

Student Mental Health and Human Values in Pancasila: an Education System That Values The Soul

M. W. N. Farhah¹, M. N. Fhadila², H. M. Najib³, D. F. Ramadan⁴, S. Supriyono⁵

^{1,2,3,4} Matematika, Universitas Pendidikan Indonesia

⁵ Pendidikan Pancasila, Universitas Pendidikan Indonesia

e-mail: maulidafhh2@upi.edu

Abstrak

Kesehatan mental merupakan aspek yang sangat penting dalam kehidupan setiap individu, termasuk mahasiswa, karena tekanan dan tuntutan kehidupan perkuliahan dapat berisiko menimbulkan stres dan gangguan mental. Oleh karena itu, menjaga kesehatan mental mahasiswa merupakan kunci untuk mencapai keberhasilan akademis dan kesejahteraan secara menyeluruh. Dalam konteks ini, penerapan nilai-nilai Pancasila dalam sistem pendidikan Indonesia sangat penting untuk membentuk manusia yang berkualitas dan memiliki jiwa yang diilhami oleh nilai-nilai kemanusiaan. Pendidikan inklusif yang mengutamakan kesetaraan, empati, menghargai keberagaman, dan menghormati hak asasi manusia merupakan pendekatan yang efektif dalam menciptakan lingkungan belajar yang mendukung kesehatan mental. Melalui pendidikan inklusif, setiap individu, terlepas dari latar belakang atau kemampuannya, memiliki kesempatan yang sama untuk berkembang dan mencapai potensi terbaiknya tanpa diskriminasi. Selain itu, pendidikan inklusif juga melatih empati antar individu, membangun hubungan yang inklusif, dan memperkaya pengalaman belajar melalui interaksi dengan teman sebaya yang beragam. Dengan memperkuat nilai-nilai kemanusiaan dalam pendidikan, kita dapat menciptakan masyarakat yang lebih inklusif, adil, dan berempati, di mana semua individu memiliki kesempatan yang sama untuk mendapatkan pendidikan yang bermutu.

Kata kunci : *Kesehatan Mental, Peserta Didik, Pancasila, Nilai-Nilai Kemanusiaan, Pendidikan Bermutu.*

Abstract

Mental health is a very important aspect in the life of every individual, including students, because the pressure and demands of college life can risk causing stress and mental disorders. Therefore, maintaining students' mental health is key to achieving academic success and overall well-being. In this context, the application of Pancasila values in the Indonesian education system is very important to form quality human beings and have souls inspired by human values. Inclusive education, which prioritizes equality, empathy, respect for diversity, and respect for human rights, is an effective approach in creating a learning environment that supports mental health. Through inclusive education, every individual, regardless of their background or abilities, has an equal opportunity to develop and achieve their best potential without discrimination. In addition, inclusive education also trains empathy between individuals, builds inclusive relationships, and enriches learning experiences through interactions with diverse peers. By strengthening human values in education, we can create a more inclusive, just, and empathetic society, where all individuals have an equal opportunity to get a quality education.

Keywords : *Mental Health, Students, Pancasila, Human Values, Quality Education.*

INTRODUCTION

Education plays a very important role in human life, not only to transfer knowledge, but also to shape character and improve quality of life. In the context of higher education, students are not only faced with academic demands, but also with various psychological challenges that can affect their well-being. Student mental health, which is often neglected, is now an increasingly relevant

issue in creating a more holistic education system. In this case, an education system that values mental health is in line with the humanitarian values contained in Pancasila.

Mental health problems among students are increasingly prominent, with many students experiencing anxiety, depression, and stress due to academic pressure and other social problems. A survey conducted by the American College Health Association in 2020 showed that more than 60% of students admitted to feeling anxious, and around 40% experienced symptoms of depression. This problem is increasingly relevant in Indonesia, given the dynamic changes in the higher education system that affect students' mental well-being. Therefore, it is important to create an education system that not only assesses academic success, but also pays more attention to the mental health aspects of students.

