



Students' Mental Health: The Urgency of Pedagogical Interventions and Nurturing Learning Environment Design

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ABSTRACT

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This study aims to examine the urgency of pedagogical interventions and the design of a nurturing learning environment in strengthening students' mental health in secondary schools. The increasing phenomenon of psychosocial disorders such as stress, anxiety, and academic burnout demands an educational approach that is not only cognitive, but also affective and emotional. This study uses a qualitative approach with an exploratory case study design conducted in two secondary schools that have implemented a student well-being-based learning approach. Data collection techniques include in-depth interviews, participant observation, and documentation, which are analysed using the Miles and Huberman interactive model. The results of the study show three main findings: (1) the role of teachers as emotional mediators contributes significantly to creating a healthy psychological climate, (2) the design of a nurturing learning environment increases students' emotional resilience, and (3) there is a lack of integration between formal school policies and pedagogical practices on mental health issues. The implications of this study indicate the need for educational policy reform that integrates socio-emotional aspects systematically in the curriculum, teacher training, and indicators of learning success. This study recommends strengthening teacher capacity in socio-emotional competencies and developing a more inclusive, ecosystem-based education model that emphasises emotional well-being.

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INTRODUCTION

Students' mental health is currently a crucial issue at various levels of education. The 2022 "Indonesia National Adolescent Mental Health Survey (I-NAMHS)" survey showed that 1 in 3 adolescents (34.9%) or around 15.5 million people experienced mental health problems in the past year, while 2.45 million adolescents (1 in 20) were diagnosed with severe mental disorders such as anxiety and depression (Carnero et al., 2022; Martín-Parrilla, 2025). In urban areas such as Jakarta, the results of the study revealed that 34% of high school students were indicated to have emotional disorders, with one third showing aggressive behaviour due to mental stress (Conrad et al., 2022; Anderson, 2024). In addition, the prevalence of emotional disorders in adolescents >15 years increased from 6.1% in 2018 to almost 10% in 2023. Academic pressure, strict evaluation systems, limited emotional support, and strained social relationships in the school environment further exacerbate the situation. Only 2-3% of them seek professional help, indicating that the school's approach is still reactive, medical, and less educational (Soyer et al., 2023; Kochetova et al., 2024). Schools are the main arena in forming a healthy psychological ecosystem for students. In the meantime, a new approach is needed that is not only medical but also emphasizes the role of teachers, curriculum, and learning environment design in supporting students' mental well-being (Conlon et al., 2020; McKay & Redford, 2022).

Previous studies have emphasized the significance of pedagogical approaches and supportive learning environments in promoting students' mental health. Seymour-Walsh et al (2020) explored the impact of the COVID-19 pandemic on health professions education, particularly in online psychomotor skills learning. They found that the transition to distance learning without adequate emotional support increased anxiety and decreased learning effectiveness, highlighting the need to design pedagogies that are responsive to students' affective needs. Meanwhile, Minyurova et al (2022) examined addictive behaviors among adolescents and college students, and concluded that tendencies towards digital and substance addiction are often rooted in a lack of psychosocial support in the educational environment, and emphasized the importance of psychopedagogical interventions to prevent students' mental vulnerability in a competitive and fragmented education system. Ishchenko et al (2024) also discussed the psychological and pedagogical challenges of adapting to a new educational environment for refugee students, emphasizing that social and emotional integration significantly influences academic success. The role of teachers and the design of inclusive and nurturing learning spaces are crucial in creating a sense of safety and security. These three studies collectively confirm that without pedagogical support and empathetic learning environment design, students' psychosocial distress can increase, necessitating a systemic and transformative approach to education policy.

There are not many studies that holistically examine pedagogical

interventions and nurturing learning environment designs as systemic strategies to maintain students' mental health at the primary and secondary education levels. In addition, there are still few studies that explicitly reveal the gap between the narrative of educational policy and its actual implementation in the field, particularly in the context of students' psychosocial well-being. Therefore, this study aims to fill this gap by examining the role of teachers, curriculum, and school policies in creating a learning ecosystem that prioritizes students' mental well-being through a contextual and qualitative data-based case study approach. This study is expected to make both theoretical and practical contributions to designing educational strategies that prioritize the mental health of the younger generation.

This study is based on the assumption that a pedagogical approach that is not only oriented towards cognition but also towards affective and social dimensions has a significant role in maintaining and strengthening students' mental health. The central hypothesis of this study posits that a nurturing learning environment, characterized by positive teacher-student relationships, a supportive classroom climate, and humanistic learning strategies, can significantly reduce students' stress and anxiety levels. The argument of this study refers to the ecopedagogic approach and healing pedagogy that position education as a restorative space for students. The temporary answer from this study suggests that changes in curriculum design, teacher training in empathetic pedagogy, and fostering a school culture that prioritizes mental health are crucial elements in creating a psychologically healthy learning ecosystem.

