

Social Support and Mental Health: The Moderated-Mediator Impact of Resilience and Education Level among New Boarding School Students

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Article Info

History Articles

Received:

07 July 2023

Accepted:

05 August 2023

Published:

30 October 2023

Keywords:

mental health, social support; resilience; education level

Abstract

Mental health is considered important to adaptation, stress management and Islamic boarding school students (*santri*) resilience in coping with problems. Thus, this present research aimed at analyzing the relationship between social support and mental health through resilience in the first-year students at junior high school and senior high school, namely grade seven and grade ten in Bojonegoro Regency. Here, 331 freshmen were selected using a cluster random sampling technique. Their data of mental health, social support, and resilience were collected using Mental Health Inventory (MHI), The Multidimensional Scale of Perceived Social Support (MSPSS) and Connor-Davidson Resilience Scale (CD-RISC). The findings showed there was a positive relationship between social support and mental health through resilience. In addition, the moderating effect of education level explained that the relationship between resilience and mental health tended to be stronger for freshmen at the junior high school level. Further implications are presented in the discussion session.

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p-ISSN 2252-6889

e-ISSN 2502-4450

INTRODUCTION

The World Health Organization or known as WHO (World Health Organization, 2018) reported that 450 million people worldwide had mental health disorders with a prevalence of 20% occurring in children (O'Reilly, 2015).

Mental health issue can be experienced by anyone, including Islamic boarding school students or santri who live far from family with discipline and different environmental situations. Lack of family quality time sometimes makes them sad, lonely, and causes mental health issues.

Regarding the above two backgrounds, santri mental health needs to be concern since good mental health can enable them realize their potential, overcome pressures in life, boost performance and give positive contributions to society.

Social support from peers and parents are necessary to eliminate any fear or anxiety during santri study at Islamic boarding school. Taylor (2011) defines social support as an interpersonal exchange in which one person helps and support each other.

Priasmoro (2020) explains there is a pretty strong relation between social support and santri mental health. A study by Siska, et al. (2018) explains a santri whose family gives positive reinforcement will grow up as a more optimistic individual in facing the present and future life.

Resilience affects santri mental health and psychological well-being. Yıldırım & Çelik-Tanriverdi (2021) state that social support is related to life satisfaction through the mediating effect of resilience.

A study by Hou. et. al (2020) states that resilience can partially mediate the effect of social support on mental health and age groups moderate the indirect relationship between social support and mental health through resilience.

Based on the previously mentioned background, this research attempted to expand the previous researches using different population and context, namely freshmen at Islamic boarding schools with the aim of knowing the

relationship between social support and mental health mediated by resilience through resilience in the Islamic boarding schools freshmen from different education levels.

METHODS

The samples of this study were 331 Islamic boarding school students or santri chosen using a cluster random sampling technique in grade seven and ten.

Three scales were used for data collection, namely the Mental Health Inventory questionnaire (1983), The Multidimensional Scale of Perceived Social Support (1988), and the Connor-Davidson Resilience Scale (2003). All scales were translated back into Indonesian as a means of adaptation.

The mental health inventory scale developed by Veit & Ware (1983) has of 38 items, the Multidimensional Scale of Perceived Social Support developed by Zimet, Dahlem, Zimet, & Farley (1988) consists of 12 items, and the Connor- The Davidson Resilience Scale developed by Connor & Davidson (2003) consists of 25 items. The level of reliability is indicated by the Cronbach's alpha coefficient. The mental health inventory questionnaire scale obtained the reliability of 0.89, the Multidimensional Scale of Perceived Social Support scale was 0.74 and the Connor-Davidson Resilience Scale was 0.87.

RESULTS AND DISCUSSION

This research had four variables, including social support as the independent variable, mental health as the dependent variable, resilience as the mediating variable and education level as the moderating variable. Based on descriptive statistical tests, the man and standard deviation of each variable were 159.66 (SD = 22,898) for mental health, 65.04 (SD = 8,435), for social support, 61.63 (SD = 13,108) and for resilience, 61.63 (SD = 13,108). In detail, this information is presented in table 1.

Table 1. Mean and Standard Deviation

Variable	N	M	SD
Mental health	331	159.66	22.898
Social support	331	65.04	8.435
Resilience	331	61.63	13.108

After conducting a descriptive statistical test, another test was performed using the PROCESS software developed by (Hayes, 2013). In addition, the mediation analysis was carried out using the bootstrap method and bias

technique which was corrected N=5000. From bootstrapping, a 95% confidence interval was obtained. The details are presented in table 2. The details are presented in table 2.

Table 2. The Relationship Between Social Support and Mental Health Through Resilience Viewed From Education Level

Predictor	β	t	p	SE	BC CI =95%		R	R2	F	p
					LL	UL				
Kriteria: RE							.80	.64	568.78	< 0.1
DS	.85	23.84	<0.1	.36	.78	.92				
Kriteria: KM							.84	.71	194.70	<0.1
RE	1.67	6.45	<0.1	.260	1.164	2.18				
DS	1.67	7.96	<0.1	.137	.82	1.36				
Kelas	32.52	3.11	<0.1	10.46	11.94	53.08				
RE x kelas	-.39	-2.51	<0.05	.15	-.70	-.08				
Kelas 7	1.28	8.83	<0.1	.14	.99	1.57				
Kelas 10	.88	5.74	<0.1	.15	.58	1.19				
Efek Mediator										
Kelas	B	SE	BC CI =95%							
			LL	UL						
7	1.09	.11	.86	1.33						
10	.75	.14	.49	1.05						
Efek Moderator-mediator										
kelas	-.33	.12	-.59	-.08						

Ket: KM= mental health, DS= social support, RE= resilience

In this study, there found a relationship between resilience and social support ($\beta = .85$, $p < 0.01$). Also, there was a relationship between social support and resilience on mental health (all $\beta = 1.67$, $p < 0.01$). Then, there was a relationship between resilience and mental health ($\beta = 1.67$, $p < 0.01$).

