Mental Health Counselling, Introduction to Information & Communication Technology (ICT), and Understanding Casual English Vocabulary for Students of Junior High School 66 Jakarta

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Abstract

Mental health can affect language learning outcomes as it impacts students' ability to focus, process information, and retain knowledge. Stress, anxiety, and depression can adversely affect a student's language learning abilities. Thus, mental health counseling can effectively promote students' mental well-being and improve their language learning outcomes. The activities promoted mental well-being, Enhanced language learning outcomes, Improved communication skills, Encouraged community engagement, and Developed life skills. The activities method implements the offline seminar. A seminar can still be a valuable delivery method for introducing these topics and raising awareness among students, teachers, and the wider community. It can be a platform for discussion and engagement, allowing students to ask questions and share their thoughts and experiences. The results and outcomes are that students who receive mental health counseling may experience improvements in their mental health and well-being. They may develop better-coping mechanisms, improved self-awareness, and greater emotional resilience. Additionally, they may become more proficient in using technology to learn languages and gain greater exposure to and understanding of informal English vocabulary. Students with better mental health, language, and communication skills may be more successful in their studies and better prepared for future academic and professional endeavors. The activities can be far-reaching, affecting students' mental health, language learning, communication skills, engagement and participation in school, and academic performance.

Keywords: Mental Health, Information Technology, Casual English, Community Service.

INTRODUCTION

Students in junior high school are at a critical stage of their personal, social, and academic development, making them an ideal target for mental health counseling, Information Communication Technology (ICT) education, and English language learning activities. They are in a significant transition, moving from childhood to adolescence, which can be physically and mentally challenging. Kozasa et al. (2017) explained that these students might experience a range of mental health issues, such as stress, anxiety, and depression, and therefore, it is essential to provide them with appropriate mental health counseling. In the 21st century, Hollis et al. (2017) stated that proficiency in ICT tools is a critical skill that students need to master. By targeting students in junior high school, the program can help them develop their technological literacy and prepare them for future academic and professional endeavors.

Junior high school is critical for students preparing for high school and beyond. Improving mental health, language skills, and technological literacy can help students develop the skills and confidence they need to succeed in high school and beyond. Porat et al. (2018) affirmed that they are at a stage where they are developing their sense of identity and personal values. Promoting well-being through mental health counselling can help students develop a positive self-image and improve their resilience in facing life's challenges.

Junior high school students face various mental health concerns, including anxiety, depression, stress, and adjustment disorders (Pascoe et al., 2020). Ojio et al. (2015) explored that these mental health concerns can be triggered by various factors, such as academic pressure, social changes, family issues, and physical changes. The increased stress of academic expectations,

peer pressure, and physical changes can lead to mental health challenges, such as low self-esteem, self-harm, substance abuse, and eating disorders. Furthermore, Alfiah et al. (2021) elaborated that students are exposed to more technology and social media during this period, which can exacerbate mental health problems such as anxiety, depression, and social isolation. Social media and technology use can lead to addiction, cyberbullying, and disconnection from reality, leading to an increased risk of mental health problems.

There are various strategies for promoting positive mental health outcomes among junior high school students. Nishio et al. (2020) confirmed that one approach is to provide mental health counselling and support services within the school environment. Mental health counselling can help students develop resilience, coping mechanisms, and positive self-esteem. School counsellors and mental health professionals can provide a range of services, including individual and group counselling, crisis intervention, and referrals to outside mental health providers as needed.

In today's world, digital technology has become an integral part of our daily lives. Al-Ansi et al. (2019) implied that Junior high school students, typically between the ages of 12 and 15, are increasingly exposed to and reliant on Information and Communication Technology (ICT). Purnomo et al. (2022) determined that the study's findings demonstrate that students have a shorter response time when content is presented through ICT devices. While using ICT can bring many benefits, it also presents potential risks to their mental health. This program will explore the intersection between mental health, ICT capabilities, and junior high school students and examine strategies for promoting positive mental health outcomes in this population. Kim et al. (2017) explored that the use of ICT can significantly impact the mental health of junior high school students. The prevalence of social media and digital communication can lead to feelings of anxiety, depression, and social isolation. Students who use ICT excessively may also experience sleep disturbances, which can negatively impact their mental health.

