

# Creating New Spaces That Foster Students' Emotional Well-Being; Breakthrough Strategies in Curriculum Management Based on Mental Health

Kikik Windia Sari<sup>1)</sup>, Akmal Mundi<sup>2)</sup>, Moses Adeleke Adeoye<sup>3)</sup>

<sup>1)</sup> Universitas Nurul Jadid, Indonesia

<sup>2)</sup> Universitas Nurul Jadid, Indonesia

<sup>3)</sup> Al-Hikmah University Ilorin, Nigeria

e-mail Correspondent: [akmalmundi@unuja.ac.id](mailto:akmalmundi@unuja.ac.id)

Received: 15-12-2024

Revised: 05-03-2025

Accepted: 10-04-2025

## Info Artikel

## Abstract

**Keywords:** Emotional Well-Being, Curriculum Management, Mental Health

The curriculum also causes problems with student growth and development in schools. Complaints about students' mental health have recently emerged as an issue among education observers. Content that is too difficult or irrelevant to students' daily lives can cause confusion, tension, and a lack of motivation to learn. This study aims to understand how the implementation of a curriculum centered on students' mental health. This study uses a qualitative type, with a case study approach. Data were collected through observation, interview, and documentation techniques. Data were analyzed using Miles, Huberman, and Saldana data analysis techniques. The results of the study showed that the implementation of a curriculum centered on students' mental health was carried out through activities for morning discussions, activities using innovative games to help students emotionally, cooperative activities in building bridges, monitoring activities, and the use of camping activities to develop social and emotional skills. These activities have a positive impact on students' mental health. These findings confirm that integrating mental health-based activities in the curriculum supports students' psychological well-being but also improves students' social and academic skills. Implikasi, Novelty.

**Kata kunci:** Kesejahteraan Emosional, Manajemen Kurikulum, Kesehatan Mental

*Problem tumbuh kembang siswa di sekolah sedikit banyak juga diakibatkan oleh kurikulum. Keluhan tentang mental health siswa belakangan ini menyeruak menjadi isu di kalangan pemerhati pendidikan. Konten yang terlalu sulit atau tidak relevan dengan kehidupan sehari-hari siswa dapat menyebabkan kebingungan, ketegangan, dan kurangnya motivasi untuk belajar. Penelitian ini bertujuan untuk memahami bagaimana penerapan kurikulum yang berpusat pada kesehatan mental siswa. Penelitian ini menggunakan pendekatan kualitatif dengan jenis studi kasus. Data dikumpulkan melalui teknik observasi, wawancara, dan dokumentasi. Data dianalisis dengan menggunakan teknik analisis data Miles, Huberman, dan Saldana. Hasil penelitian menunjukkan bahwa penerapan kurikulum yang berpusat pada kesehatan mental siswa dilakukan melalui kegiatan untuk diskusi pagi, kegiatan menggunakan permainan cerdas untuk membantu siswa secara emosional, kegiatan kerja sama dalam membangun jembatan, kegiatan pemantauan, dan penggunaan kegiatan berkemah untuk mengembangkan keterampilan sosial dan emosional. Kegiatan-kegiatan tersebut memiliki dampak positif terhadap kesehatan mental siswa. emuan ini menegaskan bahwa integrasi aktivitas berbasis kesehatan mental dalam kurikulum tidak hanya mendukung kesejahteraan psikologis siswa tetapi juga meningkatkan keterampilan sosial dan akademik siswa.*

## **INTRODUCTION**

Curricular content that is not aligned with students' characteristics affects students' mental health in addition to their learning achievement. Academic and emotional growth might be hampered by a curriculum that is not adapted to the needs of the kids (Ridho Handoko, 2021). This mismatch frequently occurs as a result of the curriculum's overall design, which ignores the variety of students' requirements, interests, and learning preferences. Confusion, tension, and a lack of motivation to learn might result from content that is overly challenging or unrelated to students' everyday lives (Arpacik et al., 2024; Baharun et al., 2024). Furthermore, emotional illnesses like anxiety and depression can be triggered by the pressure to meet unattainable standards. Therefore, in order to assist kids' overall development both intellectually and psychologically policymakers and educators must provide an inclusive and flexible curriculum (Listrianti & Mundiri, 2020; Milin et al., 2016).

Significant insight into the variables pertinent to this study has been gained from earlier research. Wiedermann et al., (2023) and Rutter et al. (2013) found that integrating mental health into curriculum management has a positive impact on student development. While Neill et al., (2023) found that school-based mental health programs can enhance students' emotional well-being and lower stress levels. Furthermore, studies by Posamentier et al., (2023) and Goh et al. (2021) found that integrating social and emotional learning (SEL) programs into the curriculum can lower the risk of mental health illnesses and enhance students' interpersonal skills. Students who received frequent counseling sessions and stress management training reported lower anxiety levels than those who did not, according to a study by Amanvermez et al., (2023) in a number of Jakartan high schools. Although these four studies have similar goals, they vary in focus and methodology. However, they are all about programs that promote mental health, whether through curriculum management, school-based activities, or particular strategies that benefit student growth while incorporating new, more all-encompassing methods to support students' cognitive and academic well-being.