There existence of a mediating effect of resilience on social support and mental health was because education level moderated the

relationship between social support, mental health and resilience, so this study found 2 scores of mediating effects. At the junior high school level, a mediating effect of resilience was found on the relationship between social support and mental health ($\beta = 1.09$), but at the senior high school level, a mediating effect of resilience was found on the relationship between social support and mental health ($\beta = 0.757$). Finally, the results of this study indicated that there was a mediated

moderated-mediation effect of ($\beta = -.336$, [95% CI] LL= $-.590$ UL= $-.087$).

The relationship between social support and mental health found in this study is in line with a study by Priasmoro (2020) that there is a relationship between social support and mental health with fairly strong correlation.

Another supporting study which shows the relationship between social support from peers, family, and special people and mental health is from Siska, et al., (2018), namely a santri who is supported by parents will grow up as a more optimistic individual in facing the present and future life.

Rudwan & Alhasymia study (2018) explains the finding of this research regarding the relationship between mental health and resilience, namely resilience is positively correlated with students' mental health.

According to the previous explanation, the present research has expanded the relationship between resilience and santri mental health at the different education level, namely junior high school and senior high school in Bojonegoro Regency. It is similar to that of longitudinal research done by Wu, et al., (2020) which gives preliminary evidence of a diminishing relationship between resilience and mental illness and a mutually enhancing relationship between resilience and positive mental health.

The research findings have described the relationship between social support and mental health through resilience. It has confirmed that social support and resilience of freshmen had an effect on the level of mental health. Hence, early efforts are needed to carry out to identify students' behavioral problems as a means of overcoming the emergence of various forms of mental, emotional and behavioral problems in students. If not handled properly, the problems will get worse and disruptive (Harland, Rijnveld, Brugman, Verloove-Vanhrick & Verhulst, 2002).

A research by Yldrym & elik-Tanriverdi (2021) has examined the effect of social support on life satisfaction through the mediating effect of resilience.

This research has a new scientific contribution since it involved the freshmen of

Islamic boarding schools students or santri in grade 7 at junior high school level and grade 10 at senior high school level in Bojonegoro Regency in East Java Province. In line with the research conducted by Hou, T et. al (2020), resilience can partially mediate the effect of social support on mental health among health workers. In their research, age moderates the indirect relationship between social support and mental health through resilience.

Santri will become resilient when they get support from their environment, especially support from peers. It is because at the Islamic boarding school, they do all their activities together, so the support will result in high solidarity. For sure, it can trigger empathy as one aspect of resilience. It is similar to a research conducted by Ibrahim, Musalim & Alim (2021) that students who receive greater social support will have high resilience, and vice versa.

Another factor that supports the resilience level of santri is spiritual influences (one's belief in God or fate). It is in line with Putri & Uyun's research (2017) which indicates that the spirituality of santri or in the context of this research is tawakkal or trustworthiness has a close relationship with resilience. The same thing is stated in Reene and Conrad's research that (Rahmawati, 2013) resilience is a biopsychosocial and spiritual phenomenon. Lassi and Mugnaini (2015) state there have been many researches whose topic is related to the role of religiosity and spirituality with mental health and resilience.

Mental health issue of students at junior and senior high schools is urgent to investigate because students' behavior is influenced by a good mental health condition (Lusi. Hogowiyono & Fuady, 2009). Those who have mental health will show learning achievement that is not optimal (Lusi. Hogowiyono & Fuady, 2009). Thus, the findings of this research have enriched previous research findings in different populations related to mental health, particularly by adding variables related to social support and resilience in the context of Islamic boarding schools in Bojonegoro Regency.

In relation to improving santri mental health, school counsellors are expected to teach

them how to recognize and understand their conditions better so that their mental health can be maintained and finally help their study and social lives both inside and outside the schools.

The findings of this research are expected to enrich the coverage of guidance and counselling field, particularly in the context of Islamic boarding school settings. Santri problems related to mental health urge to get some follow-up and attention given the complex problems they face. This research, then recommends counsellors to concern about the issues of mental health and social support in the Islamic boarding school environment.

Counseling is assistance given to someone to gain self-concept and self-confidence, to be used by him and to improve his behavior in the future (Mungin, 2005).

School counsellors' role in the setting of boarding school, particularly Islamic boarding school or known as pondok pesantren is significant given the complex problems santri, especially the freshmen may have. The counsellors' jobs are almost the same as the Islamic boarding school leader or Kyai. It is because santri may also do similar things to students out there, such as juvenile delinquency.

CONCLUSION

This research has confirmed the relationship between social support and mental health mediated by resilience and moderated by education level for Islamic boarding school freshmen in Bojonegoro Regency.

With regard to the findings, the future researchers are suggested to conduct longitudinal researches to confirm the results of the study. Meanwhile, counsellors are recommended to understand more about santri mental health conditions both at junior and senior high school levels so that the services they give will be optimal, especially the ones related to social support and resilience.

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