RESEARCH METHOD

This study employs a qualitative approach with an exploratory case study design, focusing on the context of junior high schools in urban and semi-urban areas in Indonesia. The unit of analysis in this study includes two schools that have implemented a mental well-being-based pedagogical approach explicitly in the curriculum and classroom management practices. These cases were selected purposively to illustrate the dynamics of pedagogical interventions designed to create a nurturing learning environment. This approach enables researchers to thoroughly investigate the process, challenges, and impacts of pedagogical design on students' psychological well-being. Case studies are used because they provide space for complex and in-depth contextual understanding, especially in interdisciplinary issues such as mental health and education. This study also adopts a social constructivism perspective to understand the reality formed through interactions between students, teachers, and the learning environment.

The sources of information in this study were obtained from various stakeholders in the school environment, namely teachers, students, principals, and counsellors. The primary respondents consisted of 6 core subject teachers, 2 Guidance and Counselling teachers, two principals, and 12 students from grades VII and VIII, who were selected stratified based on their academic and socio-

emotional backgrounds. Additionally, supporting informants included parents of students and administrative staff involved in the school's character-building program. The selection of respondents was conducted purposively, considering their direct involvement in learning activities and school policies related to mental health. The researchers also considered the diversity of respondents to ensure a broader representation of experiences in discussing how the design of the learning environment and pedagogical approaches affect the psychological conditions of students in their respective schools.

Data collection techniques in this study included in-depth interviews, participant observation, and documentation studies. Interviews were conducted in a semi-structured manner, with open-ended guidelines, to explore the perceptions, experiences, and strategies of teachers and students in creating an emotionally supportive learning environment. Observations were made during classroom learning activities, student social interactions, and school policies that support mental health. Documentation, including school meeting notes, student welfare programs, and learning designs, was also analyzed to support data triangulation (Martín-Parrilla, 2025). The data analysis process followed the Miles and Huberman model, which consists of three stages: data reduction (coding and thematic categorization), data presentation (through a thematic matrix), and verification or concluding. Data validity was maintained through the use of source, technique, and time triangulation techniques, as well as conducting member checks with several respondents to ensure the accuracy of the research findings (Carnero et al., 2022).

RESULT AND DISCUSSION

Result

The Role of Teachers as Emotional Mediators is Very Significant in Maintaining Students' Mental Health

In-depth interviews with teachers, students, and school counsellors revealed that teachers play a crucial role as emotional mediators in students' daily lives at school. Teachers not only deliver lesson materials but also act as active listeners, emotional balancers, and providers of safe spaces for students who are experiencing stress. Some teachers proactively take a personal approach to students who appear passive or show mild symptoms of stress. Additionally, these teachers adjust their teaching strategies when they notice a decline in students' focus or enthusiasm for learning. Students' responses were very positive; they felt more comfortable and protected in a classroom environment inhabited by empathetic teachers. Teachers' sensitivity to students' psychological signals also accelerated the process of mild interventions before problems became more serious. These findings confirm that the social-emotional role of teachers is key to creating a healthy psychological climate in schools.

Table 1. Interview with Informant

Informant	Key Statements	Thematic Categories
Guidance and Counseling Teacher	"I often meet students who come without any academic reasons, just to talk."	Teachers as a place to confide
Subject Teacher	"If I see a child feeling down, I usually give them lighter tasks and talk to them first."	Flexible response to stress
Student 1	"Mrs. Rina is a caring person, if I just keep quiet she will definitely ask me, that makes me feel appreciated."	Empathetic teacher-student relationship
Student 2	"When I was stressed about home, the guidance counselor helped me talk to my parents."	Family and student mediator
Headmaster	"We encourage teachers not only to teach, but also to accompany students emotionally."	Dual role policy of teachers

Interview data show that teachers play a much broader role than just academic facilitators. They serve as guardians of students' emotional balance and are important actors in the school's psychological support system. Teachers who are responsive to students' non-verbal signals are often successful in reducing emotional tension in the classroom. Practices such as providing positive affirmations, providing private time for discussion, and simplifying academic tasks when students are stressed are key indicators of this role. Both subject teachers and guidance counsellors showed a high level of concern for students' emotional well-being. Even informal interventions such as daily greetings or simple personal questions were shown to have a significant impact on students' sense of safety. This phenomenon was more pronounced among teachers who had received social-emotional training and employed an empathy-based pedagogical approach.

