future is school children. The school period is a period of developing the quality of human resources which affects the quality of people's lives in the future. School-age children are very sensitive to the stimuli given, so that children at this age easily receive instructions and are ingrained in a clean and healthy way of life. (Lina, 2016).

A World Health Organization survey (WHO, 2020) states that Colombia, Mexico and the United States all have high rates of mental disorders. According to the findings of the World Mental Health Survey, the prevalence of mental disorders ranges from 18.1-36.1%. For the prevalence of mental disorders during the previous 12 months was 9.8-19.1%. Because of their association with adversity, functional impairment, exposure to stigma and disability, and even possible death, mental health problems in children and adolescents have received considerable attention in recent decades. There are several types of mental emotional disorders in children, namely: depression, sadness (grief), post traumatic stress disorder (PTSD), antisocial. These disorders have different etiologies and treatments, some have a good prognosis, for example PTSD and some are less good, for example bipolar disorder.

Emotional mental disorders in elementary school-age children are very difficult to find. Based on the health screening program conducted by the Health Office through Minimum

Service Standards (SPM) it was found that in general the number of cases of mental disorders in elementary school children has increased every year. From previous research by Prihatiningsih and Wijayanti (2019) regarding "mental emotional disorders of elementary school students" stated that as many as 121 (54.5%) respondents experienced mental emotional disorders, namely experiencing at least one or more problems which included mental emotional disorders. The most common types of problems are problems with peers (27%) and emotional problems (Prihatiningsih & Wijayanti, 2019).

Based on a preliminary study conducted by researchers in the Sri Meranti Village area, it was found that 3 out of 5 children experienced mental emotional problems with peers, 1 out of 5 were at the threshold stage with behavioral problems and 1 out of 5 did not experience emotional problems. The large number of cases of mental emotional disorders and the limited research on mental emotional development in general in Indonesia became the background for researchers to conduct research with the title "Description of Mental Emotional Disorders in School-Age Children".

RESEARCH METHODS

This research is a quantitative research with a simple descriptive design that aims to see a description of the phenomena that occur in a certain population. The population in this study were parents of school-age children in the Rumbai District, Sri Meranti Village. The total population in Rumbai District is 6,884 elementary school children with 943 population in Sri Meranti Village. The sampling technique in this study was accidental sampling technique. the sample studied in this study was 210 respondents. The sample has two criteria, namely inclusion criteria and exclusion criteria. The research questionnaire used was a strengths and difficulties questionnaire (SDQ).

RESEARCH RESULTS AND DISCUSSION

This research was conducted on May 26 2022 - June 20 2022 for parents who are in the working area of the Umban Sari Health Center in Pekanbaru City with a total of 210 respondents, namely parents who have elementary school age children. The results of this study were analyzed using univariate analysis.

Table 1. Distribution of Respondent Characteristics

Characteristics of Respondents	Frequency n = 210	Percentage (%)
Parent's gender		
Man	36	17.1
Woman	174	82.9
Parental age		
Teenager	-	-
Mature	210	100.0
Elderly	-	-
Education		
SD	29	13.8
JUNIOR HIGH SCHOOL	71	33.8
SENIOR HIGH SCHOOL	98	46.7
College	12	5.7
Work		

Housewife	126	60.0
Self-employed	54	25.7
civil servant	20	9.5
Fisherman	10	4.8
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Religion		
Islam	152	72.4
Christian	56	26.7
Hindu	1	.5
Buddha	1	.5
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Ethnic group		
Malay	92	43.8
Java	41	19.5
Minang	53	25.2
Batak	23	11.0
aceh	1	.5
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Gender of Child		
Man	120	57.1
Woman	90	42.9
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Child Age		
10	46	21.9
11	79	37.6
12	66	31.4
13	18	8.6
14	1	.5
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Total	210	100.0

The table above shows that of the 210 respondents aged 20-60 years (adults) with a total of 210 respondents (100%), the majority of respondents were female with a total of 174 respondents (82.9%), the distribution of respondents based on education was found to be mostly high school education with the number of 98 respondents (46.7%), the distribution of respondents based on work was found to be mostly housewives with a total of 126 respondents (60.0%), the distribution of respondents based on the age of the children was found to be mostly having children aged 11 years with a total of 79 respondents (37.6%) and the distribution of respondents based on the sex of the child was found to be mostly male with a total of 120 respondents (57.1%).