The purpose of this study is to comprehend how a curriculum centered on mental health is implemented. A contextual strategy that takes into account culture, educational systems, and unique difficulties in the Indonesian school setting is still lacking despite prior research demonstrating the benefits of including mental health in the curriculum. One strategy that prioritizes students' psychological well-being in the educational process is the use of curriculum management based on mental health (Hatch et al., 2023; Husna et al., 2023). Their mental health impacts students' character development and emotional well-being in addition to their academic performance (Halat et al., 2023; Munif et al., 2021). By creating a curriculum management technique that can be successfully applied at different educational levels, this study aims to close this gap by strengthening students' interpersonal skills and stress management while also enhancing their emotional well-being. The study's focus, which considers mental health as an integral aspect of curriculum development and execution rather than just an extra program, is what makes it new. Therefore, the findings of this study will significantly enhance Indonesia's practice of mental health-based education.

At SMP Insan Cendekia Bondowoso, managing a curriculum centered around mental health necessitates a methodical approach through strategic planning that includes determining the mental health requirements of students and the school as well as creating pertinent supporting activities (Moore et al., 2023; Hu, 2023). To address the academic and non-academic aspects of pupils holistically, this approach must entail cooperation between educators, counselors, and other

stakeholders. Additionally, the implementation is carried out by including mental health programs in regular learning activities like group discussions, mindfulness exercises, and social skill development. It also emphasizes regular monitoring and assessment to make sure the program is operating in accordance with the established objectives. According to Tyler's (1949) and Milin et al. (2016) view of the educational system, this assessment also incorporates ongoing development based on feedback from multiple sources, guaranteeing that the curriculum stays current and meets the needs of the students. It is anticipated that the sustainability of curriculum management based on mental health would function at its best and adjust to the educational dynamics at SMP Insan Cendekia Bondowoso using this method.

This study on mental health-based curriculum management is unique when compared to other studies as explained above. This study focuses on an empty space that has not been widely studied by other researchers, in this case on the implementation of mental health-based curriculum management. This study not only focuses on how mental health is included in subjects, but also on daily activities at school. This is certainly different when compared to the research results of Posamentier et al., (2023), Amanvermez et al., (2023), Milin et al. (2016), and Nuryana et al. (2023) which examine the integration of mental health programs into the curriculum or school-based activities.

## **METHOD**

This study combines a case study methodology with a qualitative approach. This strategy was chosen to investigate how SMP Insan Cendekia Bondowoso's curriculum is executed while taking into account the mental health of its students. In order to establish an educational environment that is more conducive to children's well-being, this qualitative approach seeks to describe in detail the phenomenon of how the curriculum influences children's mental health and to identify solutions that can be implemented (Ghorbani et al., 2023). Because it enables a thorough examination of curriculum options focused on mental health, the case study was selected (Nicholls et al., 2022).

The first step in the research process is preparation, which includes gathering relevant material, creating rules for observations, and conducting interviews. Additionally, documentation, in-depth interviews, and participatory observation were used to collect data. In order to gather more flexible and targeted data, a structured interview guideline was employed as the study tool (Sahoo, 2022). The principal, instructors, students, and other support personnel involved in the administration and execution of the school's curriculum were interviewed. The management activities of the health-based curriculum management were directly observed by participatory observation, and the data was enhanced using document analysis (Bezeau et al., 2023).

The Miles, Huberman, and Saldana (1994) data analysis model technique, which has three primary stages, such as; data condensation, data presentation (data display), and verification. This techniques was used to examine the data gathered from observations and interviews. Triangulation, which compares the findings of observations, interviews, and documentation, preserves the validity of the data. Source and technique triangulation is used to validate data in order to boost confidence in the research findings (Fadilla & Wulandari, 2023). To make sure that the results are a true reflection of the phenomenon under study, method triangulation uses multiple data-gathering approaches, whereas source triangulation compares data from many sources. By using this method, researchers may guarantee that the information gathered is objective and very valid (Firmansyah, 2022). It is anticipated that the analysis's findings will offer a thorough picture of

SMP Insan Cendekia Bondowoso's approach to implementing curriculum management based on mental health.

## **RESULT AND DISCUSSION**

### **Result**

#### **Students' mental health in curriculum changes**

Mental health-based education is increasingly becoming a major concern in efforts to create a more inclusive learning environment and support student well-being. The results of the study as well as interview data show that the implementation of mental health-based curriculum management is carried out through activities for morning talk, activities using smart games to help pupils emotionally, activities for team building bridges, monitoring activities, using camping activities to develop social and emotional skills.

Kurikulum dan paradigma siswa

According to the study's findings, students' understanding of the value of mental health has grown in recent years because adolescence is a difficult time for them to develop emotionally and socially. Friendship dynamics, hormonal fluctuations, and academic pressure may impact their mental health. In order to secure students' future well-being, there is an urgent need to pay more attention to their mental health, not just a fad. Additionally, morning conversations are crucial for building students' self-esteem. After two weeks of exercises, students who had previously tended to be shy started to demonstrate courage when speaking in front of the class. Efforts to reduce students' mental stress indirectly teach them to respect time and adhere to student obligations, as the principal stated;

“Morning talk fosters the development of positive habits among students by encouraging them to diligently prepare their materials in advance and consistently adhere to punctuality. Through this routine, students cultivate a sense of responsibility, discipline, and effective time management, which not only benefits their academic performance but also enhances their overall personal growth and readiness for future professional environments. Morning talk provides positive habits for students because they learn to prepare materials well and attend on time ”

Morning chats help students become more disciplined and enhance their communication abilities. The findings of the observation indicate that the student's level of attendance during this activity demonstrates a high degree of passion, which is a pressing necessity given the rising incidence of teenage mental health issues. One of the parents added, "I think mental health is very important because it greatly affects the way children learn and socialize. However, so far, I feel that schools are still more focused on academic achievement. This mental health-based curriculum seems to be a good step to balance the academic and emotional aspects of children." The observation findings also reveal that most students tend not to understand the importance of mental health, which makes students less able to manage stress effectively. In this instance, one of the students stated, "I initially didn't like speaking in public, but now I feel more confident because my friends also support me." Students have responded favorably to the morning discussion approach that was developed. This demonstrates how kids can get over their fear of public speaking in a nurturing setting. Additionally, fewer children reported having anxiety or stress issues, and more students participated in school activities. Therefore, raising awareness of mental health issues can be accomplished through an educational strategy that actively engages pupils.

