The Influence of Mental Health on Student Learning Outcomes

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ABSTRACT

This study aims to determine the influence of mental health on the learning outcomes of elementary school students. The method used was a descriptive quantitative approach, with 67 respondents in grade IV from three different classes. The data collection instruments were in the form of mental health questionnaires and student learning outcomes. The results of the descriptive analysis showed that the majority of students had mental health and learning outcomes in the good category. However, the results of correlation analysis using Pearson showed a coefficient of -0.228 which was included in the category of low relationships and was not statistically significant. These findings suggest that even if students have relatively good mental health, it does not significantly affect their learning outcomes. This study suggests the importance of considering other factors such as the learning environment and mentoring in learning to obtain optimal learning outcomes.

Keywords: *Correlation, Elementary School Students, Learning Outcomes, Mental Health*

INTRODUCTION

Learning outcomes are the values achieved by students during learning, and are influenced by internal and external factors. Student learning outcomes will decrease if students experience learning difficulties. Learning difficulties are closely related to depression and anxiety. A child with depression will experience a decrease in creativity, initiative, and motivation to learn so that it has an impact on his learning outcomes (Dini et al., 2022). Mental health greatly determines a person's activity in achieving the process and the results he achieves without feeling burden, let alone pressure. So, in a person there is a harmony of the functions of the soul and adjustment in him and with his environment (Greenberg N., 2020) on the basis of his faith in the final destination of life (Hasneli, 2014).

Thus, in the world of Education, learning outcomes are the main and inevitable that a student will get if they have good mental health. (Manages, 2021) states that mental health is a condition that concerns physical, emotional and intellectual growth, accepting responsibility and maturity in social management and actions. In a review of socio-cultural approaches, mental health will be largely determined by social interactions and the values that are carried and believed in (Kartikasari, 2022) into a learning process at school. A learning process that gives students the flexibility to explore their curiosity so that their potential develops optimally (Chatib, M., & Fatimah, 2015); (Dewi, 2019)will also contribute to the realization of a healthy student mentality.

Based on direct observations made by the author in the classroom, the author sees the process of teaching and learning activities, when the learning process takes place, educators have used media and ways to explain lessons that are good in learning, but there are still conditions or atmospheres that are not conducive when learning takes place, students still like to chat with their classmates, and there are students who look tense, restless, lethargic and not eager to follow learning. The author sees that from a physical point of view the students look lethargic when and are not enthusiastic in following the process of dissolution, from the mental point of view the students seem to experience problems in themselves when the teacher gives a question, the student looks excessively anxious, as seen from the change in the student's face which is reddened, and when he wants to answer the question given by the student in question, he looks anxious and nervous when speak. The author also made observations outside the classroom, From a social point of view, some of the students at school seemed to choose to be alone, or isolate themselves from the crowd rather than gathering with other friends, and some of the students gathered in their play groups but seemed to be less involved in the group, and seemed to not feel happy.

Based on the initial research conducted, the author collected data on student scores and it is known that the completeness of student learning outcomes is still low, there are still many students who have not been able to pass the limit (KKM 70) that has been determined. It can be seen that almost most of the students' scores still have not reached completeness in their learning outcomes and some have managed to achieve learning completeness.

Based on the problems at MI Bahrul Ulum, it is important to know how much influence students' mental health has on student learning outcomes. The reason the author chose grade 4 is because of the phenomenon that the author found in the field that has been explained above that in this class it was found that many students got low grades compared to other classes and other subjects, the students concerned have characteristics that lead to mental health disorders in learning, where when a person experiences depression, stress, tension, restlessness, Panic and fear of facing exams are psychological symptoms that often disturb a person's heart and mind, and affect the learning outcomes obtained by the students in question who are researched by this researched author.

RESEARCH METHODOLOGY

The purpose of the study is to (1) describe the mental health of elementary school students, (2) describe the learning outcomes of elementary school students. This study uses a descriptive quantitative approach with field data obtained through questionnaires, and (3) to find out the extent of the influence of mental health on learning outcomes. The respondents were 4th grade elementary school students with 3 different classes totaling 67 students.

Data processing is carried out by descriptive analysis of each variable which is then interpreted and conclusions are drawn (Scott, 2015). Meanwhile, to find out the extent of the influence of mental health on health achievement using contributory correlation analysis (Sujadi, 2002). Respondents were asked to fill in a number of answered statements by choosing 5 things, namely (a) Very often worth 5; (b) Often worth 4; and (c) Sometimes worth 3; (d) Rarely worth 2; (e) Never worth 1. Furthermore, all the answers are accumulated in the form of cumulative values.