These findings suggest that, in the context of holistic education, the role of teachers must be redefined as emotional companions who are integral to their pedagogical roles. When teachers can be emotional mediators, they not only help students navigate academic pressures but also become a protective factor against the risk of mental disorders. This role becomes even more crucial in the post-pandemic era, where many students experience mild trauma, social anxiety, and loss of enthusiasm for learning. Therefore, schools need to provide social-emotional skills training for teachers, as well as develop school policies that enable this role to be carried out systematically. Teachers as emotional caretakers should no longer be considered as an additional function, but rather an integral part of a modern nurturing pedagogical design.

Nurturing Learning Environment Design Increases Students' Emotional Resilience

Participatory observations in two secondary schools showed that learning environments designed with a nurturing approach have a direct impact on

students' emotional resilience. Classes that foster a positive atmosphere, encourage open dialogue, and have a tolerance policy for mistakes tend to produce students who are calmer, more confident, and more willing to express themselves. Teachers create a non-pressuring class rhythm, with activity transitions accompanied by relaxation elements such as reflective activities, light meditation, or the use of soft music. Even during exams, teachers encourage students to focus not only on the results but also on the learning process and self-development. Such classes provide space for students to become whole people, not just grade machines. This observation suggests that the design of learning spaces, both physically and emotionally, makes a significant contribution to shaping students' mental resilience in dealing with academic and social pressures.

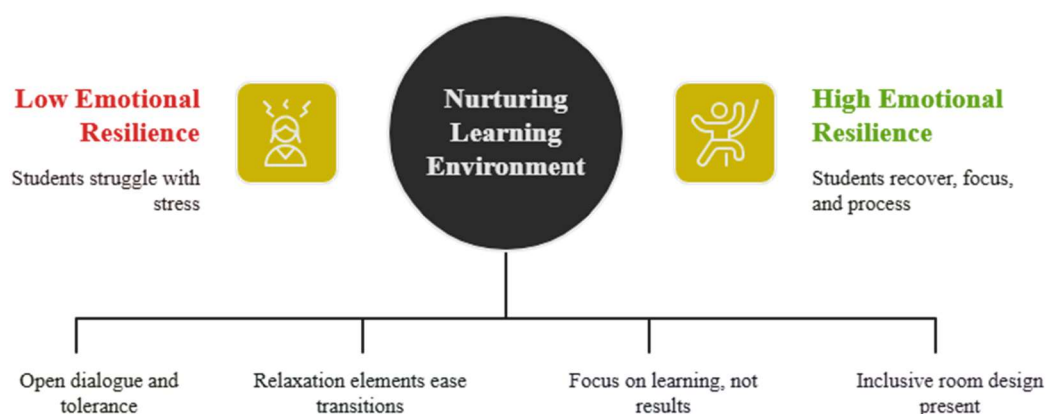


Figure 1. Nurturing Learning Environments Boost Resilience

A nurturing learning environment is not only related to the infrastructure or design of the classroom, but also includes affective interactions, classroom culture, and emotional norms built by teachers and students. Observations show that students are more mentally prepared and actively engaged in learning when they feel emotionally safe. Classes that value the process, not just the results, encourage students to grow without fear of failure. The presence of affirmative symbols, reflective teacher approaches, and inclusive room design is a key indicator of a nurturing environment. Teachers become the leading primary architects who consciously shape the atmosphere through their body language, word choices, and positive emotional management.

The interpretation of these findings highlights the importance of designing education not only from the academic curriculum perspective, but also from the emotional ecology perspective of the learning space. A nurturing learning environment significantly increases emotional resilience, namely the ability of students to recover from stress, stay focused, and have the courage to process their emotions. This creates an opportunity for integrating empathetic pedagogy into daily instructional design. Students who are in an emotionally positive space tend to be more motivated and have high learning engagement. Therefore, the role of teachers is not only as content teachers, but also as

environmental designers, which is very important in strengthening students' mental health preventively and sustainably.

Lack of integration between school policies and pedagogical practices is a significant challenge.

Analysis of internal school documents, such as the Annual Work Plan and Healthy School Program, along with an evaluation of learning implementation, reveals a discrepancy between the formal commitment to student mental health and its actual implementation. Although the documents mention the importance of “strengthening students’ character and psychosocial well-being,” there is no operational strategy or specific time allocation in the curriculum structure. Teachers often lack specific guidance or training in implementing a nurturing approach. Mental health programs are often incidental and ceremonial, such as a once-a-year seminar, without being integrated into daily learning practices. Upon further exploration, there are no specific indicators to measure the impact of these psychosocial interventions on the learning process. This poses a serious challenge because it delegitimises the efforts of teachers who have taken individual initiatives to create a supportive learning environment.