### **Activities Using Smart Games to Help Pupils Emotionally**

In order to provide a learning environment that promotes students' psychological well-being, this research finds that smart gaming activities play a significant role in the implementation of a curriculum centered on mental health. It significantly affects the caliber of students' social interactions in a curriculum centered on mental health. Activities, including smart games, have been shown to be successful in raising pupils' emotional awareness. According to observations made during the Smart Game's implementation, students demonstrated a high level of enthusiasm for the activity. One student said, "When playing, I forget about the things that stress me out. I feel happier afterward. I find it easier to understand what I feel when playing this game, especially when I have to choose the right response in certain situations." A number of students appeared to giggle and display laid-back facial expressions, suggesting that they found the game enjoyable. Data hasil wawancara dengan siswa sebagaimana berikut menerangkan pengalaman siswa dalam bermain sebuah permainan yang dirancang justru membantu siswa tersebut dalam mengelola stres; "*When playing, I forget about the things that stress me out. I feel happier afterward. I find it easier to understand what I feel when playing this game, especially when I have to choose the right response in certain situations.*" (Interview:

One kid was observed actively selecting a reaction to the game's depiction of an emotional circumstance. During the game, the student, who had earlier come across as distracted and nervous, relaxed and opened up. He informed the observer after the game that he felt better and was able to put the things that had previously troubled him out of his mind. Additionally, the student mentioned that the Smart Game made it easier for him to comprehend his feelings, particularly when he had to make decisions based on particular circumstances.

According to the findings of this study's observations and interviews, Smart Game activities are crucial for assisting in the adoption of a curriculum that prioritizes students' mental health. In addition to providing an enjoyable educational experience, this activity makes a substantial contribution to the development of a learning environment that promotes students' psychological health. Within the framework of a mental health curriculum, Smart Games improve students' social skills, emotional intelligence, and ability to cope with stress. Observations made during the activity's implementation documented the pupils' great enthusiasm for taking part. Throughout the game, their easygoing demeanors and frequent laughter conveyed a joyful and freeing mood. Students enthusiastically participated in the emotional situation simulation and demonstrated improved emotional awareness. This bolsters the conclusion that this type of game serves as both an amusement and a useful educational tool for teaching pupils to identify and control their emotions.

### **Activities for Team Building Bridges**

According to the study's findings, practical team-building bridge activities are crucial to the implementation of a curriculum centered on students' mental health since they help students' psychological well-being, teamwork, and academic pressure. According to student interviews, "We learn to listen to each other so that each member's ideas can be implemented well. With this activity, we feel more relaxed because the atmosphere is not tense, but rather motivating to complete challenges together. We also learn to think creatively to build a strong bridge even though resources are limited." Students who actively participated in the activity demonstrated increased concentration and more positive social interactions, indicating that the activity makes it possible for students to release stress and channel emotions constructively. Guru sekolah di lokasi

penelitian sebagaimana data hasil wawancara berikut juga menunjukkan bahwa aktifitas kolaborasi yang dilakukan oleh siswa memiliki dampak yang cukup baik bagi perubahan perilaku siswa;

“Students who were previously hesitant to express their ideas have become more engaged and collaborative in team-based tasks.”

The changes in student behavior as shown in the data above reflect increased self-confidence, which allows students to express themselves more openly in group settings. Students become more collaborative and active in providing their perspectives and ideas during activities. This development shows that the strategies implemented, especially those that encourage inclusivity and emotional support have succeeded in creating an environment where students feel safe and valued. This has an impact on increasing the engagement and teamwork skills of each student.

### **Monitoring Activities**

According to the research findings, tracking activities have a very positive impact on improving students' mental health through a variety of holistic mechanisms. One such mechanism is the exploration of nature, which offers a peaceful and refreshing atmosphere, helping students to escape from routines and academic pressure. Students can enjoy fresh air, green scenery, and natural sounds that have a calming effect on the mind when they walk on nature trails. One student commented, "Walking in the middle of the forest with fresh air makes me forget for a moment the pressure of schoolwork." Additionally, students who participate in tracking activities report feeling more focused and enthusiastic about learning after the trip, and one of the accompanying teachers said, "Students look calmer and happier after the trip." Additionally, the physical components of this activity, like walking a certain distance, stimulate the release of endorphins, which naturally contribute to reducing anxiety and increasing positive energy. By presenting a balance between physical activity, contact with nature, and social interaction, tracking activities becomes an effective medium to support students' overall mental health. The results of the observation show that this experience not only relieves stress but also improves mood and creates feelings of happiness. Interview data also shows that schools also conduct evaluations of educational programs, with a primary focus on the implementation of mental health-based curriculum. This meeting aims to discuss student progress and identify challenges or obstacles faced in implementing the curriculum as shown in the interview data with the vice principal as follows;

“Every month, we meet with a team of teachers and counselors to discuss student progress and challenges in implementing a mental health-based curriculum. We also adjust our strategies if we find obstacles in the effectiveness of the program.”