The values in Pancasila provide a clear direction for higher education in Indonesia to create an environment that supports student mental health. The second principle of Pancasila, which reads "Just and Civilized Humanity," emphasizes the importance of respecting the dignity and rights of every individual, including the right to receive fair treatment in the context of mental health. In this regard, the education system must be able to appreciate the diversity of student conditions, both physical and mental, and provide equal access to the mental health services needed. As part of an education system based on Pancasila, universities and higher education institutions need to strive to build an inclusive culture that reduces the stigma against students who face mental health problems. One of the main challenges is the negative perception that still sticks to students who disclose their mental health problems. This stigma can prevent students from seeking the help they need and, in some cases, can worsen their psychological condition. Therefore, it is important for campuses to create a more open and supportive environment for students who experience mental disorders.

In addition, it is important to realize that students' mental challenges are not only related to academic pressure, but also to the social and economic problems faced by most students. Many students come from families with less stable economic conditions, which often adds to their psychological burden. Uncertainty about the future of their careers, social problems, and feelings of isolation also contribute to these mental health problems. In this regard, higher education must consider the socio-economic context of students in designing educational policies that are more inclusive and responsive to their mental health needs.

An educational system that values students' mental health must include various aspects, from providing easily accessible psychological counseling services to policies that support a balance between students' academics and personal lives. Providing psychological counseling services on campus can help students cope with the stress and anxiety they feel. Such programs should not only be limited to one-on-one counseling, but also include workshops or seminars that educate students about the importance of mental health and how to maintain their psychological well-being. The role of lecturers in creating an environment that cares about students' mental health is also very important. Lecturers are in a strategic position to identify students who may be facing mental health issues and provide the support they need. However, in order to play an effective role in this regard, lecturers need to be trained to recognize early signs of mental disorders and provide appropriate referrals when necessary. Through a more empathetic approach, lecturers can help students feel more valued and accepted on campus, which in turn can improve the quality of their education and mental health.

The application of technology in education can be one solution to overcome the problem of student mental health, especially in this digital era. The use of digital applications or platforms that provide psychological counseling services or educational materials on mental health can be an effective tool to provide support to students. Technology can also help students who find it difficult to access face-to-face services, by providing more flexible and easily accessible service options at any time. However, the use of this technology must still pay attention to the humanitarian aspect, so that students do not feel neglected or do not get the attention they need.

Respect for student mental health is in line with the main goal of Pancasila, which is to create a just and prosperous society. The second principle of Pancasila contains the principle that everyone has the right to be treated fairly, including in terms of getting equal access to health services, both physical and mental. By emphasizing the humanitarian values in Pancasila, the

higher education system in Indonesia can develop a more holistic approach in supporting student welfare, not only from an academic perspective, but also from a psychological perspective.

In addition, recognition of the importance of mental health is also in line with the objectives stated in the 1945 Constitution, especially Article 28H Paragraph (1), which states that everyone has the right to health. This provision is not only limited to physical health, but also mental health. The state has an obligation to provide facilities and infrastructure that support the mental health of its citizens, including students. Therefore, campuses as higher education institutions need to ensure that they not only provide quality education, but also create an environment that supports student mental health.

An education system that values student mental health must be supported by policies that integrate mental health aspects into every component of education, from the curriculum, student services, to campus management policies. This will create a healthier academic climate and allow students to learn better without having to feel burdened by psychological problems that do not receive adequate attention.

Education that prioritizes the values of humanity in Pancasila is not only oriented towards academic achievement, but also towards the holistic welfare of students. Therefore, the higher education system in Indonesia must strive to create an environment that not only supports students' intellectual intelligence, but also their mental health. Education that values humanity, as contained in Pancasila, will create a more inclusive education system and be able to answer the mental health challenges faced by students today.