Additionally, Rosli et al. (2021) described that the use of ICT can contribute to bullying and harassment, which can lead to low self-esteem, anxiety, and depression. Jailani et al. (2022) supported that it is essential to promote positive ICT use to reduce the potential negative impact on mental health. Educating students about safe and responsible ICT use can help them make informed decisions and avoid potential risks. Students can be taught to limit their ICT use and develop healthy boundaries around their digital devices. Furthermore, O'Connor et al. (2019) added that schools could promote educational software, tools, and apps that support learning and positive mental health. The use of ICT among junior high school students can significantly impact their mental health outcomes. While using ICT presents potential risks, it can also provide access to mental health resources and support services.

English communication skills are crucial for success in today's globalized world. Language proficiency allows individuals to communicate and connect with people from different cultures and backgrounds (Ushioda. 2017)). English is also the language of international business, science, and technology. Therefore, junior high school students must develop strong English communication skills to succeed in their future academic and professional careers. Ahmadi and Reza (2018) established that technology such as online English courses, apps, and language learning software can allow students to practice and improve their English communication skills.

These resources can provide a flexible and accessible way for students to learn English outside the classroom. Lai et al. (2016) suggested that schools can prioritize technology in language learning to promote positive English language outcomes. Subekti et al. (2021) elaborated that schools can incorporate online English courses, apps, and language learning software into their curriculum to provide students with flexible and accessible opportunities to practice their English communication skills. Additionally, Ly et al. (2021) added that teachers could encourage the use of online communication platforms and pair students with English-speaking peers from other countries for language practice. Mental health is critical to English language development, as students who experience mental health challenges may struggle to learn a new language. Stress,

anxiety, and depression can negatively impact cognitive function and language learning abilities. Therefore, schools should prioritize mental health support to promote positive English language outcomes. Students who struggle with mental health challenges can benefit from counselling services, stress-reduction techniques, and mindfulness practices to help manage their mental health.

METHOD

The provision of community services to Junior High School 66 Jakarta involved the implementation of three programs: Mental Health Counseling, Introduction to Information & Communication Technology (ICT), and Understanding Casual English Vocabulary. The programs aimed to enhance junior high school students' mental health, ICT capabilities, and English communication skills. A seminar was selected as the delivery method to achieve the program's objectives. Nasir and Diah (2016) extended that a seminar is an appropriate method for delivering community services as it is a structured platform that allows for transferring knowledge, skills, and ideas to a large group of people. The Introduction to Information & Communication Technology (ICT) program was delivered through a seminar that focused on building the ICT capabilities of the students. The seminar was delivered by ICT experts who provided hands-on training on basic ICT concepts and applications. The seminar focused on building the vocabulary and conversational skills of the students. The seminar was delivered by English language experts who provided interactive sessions that focused on building the vocabulary and conversational skills of the students.

The feedback collected was used to determine the impact of the programs on the students. The feedback also helped the implementation team to identify the areas that needed improvement in future programs. The students' learning outcomes were also measured to determine the effectiveness of the programs in achieving the objectives. Overall, the preparation,
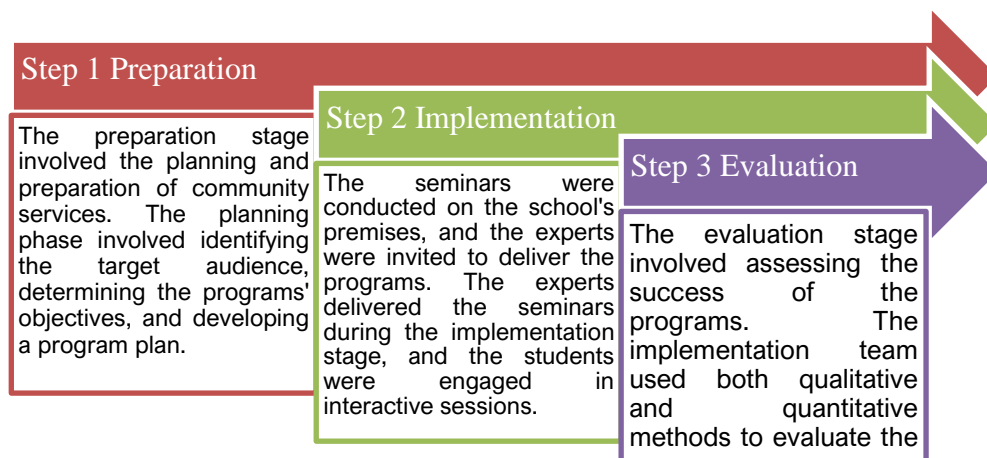