Interpretation of the findings of this study shows that tracking activities have a significant role in improving students' mental health through a holistic approach. The main mechanism involves exploring nature as the main medium to create a calming and restorative atmosphere. Direct contact with the natural environment provides a relaxing effect, as students have expressed that walking in the middle of the forest can reduce stress from academic tasks. This suggests that activities in nature help students escape from monotonous routines and academic pressures, creating space for emotional recovery. Furthermore, this activity not only provides emotional benefits but also contributes to physical aspects that affect mental health. Walking activities, which are the main part of tracking, are known to stimulate the release of endorphins, hormones related

to happiness and anxiety reduction. This strengthens the understanding that physical activity and nature have a synergy that supports mental well-being naturally.

### Using Camping Activities to Develop Social and Emotional Skills

School camping involves a variety of challenges that can strengthen students' mental resilience; according to field notes, activities like hiking and survival games help students learn to overcome fear and face difficulties. "Observations showed that students showed a decrease in stress levels after participating in camping through activities like enjoying natural scenery, interacting with peers, and playing group games that help students feel more relaxed." One student stated, "Seeing the beautiful scenery and sharing stories around the campfire made me feel much calmer and happier." "At first, I was worried about getting lost while hiking, but I was able to finish the route with the group, and that really motivated me." Based on observations made during the implementation of camping activities, students reported feeling less stressed and finding it easier to communicate with peers. This activity gives students a way to decompress from the formal and stressful atmosphere of the classroom. The following data from interview with teacher also show that there are positive changes experienced by students. These changes indicate that camping activities play an important role in creating an environment that supports students' social and emotional development; *"Students who were initially introverted and hesitant to interact showed an increase in confidence and engagement after the camping activities."*

According to interviews with activity facilitators, "this program involves activities that train cooperation, leadership, and empathy." This activity is intended to enhance students' social and emotional skills through practical experiences that support the development of positive mindsets and reinforce the value of social interaction, nature-based experiences, and physical challenges as part of students' holistic mental development. This collaborative activity helps students develop communication and cooperation skills that are important in everyday life. For instance, students become more courageous in expressing their opinions when discussing with friends in their groups. Observations revealed that students who previously tended to be withdrawn became more confident in interacting with classmates. This demonstrates that camping activities are not only enjoyable but also develop critical skills that support students' mental health.

Based on the description above, the research findings can be seen in table 1 below.

**Table 1 Findings Summary**

<b>Findings</b>	<b>Details</b>
Increased Awareness of Mental Health	Students have become more aware of the importance of mental health due to the emotional and social challenges of adolescence. Morning talks help build self-esteem and discipline.
Effectiveness of Morning Talks	Students who initially feared public speaking gained confidence. The activity fosters responsibility, time management, and positive habits.
Parental Perspective on Mental Health Education	Parents believe mental health is essential but feel schools focus more on academics. A mental health-based curriculum balances academic and emotional aspects.
Smart Games for Emotional Development	Smart games help students recognize and manage emotions while reducing stress. The activities create a positive and engaging learning environment.

---

Team-Building Activities	Team-building exercises enhance cooperation, reduce stress, and encourage creative problem-solving. Students feel more relaxed and motivated.
Tracking Activities and Nature Exploration	Outdoor activities improve students' focus, reduce stress, and enhance emotional well-being through nature exposure and physical exercise.
Camping for Social & Emotional Skills	Camping strengthens mental resilience, reduces stress, and fosters leadership, teamwork, and empathy. Students become more confident in social interactions.

---

## **DISCUSSION**

The presentation of the findings from the observations and interviews indicates that there is still room for improvement in students' understanding of the significance of mental health. The principal attested to the fact that certain students suffered from mental stress as a result of social issues and academic demands. Many student parents acknowledged that participating in school-sponsored programs, such as morning chat activities, which have been shown to have a beneficial effect, gave them a fresh perspective on the significance of offering their kids mental health care. In addition to being essential, raising students' understanding of mental health issues is a critical first step in fostering a welcoming and inclusive learning environment and safeguarding their long-term well-being. This demonstrates the effectiveness of an instructional strategy that actively engages students in raising their knowledge of mental health issues.

School-level morning discussion programs have demonstrated significant promise in assisting kids in coping with the psychological stress they encounter on a daily basis (Hoferichter & Jentsch, 2024). Through a variety of strategies, including instruction in emotional control, this program aims to provide students with a thorough awareness of the significance of mental health. Students who receive this intervention not only gain the ability to identify signs of stress, anxiety, or depression, but they also gain the confidence to use practical coping mechanisms to handle social and academic difficulties (Wadi et al., 2024). Teachers, parents, and children themselves can all be involved in an integrated approach to achieve this (Hikmat et al., 2024). This method highlights how crucial it is for individuals, families, and the school environment to work together to provide all-encompassing support. Through a curriculum created to improve awareness of mental health, teachers serve as the primary facilitators in educating and guiding pupils (Sharkey et al., 2024). Parents also must help pupils at home by fostering an environment where they feel free to express their emotions and experiences. However, students are urged to take proactive measures to preserve their psychological well-being and to recognize the significance of their mental health (Li & Wang, 2024). In addition to being a calculated move to foster a more positive learning atmosphere and promote students' general development, this habit teaches pupils to value time and dedicate themselves to their schoolwork.

Students benefit from the emotional support that smart games provide (Sun et al., 2024). This practice offers substantial advantages through stress reduction, empathy development, emotion recognition, and improved social relationships. This practice has the potential to benefit the entire educational community if it is widely adopted. The presence of this activity helps pupils feel better and forget stressful circumstances. Observers who notice changes in student behavior from an initial state of being less focused and worried to more calm and open during the activity reinforce this emotional development (Ennis & Lee, 2024). Through this exercise, kids can discover a secure environment in which to examine their feelings without fear of condemnation.