RESULT AND DISCUSSION

Based on the results of the questionnaire distributed to the students, the following student mental health data was obtained.

Table 1. Mental Health Questionnaire

Respond	Mental Health	Respond	Mental Health
S-1	38	S-35	41
S-2	40	S-36	34
S-3	38	S-37	47
S-4	39	S-38	41
S-5	34	S-39	32
S-6	49	S-40	34
S-7	35	S-41	32
S-8	39	S-42	36
S-9	27	S-43	52
S-10	26	S-44	30
S-11	43	S-45	32
S-12	36	S-46	37
S-13	43	S-47	38
S-14	31	S-48	31
S-15	36	S-49	35
S-16	34	S-50	27
S-17	37	S-51	33
S-18	42	S-52	31
S-19	33	S-53	37
S-20	34	S-54	51

S-21	39	S-55	29
S-22	39	S-56	32
S-23	42	S-57	30
S-24	35	S-58	38
S-25	37	S-59	37
S-26	38	S-60	32
S-27	36	S-61	32
S-28	37	S-62	37
S-29	28	S-63	36
S-30	44	S-64	40
S-31	43	S-65	44
S-32	38	S-66	30
S-33	50	S-67	39
S-34	37		

From Table 1 above, it can be described that (1) the highest number is 52 and the lowest is 26 out of 67 student respondents. where the following classification and categorization are carried out.

Table 2. Classification and Categories of Student Mental Health Conditions

Interval	Frequency	Percentage	Category
<20	0	0%	Less than once
21-30	9	13,43%	Less
31-45	51	76,12%	Good
46>	7	10,45%	Very good
Sum	67	100%	

Table 2 shows that the general condition of students' mental health is in good condition (79.1%), where the details are 79% in the "Good" category and 20.9% in the "Very good" category. While the bottom line is "Less" 0%. Meanwhile, the learning outcome questionnaire produced the following data.

Table 3. Student Learning Outcomes Questionnaire

Respond	Mental Health	Respond	Mental Health
S-1	34	S-35	33
S-2	29	S-36	31
S-3	23	S-37	29
S-4	26	S-38	29
S-5	28	S-39	25
S-6	31	S-40	25
S-7	34	S-41	28
S-8	26	S-42	23
S-9	34	S-43	35
S-10	33	S-44	32
S-11	36	S-45	36
S-12	33	S-46	32

S-13	33	S-47	31
S-14	33	S-48	27
S-15	35	S-49	31
S-16	27	S-50	28
S-17	29	S-51	30
S-18	27	S-52	26
S-19	31	S-53	27
S-20	36	S-54	29
S-21	32	S-55	24
S-22	23	S-56	38
S-23	32	S-57	37
S-24	31	S-58	31
S-25	33	S-59	25
S-26	25	S-60	29
S-27	26	S-61	28
S-28	28	S-62	33
S-29	33	S-63	34
S-30	25	S-64	32
S-31	24	S-65	31
S-32	24	S-66	33
S-33	23	S-67	31
S-34	27		

Using the same method, namely by providing classification and categories on student Learning Outcomes, from the data in Table 3, the researcher grouped the results into the following Table 4.

Table 4. Classification and Categories of Student Learning Outcomes Conditions

Interval	Frequency	Percentage	Category
< 10	0	0%	Less than once
11-20	9	0%	Less
21-35	61	91,04%	Good
36>	6	8,96%	Very good
Sum	67	100%	

Table 4 above provides an overview of the conditions for student Learning Achievement in the good category, namely 91.04% (Good) and 8.96% (Very Good), so it can be concluded that student Learning Outcomes are fairly Good. The two variables can be described as shown in Table 5 below.

Table 5. Descriptive Analysis Results

Description	Mental Health	Learning Outcomes
Mean	36.776	29.836
Standard Error	0.694	0.479

Median	37.000	31.000
Mode	37.000	33.000
Standard Deviation	5.678	3.922
Sample Variance	32.237	15.382
Kurtosis	0.342	-0.961
Skewness	0.583	-0.064
Range	26.000	15.000
Minimum	26.000	23.000
Maximum	52.000	38.000
Sum	2464.000	1999.000
Count	67.000	67.000
Confidence Level (95%)	1.385	0.957

From the results of the distribution of the questionnaire to 67 respondents, it can be seen that for the Mental Health variable, the average total score of respondents' answers was 36,776 with the highest, middle and lowest total scores of 52, 37 and 26 respectively. The difference between the highest and lowest scores shows the respondents' score range of 26. The mode value shows that the total score of the respondents' answers is at most 37 which is above the average of the total score (36,776). The total score of each respondent varied which can be seen from the standard deviation value (5.678). As for the Learning Outcome variable, an average score of 29,836 was obtained where there were the highest (38), middle (31) and lowest (23) scores. The total score of the respondents' answers was seen from the mode value of 33 which also had a greater value than the average score (29.836).