Step 1 Preparation

The preparation stage involved the planning and preparation of community services. The planning phase involved identifying the target audience, determining the programs' objectives, and developing a program plan.

Step 2 Implementation

The seminars were conducted on the school's premises, and the experts were invited to deliver the programs. The experts delivered the seminars during the implementation stage, and the students were engaged in interactive sessions.

Step 3 Evaluation

The evaluation stage involved assessing the success of the programs. The implementation team used both qualitative and quantitative methods to evaluate the programs.

Figure 1. The flow method Activities

implementation, and evaluation stages were crucial in ensuring the success of the programs. The implementation team's effort to plan and prepare for the programs ensured that the programs were delivered effectively. The evaluation stage provided valuable insights into the impact of the programs on the students and helped the team to identify areas for improvement in future programs.

RESULT AND DISCUSSION

Community services, Mental Health Counselling, Introduction to Information & Communication Technology (ICT), and Understanding Casual English Vocabulary were provided to Junior High

School 66 Jakarta students to enhance their mental health, ICT capabilities, and English communication skills.

Figure 2. The Community Services Team and The School Committee

The programs were conducted in a seminar format, and the experts utilized various teaching methods to ensure the students understood the concepts and skills. This section discusses the results of the programs and their impact on the students.

Mental Health Counselling

The mental health counselling program aimed to improve the students' mental health. The feedback from the students indicated that the program successfully achieved its objective. The students reported improving their mental health and found the program helpful in dealing with stress and anxiety. The experts' use of various counseling techniques, such as cognitive-behavioral therapy, mindfulness, and relaxation techniques, was effective in helping the students manage their emotions and thoughts.

Figure 3.Mental Health Counselling

Physical exercise and activity can reduce stress and anxiety, enhance mood, and promote overall well-being. Encouraging students to engage in activities, such as sports, exercise classes, and outdoor activities, can improve their mental health outcomes. Furthermore, promoting positive social relationships is essential for positive mental health outcomes. Encouraging students to participate in social and community activities can lead to a sense of belonging and

social support. This sense of belonging and social support can be essential for students struggling with mental health challenges.

Promoting positive mental health outcomes among junior high school students is essential for their well-being and academic success. Mental health challenges can significantly impact academic performance, social relationships, and long-term well-being. Strategies such as mental health counseling, physical activity, and social support can promote positive mental health outcomes for junior high school students. As such, schools and communities should prioritize mental health and well-being as critical components of promoting overall health and success for junior high school students.

Introduction to Information & Communication Technology

The introduction to Information and Communication Technology (ITC) program aimed to enhance the students' ICT capabilities. The program successfully achieved its objective, as the students reported an improvement in their knowledge and skills related to ICT. The experts utilized various teaching methods, such as lectures, demonstrations, and hands-on exercises, to teach the students about the different ICT tools and their applications.

ICT can also provide access to mental health resources and support services. Students can access mental health resources, such as online counselling services and peer support

Figure 4 Introduction to Information & Communication Technology

groups. This approach can be particularly beneficial for students reluctant to seek help in person. Mental health counselling can also integrate ICT to promote positive outcomes. For example, online counselling services can give students access to mental health professionals outside school hours. This approach can be constructive for students who may not access mental health services within their community. Additionally, incorporating ICT into mental health counselling can increase engagement and provide a platform for students to communicate and connect with mental health professionals.