Smart Games not only assist students in stress management but also in raising their level of emotional awareness (Ahmadian et al., 2024). The capacity to make the appropriate choice in a particular circumstance demonstrates how this exercise promotes the growth of emotional decision-making abilities. This technique is crucial for giving children the confidence they need to handle everyday obstacles. As a result, Smart Fun serves as both a fun and a useful teaching tool for promoting students' mental health. Berdasarkan pemaparan tersebut maka bisa dilihat diaalam gambari 1 berikut ini.

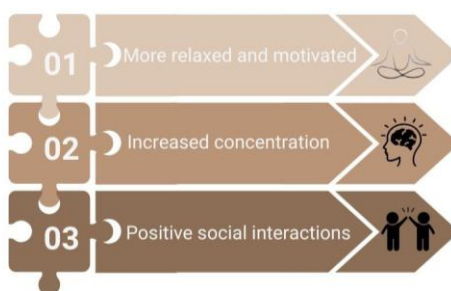


Figure 1. Bridge-Building Team Activity

The aforementioned presentation of the interview and observation demonstrates that the team-building bridge activity in the mental health-based curriculum offers substantial advantages in enhancing students' psychological well-being. In addition to lowering stress, this activity fosters a more laid-back, motivated learning environment and improves focus. Students are given the opportunity to express themselves, develop social skills, achieve emotional balance, and engage in positive social interactions. The key to ensuring long-lasting benefits for students' mental health is effective management in the implementation of this activity.

Team building bridge activities underscore the importance of improving teamwork and mental health with a holistic approach to education that includes academic, social, and emotional aspects (Wang et al., 2024). Team building bridge activities demonstrated their effectiveness in improving teamwork, in accordance with the collaboration theory proposed by Tuckman (1965) in the "Forming-Storming-Norming-Performing" model. At the norming and performing stages, teams can develop cooperation through effective coordination and clear division of roles. With a supportive atmosphere, students can feel more motivated to learn while building mental and emotional resilience. Students felt a decrease in stress levels after participating in this activity, which was supported by a relaxed and humorous atmosphere during the activity. Interactive elements such as designing bridge structures also encourage the development of problem-solving skills. This activity not only creates an atmosphere that supports collaboration but also has a positive impact on students' psychological aspects and social skills. In addition, this activity also strengthens relationships between students, creates an inclusive environment, and encourages students to support each other (Narot & Kiettikunwong, 2024). With continued program development, team building bridge activities can be a strategic step in building a generation of students who are not only academically superior but also resilient in facing life's challenges.

Tracking activities can increase students' focus and enthusiasm for learning (Aseery, 2024). Students who previously felt burdened by academic pressure showed a more positive change in attitude after participating in this activity. This activity shows that in addition to providing space for relaxation, tracking can also build students' intrinsic motivation to be more productive. Social interactions that occur during tracking activities also play an important role in supporting students' mental health. Through collaboration on the trip, students have the opportunity to strengthen their interpersonal relationships, share experiences, and support each other (Al-Shaer et al., 2024). This creates a sense of togetherness that contributes to feelings of acceptance and appreciation in the group. Tracking activities have been shown to be an effective medium to support students' mental health (Alanezi, 2024). With a combination of physical elements, contact with nature, and social interaction, this activity not only relieves stress but also creates a solid foundation for students to face the pressures of everyday life with more resilience and optimism. This confirms that the implementation of regular tracking can be an integral part of mental health programs in schools.



Figure 2. Using camping as a Mean of Social and Emotional Development

The study's findings showed that camping is one of the best ways to support the curriculum based on students' mental health. According to activity facilitators interviewed, camping helps students feel more at ease and express themselves well away from the pressures of a formal classroom setting. Students' social skills, such as their ability to communicate with peers and their level of stress, increased when activities like hiking and team games were implemented. Additionally, the activities in this program are designed to train cooperation, leadership, and empathy, which made previously passive students show initiative and a healthy spirit of competition. Based on observations, for students who tended to be more confident in their interactions, camping activities not only provide enjoyment but also support the development of positive mindsets and students' mental health.

Camping activities in students' mental health-based curriculum make a significant contribution to their emotional and social well-being (Potts & Le Hunte, 2024; Putri & Abdullah, 2024). This activity helps students relieve stress that often arises from academic pressure and formal classroom environments. With a relaxed and non-rigid atmosphere, students can feel more comfortable and able to express themselves freely. Direct interaction in a pleasant atmosphere allows students to learn to understand empathy and build communication skills, which ultimately strengthens students' interpersonal relationships. By designing a program that suits students' needs and involving various parties in its implementation, camping activities can run effectively and provide maximum impact. The development of more varied and adaptive types of activities also

needs to be done to ensure that this program remains relevant to the evolving needs of students (Abulibdeh et al., 2024). Thus, camping activities can be an integral part of creating a school environment that supports students' mental health holistically and sustainably. A mental health-based curriculum has been shown to have a positive influence through an approach that balances students' emotional needs and learning demands (He et al., 2024). In implementing this curriculum, students are taught to recognize and manage emotional stress that often becomes an obstacle in the learning process. By prioritizing mental health, this curriculum creates a conducive environment for learning and improves students' overall academic abilities (Al-Ali et al., 2024).