Table 2. Frequency of Difficulty Levels

	Frequency n=210	Percentage (%)
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Emotional Problems		
Normal	157	74.8
Threshold	30	14.3
Abnormal	23	11.0
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Behavioral Problems		
Normal	170	81.0
Threshold	12	5.7

Abnormal	28	13.3
Peer Problems		
Normal	118	56.2
Threshold	32	15.2
Abnormal	60	28.6
Hyperactivity Problem		
Normal	202	96.2
Threshold	2	1.0
Abnormal	6	2.9
Total difficulty score		
Normal	168	80.0
Threshold	19	9.0
Abnormal	23	11.0
Total	210	100.0

From the table it can be seen that the difficulty score illustrates that the range of abnormal values is higher than the range of threshold values, namely the abnormal score of 23 (11.0%) and the threshold of 19 (9.0%), with the most problems being problems with peers and behavior problems.

Table 3. Frequency of Strength Values

Proportional Value	Frequency n=210	Presentation (%)
Normal	173	82.4
Threshold	23	11.0
Abnormal	14	6.7
Total	210	100.0

The results obtained from questions about proportional behavior found that as many as 173 (82.4%) children were in the normal range, as many as 23 (11.0%) children were in the threshold range, and as many as 14 (6.7%) children were in the normal range. abnormal.

Discussion

Based on the research that has been done, it was found that all respondents were in the age category of 20-60 years (adults), namely 210 respondents (100%). The older a person is, the wiser the parenting style will be (Hurlock, 2010). The results of this study are in line with Fitriani in Yuliana (2017) which states that age influences a person's mindset and comprehension, the older one gets, the more developed one's mindset and comprehension abilities are, so that the knowledge gained will be more and more.

Mail and Romdzati's research (2018) also found the same thing that parental gender influences the support provided by parents, especially in the role of parenting and educating children. With regard to parental education, parents with a higher educational background in their care practices are seen reading articles more often and following the development of knowledge about child development, they become more prepared because they have a broader understanding, while parents who have a limited educational background have limited

knowledge. and a limited understanding of the needs and development of children so that they show little understanding and tend to treat their children strictly (Kashahu, 2014).

This research is in line with Andriyani and Sumartini's research (2019) which shows that most of the respondents' jobs are housewives (IRT) with (81.9%). This is in line with parents who play a dominant role in this study, namely housewives. In line with Hasneli and Amir (2022) that most of the Malay tribes with a total of 27 respondents (49.1%), where the Malay tribe in their lives have a lot of beliefs that they hold both from their ancestors and their beliefs in their tribe

The results of the research that was carried out in the Sri Meranti Village were obtained from 210 parents of children who filled out the SDQ questionnaire based on difficulty scores as many as 23 (11.0%) experienced mental emotional disorders or in the abnormal range, 19 (9.0%) in the threshold range, and 168 (80.0%) in the normal range. In the research results that have been obtained, it is illustrated that the abnormal score is higher than the threshold score. Judging from each category in the table difficulty score of mental emotional disorders, it is illustrated that the highest number of children experiencing mental emotional problems is peer problems and behavioral problems, which include difficulty controlling anger, often fighting with other children, often lying, and often bullied with other children.

CONCLUSION

From the results of the study, the characteristics of the adult respondents were 210 respondents (100%), the education of the majority of respondents was high school education, namely 98 respondents (46.7%), with the majority of respondents working as housewives of 126 respondents (60.0%). Based on the religion that the majority of respondents adhere to, 152 respondents (72.4%) are Muslim, and the majority of the population adheres to Malay ethnicity, as many as 92 respondents (43.8%). In addition, the results of research conducted by researchers regarding the description of mental emotional disorders in school-age children who filled out the questionnaire illustrated that most children experienced emotional mental disorders in the normal range of values, children experienced difficulties with peer problems (60.28%), and behavioral problems. 28 people (13.3%),

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