METHOD

We used qualitative methodology and conducted a literature study that focused on searching and analyzing scientific sources such as academic journals, reference books, and relevant articles. The data reviewed included previous theories and research on how the education system, human values, and students' mental health relate to each other. The analysis was conducted to see whether the results of previous studies were in accordance with the current state of education in Indonesia. The data collection process began by searching for terms related to mental health, human values, Pancasila, students, and the education system. After that, these keywords were used to search for data in academic databases such as the university repository Google Scholar, in order to obtain valid and up-to-date references.

After collecting relevant literature, the analysis was conducted by grouping the findings based on main themes, such as factors that influence students' mental health and their relationship to human values. The literature analyzed was then grouped based on thematic categories, such as: 1) academic and social pressure as triggers for mental disorders; 2) the role of the education system in supporting psychological well-being; and 3) the contribution of Pancasila's human values, especially the second principle, in building an inclusive and supportive learning environment.

This literature study is expected to provide a better understanding of the importance of integration between educational approaches based on humanitarian values and strategies for improving students' mental health, especially in the context of the current higher education system in Indonesia.

RESULTS AND DISCUSSION

After understanding the urgency of student mental health in the context of higher education based on the humanitarian values of Pancasila, it is important to examine more deeply the conceptual aspects that underlie this discussion. The following theoretical review presents the foundation of three main aspects: the definition and importance of student mental health, the humanitarian values in Pancasila, and an education system that supports mental health and diversity.

According to the World Federation for Mental Health, mental health is a person's psychological condition that allows individuals to manage stress, realize their potential, learn effectively, work productively, and contribute to their community. In the context of students, mental health plays an important role in determining how they think, interact, and deal with academic

pressure. A supportive environment can help students feel more connected to others, reduce loneliness, and increase self-confidence. An unsupportive campus environment, for example high academic pressure, lack of social support, or discrimination, is at risk of causing mental disorders such as anxiety, depression, or burnout. Therefore, creating a healthy, safe, and inclusive campus climate is an urgent need to support psychological well-being and the quality of education that is not only beneficial for individual students, but also for improving the quality of education as a whole.

Pancasila as the foundation of the Indonesian state has an important role in shaping humanitarian values that uphold justice and empathy. The state recognizes the right of every nation to determine its own destiny and demands its citizens not to act arbitrarily towards others as a form of respect for a strong culture. According to Handayani (2021), Pancasila guarantees that every citizen has an equal position in law and government, as well as an obligation to uphold applicable laws. The implementation of these humanitarian values in education is crucial to creating an inclusive and supportive system, especially at the higher education level. By paying more attention to these values, educational institutions can play an important role in shaping the character of students who have a sense of social responsibility and solidarity.

In line with this, the humanitarian values in the second principle of Pancasila, "Kemanusiaan yang Adil dan Beradab", provide a strong philosophical basis for building an education system that respects the dignity of every individual. Pancasila emphasizes the importance of fair treatment, respect for differences, and the elimination of stigma. In a campus environment, this means creating an academic culture that is empathetic, non-discriminatory, and supportive of students' psychological conditions. Humanizing education will produce individuals who are not only intellectually intelligent, but also emotionally and socially mature.

A healthy campus environment includes various aspects, from the cleanliness of facilities, the availability of comfortable study spaces, to the creation of positive social interactions between students, as well as between students and lecturers. When students feel comfortable physically and socially, they will find it easier to focus on their academic tasks. Conversely, if the campus environment is filled with stress, squalor, or social tension, this can interfere with concentration and motivation to learn.

One real approach to implementing these values is through inclusive education, an education system that views diversity as a strength. Inclusive education emphasizes that all individuals, regardless of background, socio-economic conditions, or abilities, have the right to receive education in an equal and supportive environment. Yasjulia (2024) explains that inclusion involves respect for diversity, where all children, regardless of ability, gender, socio-economic status, ethnicity, cultural background, language, or religion, have the opportunity to develop in the same school community. To realize this, curriculum adaptation, training for educators, and development of facilities that support special needs are needed. Inclusive education not only contributes to the formation of a tolerant society that respects diversity, but also strengthens a sense of shared ownership in the educational environment. With an adaptive curriculum, training for educators, and facilities that are friendly to special needs, inclusive education creates a safe space for the development of students' potential and mental health simultaneously.