From the findings above, the implementation of a mental health-based curriculum in schools is motivated by the need to create a learning environment that supports students' emotional and social well-being (Yu et al., 2022). In the context of modern education, academic pressure and various social challenges are often the main causes of mental health disorders in students, which have an impact on declining academic performance and character development. This curriculum is designed to integrate activities that encourage emotional awareness, stress management, and strengthening social relationships, such as morning talk, smart games, and outdoor activities (tracking and camping). By prioritizing mental health, students can learn in a conducive atmosphere, which not only improves their academic abilities but also forms emotionally resilient individuals (Yang & Geng, 2024). Therefore, a mental health-based curriculum is a relevant educational strategy for building a holistically healthy generation.

The point of emphasis of the difference from the above research is that the implementation of a mental health-based curriculum has been widely carried out with a focus on strengthening students' emotional and social skills; this research is different from previous studies because it integrates various activities such as morning talk, smart games, tracking, and camping into the curriculum systematically to build academic, emotional, and social balance. Thus, this research positions itself as a further development with a comprehensive approach that places mental health at the core of curriculum design, providing a new contribution to the field of student welfare-based education. From the explanation above, this research focuses on the implementation of a mental health-based curriculum on students' emotional, social, and academic well-being. Based on Miller's (2000) holistic education theory, which emphasizes the importance of education that includes intellectual, emotional, and social aspects (Miseliūnaitė & Cibulskas, 2024; Morgado et al., 2024). This curriculum has succeeded in creating a learning environment that supports the overall development of students. Activities such as morning talk help students manage psychological stress through open communication, while smart games and outdoor activities such as tracking and camping enhance emotional awareness and collaboration skills. The findings of this study prove that a mental health-based curriculum can address the challenges of modern education by providing a comprehensive approach to supporting students' mental health, which ultimately improves the overall quality of their learning.

## **CONCLUSION**

This study demonstrates that using an integrated curriculum approach can raise students' awareness of mental health issues. Activities like tracking, camping, smart games, morning talk, and team-building bridges have been demonstrated to have a significant positive impact on student's mental health through a variety of mechanisms, including interpersonal communication, mental stimulation, strengthening cooperation, contact with nature, and enjoyable learning experiences. While tracking and camping activities use nature as a healing medium, providing

mental relaxation and increasing students' physical and emotional resilience, smart games improve focus and problem-solving skills, and team building bridges strengthen interpersonal relationships through effective cooperation and communication, and team building bridges foster interpersonal relationships through effective communication and cooperation.

Regular implementation of these programs in schools can be an effective strategy for improving students' mental well-being and preparing them to face life's challenges with greater resilience and optimism. In this context, the study broadens the understanding of the relationship between mental health and academic achievement while also demonstrating that well-designed interventions can have a long-term impact on students' well-being. Additionally, the study findings highlight the importance of these activities not only in alleviating emotional stress but also in building students' psychological balance through a holistic approach because they encompass physical, mental, and social components.

This study not only adds theoretical insight but also offers practical implications for the development of educational policies that are more concerned with students' mental health. The results of this study indirectly provide insight into how camping activities, smart games, morning talks, and team-building bridges can provide positive benefits to students' psychological balance that arise as a result of interpersonal communication mechanisms, mental stimulation, and interaction with the natural environment. The findings of this study also support the theory of holistic education that is not only oriented towards academic achievement but also towards students' emotional and social well-being. The impact of this study shows that implementing a curriculum that is based on mental health is an important step to ensure students' future well-being. This curriculum is designed to pay special attention to the emotional, psychological, and social aspects of students in addition to academic achievement. By integrating mental health into the learning process, students can be taught important skills like emotional control and the ability to empathize with others. This study emphasizes the importance of mental health-based curriculum, but has not specifically examined the role of teachers and parents in supporting the successful implementation of programs that lead to the formation of mental health. Thus, future research is expected to be able to examine in more depth the involvement of parents in building students' mental health.

## REFERENCES

- Abulibdeh, A., Zaidan, E., & Abulibdeh, R. (2024). Navigating the confluence of artificial intelligence and education for sustainable development in the era of industry 4.0: Challenges, opportunities, and ethical dimensions. *Journal of Cleaner Production*, 140527.
- Ahmadian, S., Brevik, L. M., & Öhrn, E. (2024). Adventures with Anxiety: Gender bias in using a digital game for teaching vocational English. *Journal of Computer Assisted Learning*.
- Al-Ali, A., Alsmairat, M. A. K., Qawasmeh, R., Mahrakani, N. J., & Alhazzani, N. S. (2024). Exploring the role of digital citizenship and digital empowerment to enhance academic performance of business students. *International Journal of Data and Network Science*, 8(2), 1275–1284. <https://doi.org/10.5267/j.ijdns.2023.11.007>
- Al-Shaer, E. A., Aliedan, M. M., Zayed, M. A., Elrayah, M., & Moustafa, M. A. (2024). Mental Health and Quality of Life among University Students with Disabilities: The Moderating Role of Religiosity and Social Connectedness. *Sustainability*, 16(2), 644.
- Alanezi, F. (2024). Assessing the effectiveness of ChatGPT in delivering mental health support: a qualitative study. *Journal of Multidisciplinary Healthcare*, 461–471.
- Amanvermez, Y., Rahmadiana, M., Karyotaki, E., de Wit, L., Ebert, D. D., Kessler, R. C., &