Understanding Casual English Vocabulary:

The understanding casual English vocabulary program aimed to enhance students' English communication skills. The program successfully achieved its objective, as the students reported an improvement in their understanding of casual English vocabulary. The experts utilized various teaching methods, such as role-play, group activities, and discussions, to teach the students about the common phrases and expressions used in casual conversations.

Figure 5. Understanding Casual English Vocabulary

Developing English communication skills is crucial for success in today's globalized world. ICT can significantly promote positive English language outcomes, providing flexible and accessible opportunities for language learning and cross-cultural communication. Mental health is also critical to English language development, and schools should prioritize mental health support to promote positive outcomes. The use of technology in mental health support can provide students with accessible and flexible mental health resources. Therefore, schools and communities should prioritize mental health and English language development as critical components of promoting overall health and success for junior high school students in the digital age

Table 1. The pre and post-test questionnaire result

VARIABLE	PRETEST (S.D)	POST-TEST (S.D)	Z	P
How satisfied were you with the Mental Health Counselling/ICT/Casual English Vocabulary program?	2.35	4.23	4.268	0.001
How helpful were the Mental Health Counselling sessions in addressing your concerns and improving your mental well-being?	2.08	3.59	4.026	0.001
How confident do you feel in your ability to use the information and skills you learned in the ICT program?	2.36	4.22	4.236	0.001
How comfortable are you now using casual English language expressions in day-to-day conversations after the Casual English Vocabulary program?	2.01	3.68	4.587	0.001
How well did the program facilitators support and encourage you throughout the program?	2.98	3.34	4.050	0.001
How easy were the program materials (handouts, presentations, etc.) to understand and follow?	2.09	3.08	4.036	0.001
How much did the program improve your mental health/well-being, ICT capabilities, and casual English vocabulary skills?	2.16	4.19	4.298	0.001

The table above presents descriptive statistics for the pretest and post-test scores on seven variables: satisfaction, advantage, confidence, comfort, expert assistance, material accessibility, and improving the state of being. The pretest and post-test means and standard deviations (S.D) are presented for each variable. Additionally, the table presents the Z-score and P-value for each variable. Overall, there was a significant increase in all variables from the pretest to the post-test. The satisfaction variable had the most significant increase, with a mean increase of 1.88 (S.D = 2.35 to 4.23), followed by improving the state of being with a mean increase of 2.03 (S.D = 2.16 to 4.19). The variable with the smallest increase was expert assistance, with a mean increase of only 0.36 (S.D = 2.98 to 3.34). The Z-scores for all variables were more significant than 1.96, indicating that the differences between the pretest and post-test scores were statistically significant. The P-values for all variables were also less than 0.05, further indicating the statistical significance of the differences. These results suggest that the activities, which include Mental Health Counseling, Introduction to Information & Communication Technology (ICT), and Understanding Casual English Vocabulary, effectively improved various aspects of the student's experiences and abilities. High levels of satisfaction, increased confidence, and improved state suggest that these activities promote overall well-being among junior high school students.

CONCLUSION AND SUGGESTION

The combination of mental health counselling, introduction to information and communication technology (ICT), and understanding everyday English vocabulary for Junior High School 66 Jakarta students is a highly beneficial program. Mental health counselling is crucial for the student's emotional and psychological well-being, affecting their academic performance and daily life. The program provides students with the tools to understand and manage their emotions, promoting healthy mental states. Introduction to ICT is also an essential part of the program, as it equips the students with technological skills that are highly relevant in today's digital world. Students are introduced to basic computer skills, including typing, research skills, and basic coding, which will prove invaluable in their academic and professional lives. Lastly, understanding everyday English vocabulary is an essential skill for communication, both in everyday life and in the future workplace. The program provides students with a platform to develop and practice their English communication skills, which is a valuable asset in the increasingly globalized world. Overall, the combination of mental health counselling, introduction to ICT, and understanding everyday English vocabulary is a well-rounded program that addresses crucial aspects of the student's lives. It empowers them to take control of their mental and emotional well-being, develop technological skills, and become proficient in English communication, all of which are essential for their future success.

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