By integrating the humanitarian values of Pancasila into the education system, we are not only creating a more inclusive and equitable campus, but also laying the foundation for a future society that is caring, empathetic, and mentally healthy. Education that values the soul is not a complement, but a foundation for academic success and national character building.

The method used in this study is a qualitative approach with a literature study, which traces journals, books, and academic documents related to mental health, Pancasila, and the education system. Data were collected through keyword searches such as mental health, humanitarian values, inclusive education, and Pancasila in academic databases such as Google Scholar. The data obtained were then analyzed thematically to see the relationship between the education system and students' psychological well-being in the context of the humanitarian values of Pancasila.

From this analysis, it was found that the implementation of humanitarian values in the education system has a significant impact on students' mental health. A supportive campus

environment, both in terms of facilities, social relationships, and teaching approaches, can create a sense of security and high acceptance for students. Students who feel valued and not marginalized are better able to manage stress, maintain learning motivation, and grow into empowered and empathetic individuals.

For this, various concrete strategies are needed. At the educational institution level, it is necessary to establish a mental health service center that provides free counseling, a 24-hour hotline, and a peer counseling program involving trained students. Mental health modules can also be integrated into courses such as citizenship to instill awareness from an early age. Training for lecturers and education staff is also important so that they are able to detect symptoms of mental disorders and provide appropriate early support.

The government also has a central role, starting from setting national standards for mental health services on campus, allocating a minimum of 5% of funds for this program, to collaborating with community organizations to provide training and resources. On the other hand, students can form mental health care communities and utilize social media for creative educational campaigns such as infographics, podcasts, and many more. Families and communities are also expected to actively participate through educational programs and support for students, especially from vulnerable groups.

In order for this strategy to run optimally, continuous evaluation needs to be carried out through indicators such as increasing the utilization of counseling services and decreasing reports of academic stress. Annual assessments using standardized instruments will help campuses and governments adjust policies responsively and based on data.

CONCLUSION

Based on literature analysis and practical experience in higher education, student mental health is a fundamental factor that cannot be separated from academic success and holistic character formation. Major challenges such as excessive academic pressure, social stigma, and lack of access to mental health services require a systemic approach rooted in the values of Pancasila, especially the Second Principle which reads "Kemanusiaan yang Adil dan Beradab."

Inclusive education has proven to be a relevant and effective approach in building a learning environment that is empathetic, fair, and adaptive to the diversity of student conditions. Through this approach, students not only feel valued and accepted, but also have space to develop psychologically and academically.

For this reason, creating a campus environment that is socially healthy, free from discrimination, and respects diverse backgrounds is an important foundation in supporting student psychological well-being. Collaboration between educational institutions, government, and society is also key to reducing service gaps and building a more humane, equitable, and sustainable ecosystem.

Therefore, education that respects the psyche is not only a complement to the education system, but an important foundation for creating a generation of the nation that is intellectually, emotionally, and socially resilient.