Table 2. Document Table of Contents Scoring Alignment Index

Document	Policy Statement	Actual Implementation	Suitability Score (1–5)
School Annual Work Plan	“Healthy and inclusive learning environment”	There are no mental health programs	1
Healthy School Program	“Counselling and character training”	Counseling only when requested	2
Subject Syllabus	Does not mention psychosocial aspects	Cognitive focus only	1
Learning Evaluation	“Holistic assessment” (general)	Only test scores are used	2
Teachers Meeting Minutes	“Attention to student conditions”	Not followed up	1

Table 3. Frequency of Actual Practice

Document	Policy Promise	Proof of Realization	Frequency	Information
Healthy School Program	“Periodic counseling”	2 sessions/year	2 times/semester	Not up to standard
Character Training	“Periodic training”	1 motivational seminar	1 time/year	Not sustainable

Table 4. Facility Availability Index/ Program (eg: 0–100%)

Aspect	Targets in Documents	Realization in the Field	Percentage (%)
Routine Counseling	1 time/month	2 times/year	16%
Integration of characters in lessons	100% subjects	20% of teachers do it	20%

Emotional Intervention SOP	It is recommended that there is	Not available	0%
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The third finding shows a significant gap between policy statements in official school documents and actual implementation in the field. Through scoring the conformity between documents and practices, an average score of only 1.4 out of 5 was obtained, which is categorized as “very low”. For example, although the School Annual Work Plan includes a commitment to building a healthy and inclusive learning environment, there was no formally scheduled mental health program in place. The Healthy School Program also provides only passive and unsustainable counselling services. In terms of curriculum, the syllabus and learning evaluations do not touch on the psychosocial dimension at all. Other quantitative indicators show that the implementation of counselling reaches only 16% of the monthly target, while the SOP for emotional intervention is not available at all. This lack of integration makes it clear that the mental well-being dimension has not become a structural part of the school education system studied.

Then, these findings also indicate an implementation gap in educational management related to students’ mental health. Although various documents emphasize the importance of creating a healthy and inclusive learning environment, the absence of concrete actions suggests that the psychosocial dimension has not been adequately prioritized in school operational policies. The low average implementation score (1.4/5) suggests that teacher or school initiatives are sporadic, not standardized, and lack systemic support. When only 20% of teachers integrate character education into their learning, and counselling is only conducted twice a year, students lose access to essential psychological support. This reinforces the argument that policy reform must be carried out comprehensively, encompassing strategic planning, curriculum development, learning evaluation, and teacher training. Without straightforward policy-practice integration, the mission of creating a nurturing learning ecosystem will remain a normative narrative with no real impact on students.

Discussion

Implications of the Teacher’s Role as an Emotional Mediator

The findings on the role of teachers as emotional mediators have significant implications for contemporary educational practices. Teachers who can provide emotional accompaniment not only play a role in teaching but also lay the foundation for students’ mental well-being. In this context, education is not just a process of transferring knowledge, but also an affective space that shapes the personality and mental resilience of students. The further implication is the urgent need to reform the teacher training system to systematically include social-emotional competencies (Conrad et al., 2022; Anderson, 2024). Teacher education institutions (LPTK) and continuing professional development programs must include skills in identifying, regulating, and communicating

emotions in their curricula. Schools also need to redesign teacher job descriptions to provide formal space for this role, not just as an unwritten addition. In this way, interventions on students' mental health issues can become an integral part of the education system, not just the responsibility of individual sensitive teachers (Soyer et al., 2023; Kochetova et al., 2024).

The correlation between the role of teachers as emotional mediators and students' mental health conditions can be explained through the social-emotional learning (SEL) approach and attachment theory. According to SEL principles, empathetic and responsive interactions from teachers create an emotional safe space that serves as a buffer against academic stress (Conlon et al., 2020; McKay & Redford, 2022). When students feel heard, valued, and accepted, their limbic system is not in a "fight or flight" state, allowing the prefrontal cortex to work optimally for learning. Additionally, attachment theory suggests that teachers can serve as secondary attachment figures for students who experience relational dysfunction at home. In such conditions, consistent and supportive teachers help students rebuild social trust, a crucial foundation for their mental health (Kumm & Harmon, 2023; Mali et al., 2023; Davoody et al., 2025). Therefore, it is not surprising that students who have positive emotional relationships with teachers show lower levels of anxiety and higher learning engagement.