- Cuijpers, P. (2023). Stress management interventions for college students: A systematic review and meta-analysis. *Clinical Psychology: Science and Practice*, 30(4), 423.
- Arpacık, Ö., Kurşun, E., & Göktaş, Y. (2024). Design considerations of interactive multimedia learning materials for students with special needs. Study of cases. *Education and Information Technologies*, 29(5), 6163–6187.
- Aseery, A. (2024). Enhancing learners' motivation and engagement in religious education classes at elementary levels. *British Journal of Religious Education*, 46(1), 43–58.
- Baharun, H., Wahid, A. H., Zakki, N., & Firdaus, A. (2024). Optimizing Independent Curriculum Management to Shape Excellent Student Character. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 9(3), 503–516. <https://doi.org/10.31538/ndhq.v9i3.19>
- Bezeau, D., Turcotte, S., Desbiens, J.-F., Spallanzani, C., Roy, M., Vanderclayen, F., & Beaudoin, S. (2023). Physical education teachers' assessment practices in health education. *Physical Education and Sport Pedagogy*, 1–13.
- Ennis, R. P., & Lee, E. O. (2024). Mindfulness-and Relationship-Based Interventions: Which Break is Better for Improving Classroom Behavior? *Education and Treatment of Children*, 1–14.
- Fadilla, A. R., & Wulandari, P. A. (2023). Literature review analisis data kualitatif: tahap pengumpulan data. *Mitita Jurnal Penelitian*, 1(3), 34–46.
- Firmansyah, D. (2022). Teknik pengambilan sampel umum dalam metodologi penelitian: Literature review. *Jurnal Ilmiah Pendidikan Holistik (JIPH)*, 1(2), 85–114.
- Ghorbani, A., Mohammadi, N., Rooddehghan, Z., Bakhshi, F., & Nasrabadi, A. N. (2023). Transformational leadership in development of transformative education in nursing: a qualitative study. *BMC Nursing*, 22(1), 17.
- Goh, Y. S., Owyong, J. Q. Y., Seetoh, Y. T. M., Hu, Y., Chng, M. L., & Li, Z. (2021). Exploring pedagogies used in undergraduate mental health nursing curriculum: An Integrative Literature Review. *International Journal of Mental Health Nursing*, 30(1), 47–61. <https://doi.org/10.1111/INM.12816>
- Hammoudi Halat, D., Soltani, A., Dalli, R., Alsarraj, L., & Malki, A. (2023). Understanding and fostering mental health and well-being among university faculty: A narrative review. *Journal of Clinical Medicine*, 12(13), 4425.
- Hatch, L. M., Widnall, E. C., Albers, P. N., Hopkins, G. L., Kidger, J., de Vocht, F., Kaner, E., van Sluijs, E. M. F., Fairbrother, H., & Jago, R. (2023). Conducting school-based health surveys with secondary schools in England: advice and recommendations from school staff, local authority professionals, and wider key stakeholders, a qualitative study. *BMC Medical Research Methodology*, 23(1), 142.
- He, Q., Attan, S. A., Zhang, J., Shang, R., & He, D. (2024). Evaluating music education interventions for mental health in Chinese university student: a dual fuzzy analytic method. *Scientific Reports*, 14(1), 1–20. <https://doi.org/10.1038/s41598-024-70753-4>
- Hikmat, R., Suryani, S., Yosep, I., & Jeharsae, R. (2024). KiVa anti-bullying program: preventing bullying and reducing Bulling Behavior among students - a scoping review. *BMC Public Health*, 24(1), 2923. <https://doi.org/10.1186/s12889-024-20086-8>
- Hoferichter, F., & Jentsch, A. (2024). The effects of an online positive psychology intervention on pre-service teachers' efficacy, ability to cope and emotional regulation. *British Educational Research Journal*, January, 2441–2460. <https://doi.org/10.1002/berj.4036>
- Hu, Y. (2023). Private Tutoring Classes and Emotional Well-Being in China: Bidirectional Relationship and the Role of Academic Achievement. *Chinese Education and Society*, 56(2), 173–190. <https://doi.org/10.1080/10611932.2023.2251848>
- Husna, K., Mundiri, A., & Agus R, A. H. (2023). Improving Student Competence Through Learning Management Outcome Based Education. *PEDAGOGIK: Jurnal Pendidikan*, 10(1), 1–14. <https://doi.org/10.33650/pjp.v10i1.5516>
- Li, J., & Wang, R. (2024). Determining the role of innovative teaching practices, sustainable learning, and the adoption of e-learning tools in leveraging academic motivation for students'