REFERENCES

- American College Health Association. (2020). National college health assessment. *American College Health Association*.
- Ashari, F. A., & Najicha, F. U. (2023). Implementasi Nilai-Nilai Pancasila Dalam Era Digital.
- Ashoumi, H., & Yusuf, M. A. (2024). Pendidikan Inklusi: Integrasi Konsep Konstruktivistik Vygotsky dan Landasan Al-Qur'an untuk Mendukung SDGs 4. *Intelektual: Jurnal Pendidikan Dan Studi Keislaman*, 14(3), 321-344. <https://doi.org/10.33367/ji.v14i3.6308>.
- Asril., Jaenam., Syahrizal., Armalena., & Yuherman. (2023). Peningkatan Nilai-Nilai Demokrasi dan Nasionalisme Pada Mahasiswa Melalui Pembelajaran Pendidikan Pancasila dan Kewarganegaraan. *JIM: Jurnal Ilmiah Mahasiswa Pendidikan Sejarah*, 8(3), 1300-1309. <https://doi.org/10.24815/jimps.v8i3.25109>.
- Braghieri, L., Levy, R., & Makarin, A. (2022). Social Media and Mental Health. *American Economic Review*, 112(11), 3660–3693. <https://doi.org/10.1257/aer.20211218>.

- Campbell, F., Blank, L., Cantrell, A., Baxter, S., Christopher, B., Dixon, J., & Goyder, E. (2022). Factors that influence mental health of university and college students in the UK: a systematic review. *BMC Public Health* 22, 1778. <https://doi.org/10.1186/s12889-022-13943-x>.
- Centro Riau. (2023, Juni 11). Pendidikan inklusi: Memperkuat nilai-nilai kemanusiaan dalam sistem pendidikan. *Centro Riau*. <https://centroriau.id/2023/06/11/pendidikan-inklusi-memperkuat-nilai-nilai-kemanusiaan-dalam-sistem-pendidikan/>.
- Dayucinta. (2024, Maret 3). Pentingnya kesehatan mental di kalangan mahasiswa. *Kompasiana*. <https://www.kompasiana.com/dayucinta4954/660257fed948f49b527a8e2/pentingnya-kesehatan-mental-di-kalangan-mahasiswa>.
- Faizal, Akhmad Bagus (2024). *Peran Notaris Dalam Perlindungan Hukum Bagi Pembeli Properti Secara Kredit Ketika Terjadi Gugatan Oleh Pihak Ketiga Di Kota Tegal*. (Masters thesis, Universitas Islam Sultan Agung Semarang). <http://repository.unissula.ac.id/id/eprint/33484>.
- Handayani, P. A., & Dewi, D. A. (2021). Implementasi Pancasila Sebagai Dasar Negara. *Jurnal Kewarganegaraan*, 5(1). <https://doi.org/10.31316/jk.v5i1.1439>.
- Helga, P., Kristy, E., Grace, V., Silvana, S., Lovela, A., & Tumanggor, R. O. (2024). Implementasi Prinsip Demokrasi Pancasila dalam Membangun Karakter Anak di Panti Asuhan. *AHKAM*, 3(4), 761-769. <https://doi.org/10.58578/ahkam.v3i4.4221>.
- Jayanti, N. D., Jaisy, N. A., Puspitasari, A., Sukmananda, A., & Ramadhani, N. F. (2024). Upaya peningkatan kesejahteraan dasar sebagai pemenuhan hak asasi manusia demi menekan ketimpangan ekonomi di masyarakat. *Juris Humanity: Jurnal Riset dan Kajian Hukum Hak Asasi Manusia*, 3(2), 55–67. <https://doi.org/10.37631/jrkhm.v3i2.49>.
- Jumiati, Nova Avianti Rahayu, Lita Nafratilova, & Siska Indrayani. (2024). Peningkatan Dukungan Sosial Bagi Kesehatan Mental Remaja Di SMA Negeri 7 Pekanbaru. *Jurnal Pengabdian UntukMu NegeRI*, 8(2), 210-217. <https://doi.org/10.37859/jpumri.v8i2.7555>.
- Lehtonen, M. (2021). Technology in mental health support for university students. *Journal of Digital Health and Education*, 5(1), 18–27.
- Ministry of Education, Culture, Research and Technology of the Republic of Indonesia. (2022). Guidelines for mental health services in universities.
- Niazi, Z. (2021). The role of psychological counseling in higher education. *Journal of Mental Health Education*, 21(4), 250–264.
- Pancasila. Sila kedua: Kemanusiaan yang adil dan beradab.
- Puspita, R. (2021). Stigma terhadap mahasiswa dengan masalah kesehatan mental di perguruan tinggi. *Jurnal Psikologi Universitas X*, 30(1), 51–62.
- Putri, A. L., Charista, F. D. F., Lestari, S., & Trisiana, A. (2020). Implementasi Pancasila dalam pembangunan di bidang pendidikan. *Terampil: Jurnal Pendidikan dan Pembelajaran Dasar*, 7(1). <https://doi.org/10.24042/terampil.v7i1.5666>.
- Putri, M. F. J. L., dkk. (2023). Peran Pendidikan Pancasila Dalam Membentuk Karakter Peserta Didik di Sekolah. *Jurnal Kewarganegaraan*, 7(2). <https://doi.org/10.31316/jk.v7i2.5576>.
- Rahmawaty, F., Silalahi, R. P., T, B., & Mansyah, B. (2022). Faktor-Faktor yang Mempengaruhi Kesehatan Mental pada Remaja: Factors Affecting Mental Health in Adolescents. *Jurnal Surya Medika (JSM)*, 8(3), 276–281. <https://doi.org/10.33084/jsm.v8i3.4522>.
- Rozali, Y. A., Sitasari, N. W. and Lenggogeni, A. (2021). Meningkatkan Kesehatan Mental Di Masa Pandemic. *Jurnal Pengabdian Masyarakat AbdiMas*, 7(2). <https://doi.org/10.47007/abd.v7i2.3958>.
- Saputri, M. A. (2024). *Rekonstruksi regulasi tanggung jawab PPAT terhadap warkah hak tanggungan elektronik berdasarkan keadilan bermartabat* (Disertasi doktor, Universitas Islam Sultan Agung Semarang). <http://repository.unissula.ac.id/id/eprint/35192>.
- Sheldon E, Simmonds-Buckley M, Bone C, Mascarenhas T, Chan N, Wincott M, Gleeson H, Sow K, Hind D, & Barkham M. (2021) Prevalence and risk factors for mental health problems in university undergraduate students: A systematic review with meta-analysis. *Journal of Affective Disorders*, 286. <https://doi.org/10.1016/j.jad.2021.03.054>.
- Siti, N. (2022). Empathy in teaching and its impact on mental health support. *Jurnal Pendidikan dan Psikologi*, 34(2), 203–220.