The mental health aspect of the students surveyed showed good conditions, and so did good learning outcomes. Both conditions provide information that students are doing well, but do the mental health variables also affect the learning outcome variables? This is evidenced by conducting a correlation analysis using the Microsoft Excel application which produced a value of the coefficient of the relationship between Mental Health and Learning Outcomes of 0.228. In the range of 0-1, the value can be classified as "Low" as shown in Table 6 below.

Table 6. Categories Correlation Coefficients

Interval Cowphysin	Relationship Level
0,000-0,199	Very Low
0,200-0,399	Low
0,400-0,599	Keep
0,600-0,799	Strong
0,800-1,000	Very Powerful

The results of this study are contrary to the opinion (Dini et al., 2022); (Moh Badrul Munir, 2020)which states that individuals with good mental health will have a tendency to have good productivity and performance as well. Productivity and performance here can be aligned with learning achievement in the world of Education. Research (Djannah, 2020) on the Influence of Mental Health in the Midst of the Covid-19 Outbreak on Improving Student

Learning Achievement in Elementary School concluded that there was an influence of 67.8% on Learning Outcomes. This is certainly not in accordance with the results of this study which actually has different conclusions.

There are several allegations why the results of this study do not provide conclusions and strengthen previous research that states that there is a significant influence between mental health on learning outcomes. The allegation is, first, that the respondents do not understand the meaning of the content of the questions and statements in the questionnaire because the respondents are elementary school students whose intellectual growth period is still imperfect (Sutirna, 2013). Second, when filling out the questionnaire, the respondent did not receive assistance, so it is possible to misunderstand the purpose of the questionnaire, and third, it is very likely that it will happen, if the respondent does not fully understand the meaning of the principles in mental health and learning achievement. This could be because respondents are still not fully able to understand abstract thinking (Wulandari, 2014).

Mental health and learning outcomes do not stand alone. There are other factors that determine whether these two factors, or one of them is closely influenced by the condition of environmental factors in the school (Habibie, 2020). The formation of this environment is not immediately felt as a change, it moves slowly but surely. The existence of this environmental role is expressly stated by (WINKEL, W.S; Sri Hastuti, 2005) In the context of giving meaning to learning, it is stated that learning is a human mental activity that is carried out in the form of active interaction with the environment, which will ultimately produce knowledge and attitudes towards values.

Education is an activity that is impossible to separate from the influence of the environment. Therefore, the existence of a conducive environment greatly determines the success of an education process. Many studies have proven that there are environmental forces that are able to influence the entities that are around, as well as in them. The changes in question include one or even one that is comprehensive, either the mindset, attitude or behavior that is carried out. Research conducted by (Romadhon, 2018) A number of junior high school students confirmed the strength of the influence of the environment, where the study concluded that although the influence was not too significant, the environment had a large effect on learning outcomes by 37.9%. But on the contrary, research conducted by (Rochmah & Kurniawan, 2022) A number of high school students found that the learning environment had no significant effect on learning outcomes. Research by (Annur Aini et al., 2021) To workers who are adults to find out the influence of noise (environment) on employee work stress, a company explains that there is no environmental influence on work stress.

The learning environment for elementary school students is one of the supporting requirements for success in learning (Melati et al., 2021) because it is related to the concept of positive imitation in a well-organized, conducive and child-friendly environment (Fitriani et al., 2021). In the context of this study, where mental health does not seem to affect student learning outcomes, but in fact some students are able to achieve good learning outcomes. So it is very possible that these results are achieved because of the existence of a conducive

educational environment that encourages students to achieve the best results. This condition is in line with the statement (May Kalimatusyaro, 2018) that good mental health will be easy for the student to adjust in different environments, so that from there the student can carry out all the rules imposed on the environment in which he or she exists. He will also be able to meet his needs in a reasonable way, and in the end the student will also be able to act and express himself as he wishes.

CONCLUSION

The mental health condition of grade IV students of SD Bahrul Ulum is generally classified as good, with most of the respondents in the "Good" and "Very Good" categories. Student learning outcomes are also at a good level, the majority of students have grades in the "Good" category. The correlation between mental health and learning outcomes was at -0.228 which indicates a low level of association and was not statistically significant. The results of this study do not support previous findings that there is a significant influence between mental health on learning achievement. This is possible due to the limited understanding of the questionnaire by respondents and the absence of assistance when filling it out. Learning environment factors likely play a role in improving learning outcomes even though mental health has no significant influence

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