- mental well-being. *BMC Psychology*, 12(1), 1–15. <https://doi.org/10.1186/s40359-024-01639-3>
- Listrianti, F., & Mundiri, A. (2020). Transformation of Curriculum Development Based on Nationality-Oriented. *Jurnal Ilmiah Peuradeun*, 8(1), 37–52. <https://doi.org/10.26811/peuradeun.v8i1.380>
- Milin, R., Kutcher, S., Lewis, S. P., Walker, S., Wei, Y., Ferrill, N., & Armstrong, M. A. (2016). Impact of a Mental Health Curriculum on Knowledge and Stigma Among High School Students: A Randomized Controlled Trial. *Journal of the American Academy of Child & Adolescent Psychiatry*, 55(5), 383-391.e1. <https://doi.org/10.1016/J.JAAC.2016.02.018>
- Miseliūnaitė, B., & Cibulskas, G. (2024). Enhancing active learning through a holistic approach: a case study of primary education in Lithuania. *Education Sciences*, 14(6), 592.
- Moore, S., Long, A. C. J., Coyle, S., Cooper, J. M., Mayworm, A. M., Amirazizi, S., Edyburn, K. L., Pannozzo, P., Choe, D., & Miller, F. G. (2023). A roadmap to equitable school mental health screening. *Journal of School Psychology*, 96, 57–74.
- Morgado, E. G., Rodrigues, J. B., & Leonido, L. (2024). Rethinking teacher training from an inclusive and community dialogical perspective. *Journal of Education and E-Learning Research*, 11(1), 219–228. <https://doi.org/10.20448/jeelr.v11i1.5430>
- Munif, M., Rizqiyah, E. F., & Fatimah, S. (2021). Improvement of Student Wellbeing of Students Through Motivation Institutions At Pondok Pesantren Nurul Jadid Paiton Probolinggo. *PEDAGOGIK: Jurnal Pendidikan*, 8(2), 292–311. <https://doi.org/10.33650/pjp.v8i2.1991>
- Narot, P., & Kiettikunwong, N. (2024). Value Co-Creation: A Strategy for Enhancing Inclusiveness in Special Education. *Education Sciences*, 14(2), 208.
- Neill, R. D., Lloyd, K., Best, P., Williamson, J., Allen, J., & Tully, M. A. (2023). Development and modelling of a school-based mental health intervention: The co-production of the REACT programme. *Current Psychology*, 42(10), 7897–7908.
- Nicholls, H., Nicholls, M., Tekin, S., Lamb, D., & Billings, J. (2022). The impact of working in academia on researchers' mental health and well-being: A systematic review and qualitative meta-synthesis. *PloS One*, 17(5), e0268890.
- Nuryana, Z., Xu, W., Kurniawan, L., Sutanti, N., Makruf, S. A., & Nurcahyati, I. (2023). Student stress and mental health during online learning: Potential for post-COVID-19 school curriculum development. *Comprehensive Psychoneuroendocrinology*, 14, 100184. <https://doi.org/10.1016/J.CPNEC.2023.100184>
- Posamentier, J., Seibel, K., & DyTang, N. (2023). Preventing youth suicide: A review of school-based practices and how social-emotional learning fits into comprehensive efforts. *Trauma, Violence, & Abuse*, 24(2), 746–759.
- Potts, M., & Le Hunte, B. (2024). Reframing resilience as a systemic issue: Meta-competencies that transform individuals and learning ecologies. *Systems Research and Behavioral Science*, 41(5), 750–760.
- Putri, D. F., & Abdullah, A. (2024). Innovative Approach In Curriculum Development; Improving Education and Training Programs Through Multidimensional Strategies. *PEDAGOGIK: Jurnal Pendidikan*, 11(2), 160–179. <https://doi.org/10.33650/PJP.V11I2.9290>
- Ridho Handoko, M. (2021). Sistem Pakar Diagnosa Penyakit Selama Kehamilan Menggunakan Metode Naive Bayes Berbasis Web. *Jurnal Teknologi Dan Sistem Informasi (JTISI)*, 2(1), 50–58.
- Rutter, P., Taylor, D., & Branford, D. (2013). Mental Health Curricula at Schools of Pharmacy in the United Kingdom and Recent Graduates' Readiness to Practice. *American Journal of Pharmaceutical Education*, 77(7), 147. <https://doi.org/10.5688/AJPE777147>
- Sahoo, R. K. (2022). Interview as a Tool for Data Collection in Educational Research. *Tools of Data Collection in Educational Research*. [https://www.researchgate.net/publication/360313105\\_Interview\\_as\\_a\\_Tool\\_for\\_Data\\_Collection\\_in\\_Educational\\_Research](https://www.researchgate.net/publication/360313105_Interview_as_a_Tool_for_Data_Collection_in_Educational_Research).
- Sharkey, J. D., Mullin, A., Felix, E. D., Maier, D., & Fedders, A. (2024). Supporting Educators and Students: A University-Community Partnership to Implement Trauma-Informed Practices

- in Schools. *School Mental Health*, 16(3), 879–893. <https://doi.org/10.1007/s12310-024-09667-5>
- Sun, L., Kangas, M., & Ruokamo, H. (2024). Game-based features in intelligent game-based learning environments: A systematic literature review. *Interactive Learning Environments*, 32(7), 3431–3447.
- Wadi, M., Shorbagi, A., Shorbagi, S., Taha, M. H., & Bahri Yusoff, M. S. (2024). The impact of the Systematic Assessment for Resilience (SAR) framework on students' resilience, anxiety, depression, burnout, and academic-related stress: a quasi-experimental study. *BMC Medical Education*, 24(1), 1–15. <https://doi.org/10.1186/s12909-024-05444-9>
- Wang, Q., Zainal Abidin, N. E., Aman, M. S., Wang, N., Ma, L., & Liu, P. (2024). Cultural moderation in sports impact: exploring sports-induced effects on educational progress, cognitive focus, and social development in Chinese higher education. *BMC Psychology*, 12(1), 89.
- Wiedermann, C. J., Barbieri, V., Plagg, B., Marino, P., Piccoliori, G., & Engl, A. (2023). Fortifying the foundations: a comprehensive approach to enhancing mental health support in educational policies amidst crises. *Healthcare*, 11(10), 1423.
- Yang, X., & Geng, Y. (2024). Corona virus anxiety and Chinese students' cognitive, affective, and behavioral engagement, and academic resilience: correlations and perceptions. *BMC Psychology*, 12(1), 107.
- Yu, T., Xu, J., Jiang, Y., Hua, H., Zhou, Y., & Guo, X. (2022). School educational models and child mental health among K-12 students: a scoping review. *Child and Adolescent Psychiatry and Mental Health*, 16(1), 32.