- Suryani, A. (2021). Dampak masalah sosial dan ekonomi terhadap kesehatan mental mahasiswa. *Jurnal Psikologi Sosial*, 11(3), 91–103.
- Susilo, A., Anwar, K., & Agung, L. S. (2024). Peran pembelajaran sejarah dalam membangun karakter bangsa menuju kemajuan dan persatuan. *Journal of Education and Instruction (JOEAI)*, 7(2). <https://doi.org/10.31539/joeai.v7i2.12832>.
- Undang-Undang Dasar Negara Republik Indonesia Tahun 1945, Pasal 28H Ayat (1). Setiap orang berhak atas kesehatan.
- Universitas Indonesia. (2021). Implementing holistic education for student well-being. Universitas Indonesia.
- Usmani, S. S., Sharath, M., Mehendale, M. (2022). Future of mental health in the metaverse. *General Psychiatry*. 35:e100825. <https://doi.org/10.1136/gpsych-2022-100825>.
- Wening, Y. (2022). Mental health stigma and social acceptance among Indonesian students. *Jurnal Psikologi Indonesia*, 47(2), 142–157.
- Yasjulia, R. (2024). Filosofi Pendidikan Inklusi Dalam Sistem Pendidikan Indonesia Menuju Merdeka Belajar. <https://ssrn.com/abstract=4831770>.
- Yusuf, M. A. (2021). Peran dan Fungsi Pancasila Sebagai Dasar Negara. <https://www.gramedia.com/literasi/fungsi-pancasila-sebagai-dasar-negara>.