Implications of Nurturing Learning Environment Design

The design of a nurturing learning environment has strategic implications for strengthening students' emotional resilience and learning effectiveness. When the classroom is defined not only as an academic space but also as a psychological space, all educational instruments must be adjusted to the principles of emotional well-being. The implication is that schools must reconstruct classroom culture, physical space, daily schedules, and learning methods to provide more space for emotional expression, self-acceptance, and human interaction (Rahali et al., 2020; liaPopescu & Repez, 2021; Rapoport et al., 2022). Simple interventions such as personal greetings, recognition of the learning process, and adjustments to a friendly classroom can be long-term strategies to build students' psychological resilience. These findings emphasize that environmental factors are not only supporting elements but also the main variables in creating a healthy and meaningful learning experience. This encourages educational policies to no longer view classrooms as technical, but rather as emotional ecosystems that require full awareness in their design.

The correlation between the design of the learning environment and students' emotional resilience can be explained through Bronfenbrenner's ecological systems theory, which emphasizes that the immediate context, such as the classroom and social relationships within the school, has a significant influence on children's psychological development (Lister et al., 2022; Alekhin et al., 2023; Pigato, 2024). A nurturally designed classroom creates a microsystem that supports emotional development by providing a sense of security, social

recognition, and positive interaction experiences. Additionally, modern psychopedagogical approaches indicate that the physical space and emotional atmosphere of the classroom influence the production of stress hormones, such as cortisol. In a supportive and open environment, cortisol production is lower, allowing students to be calmer, more focused, and better able to regulate their emotions (Faisal, 2023; Munawwaroh et al., 2024). Therefore, the design of a learning environment that considers emotions not only enhances comfort but also has a physiological impact on the ability to learn and cope with academic and social pressures.

Implications of the Lack of Integration of School Policies and Practices

The lack of integration between school policies and pedagogical practices in the aspect of student mental health has profound implications for the effectiveness of educational programs. If the policy is only declarative without an operational mechanism, then teachers' initiatives to build nurturing learning spaces will be sporadic and vulnerable to being eroded by rigid administrative demands. The implication is that schools fail to fulfil their role as a system that guarantees students' overall psychosocial well-being. This creates a condition of inequality between policy narratives and reality on the ground (Wahid et al., 2022; Putri et al., 2024). Therefore, reforms need to be carried out at the micro and macro policy levels, including the preparation of indicators of student mental well-being success in school evaluation instruments. Schools must also design pedagogical Standard Operating Procedures (SOPs) that explicitly regulate social-emotional interventions in the teaching and learning process, as well as provide ongoing policy-based training for teachers (Pearson et al., 2021; Mali et al., 2023).

The lack of integration between policy and practice in the issue of student mental health is closely correlated with the weakness of the educational institutional ecosystem. Based on the implementation gap theory, policies that lack a straightforward implementation, training, and evaluation structure will fail to influence the behaviour of policy actors at the micro level, in this case, teachers and principals (Baerheim & Ness, 2021; Soyer et al., 2023; Kochetova et al., 2024). When teachers lack guidance or structural support, they often rely on personal intuition, which is not always sustainable or measurable. On the other hand, an educational success measurement system that focuses solely on academic output further distances attention from students' mental well-being. Therefore, this correlation suggests that improving mental health policies in schools should begin with curriculum reformulation, assessment, and training, so that the nurturing approach is not just rhetoric, but an integral part of the national education system.

This study contributes to both theory and practice by highlighting the pivotal role of teachers as emotional mediators and the design of nurturing learning environments in strengthening students' mental health. Theoretically, it

advances the integration of pedagogical and psychosocial perspectives, offering a holistic framework for education that goes beyond cognitive achievement. Practically, it provides evidence that empathetic pedagogy and emotionally supportive classrooms increase students' resilience and engagement, while exposing gaps between policy narratives and real implementation in schools. These insights guide policymakers, educators, and curriculum designers in developing inclusive, ecosystem-based strategies for sustainable mental health support in education

CONCLUSION

This study offers insight into the importance of education that extends beyond cognitive achievement, emphasizing the need to strengthen students' mental well-being through the role of teachers and the design of empathetic learning environments. The primary conclusion of this study confirms that teachers who serve as emotional mediators, while also fostering learning environments, make a significant contribution to strengthening students' resilience and mental health. However, these findings also reveal systemic weaknesses, namely the lack of integration of pedagogical policies and practices in schools. The theoretical contribution of this study lies in the integration of pedagogical and psychosocial approaches to develop a holistic education model. The weakness of this study lies in the limitations of the study location, which does not yet cover the context of rural and private schools. Therefore, it is recommended that further research expand the scope of the analysis unit and explore the effectiveness of technology-based pedagogical interventions and local culture in supporting students' mental health more broadly.

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