

11.1177_10105395221129104.pdf

By Zalik Nuryana

Digital Intervention⁵ and Peer-Support Group to Promote Mental Health of Children and Adolescents During COVID-19: Practical Guidelines From Indonesia

Asia Pacific Journal of Public Health

1
2
3

2022 APJPH

Article reuse guidelines:

sagepub.com/journals-permissions

DOI: 10.1177/10105395221129104

journals.sagepub.com/home/aph



Nissa Tarnoto, MPsi^{1,2} 
and Zalik Nuryana, MPdI^{3,4} 

Dear Editor,

Changes in the education system during the pandemic challenge education development, especially in dealing with students' mental health.¹ The author believes that COVID-19 has psychologically affected students' mental health. Every effort should be made so that education is not only a role in transferring knowledge but is also a means of promoting mental health. Under normal conditions, sometimes students still face mental health development problems, especially during COVID-19. After approximately 2 years, the government established a policy on distance learning. There are some advantages and negative impacts, one of the negative impacts is on students' mental health.² In Indonesia, for example, the government has reopened schools with various directions and guidelines for preventing the spread of COVID-19, such as using masks and social distancing. Still, the mental health of students has not been entirely a concern of various parties.³

The authors agree with the article by Sharma et al⁴ that the long-term implications of school closures on the mental development of children and adolescents need to be paid attention to by various elements, such as schools, doctors, psychologists, and the government. Sharma suggested that maximizing the role of peer-support groups would significantly increase awareness about the importance of mental health in schools.⁴ In addition, the authors consider the need to use existing technologies such as digital applications or websites to promote students' mental health, which can be easily accessed via their smartphones.^{5,6} Schools can also maximize social media's role in promoting students' mental health. Communication technology allows people to get information about health, education, politics, and others. In particular, the smartphone is handy for people to bring it everywhere and help them access any information.^{7,8} Social

media can strengthen and protect adolescents' mental health.^{9,10}

The importance of developing a curriculum that pays attention to the mental health development of students after Covid-19 will have an impact on reducing the risk of mental health decline for children and adolescents. This curriculum design will maximize peer support groups to develop students' mental health and maximize existing technology using digital applications or websites related to mental health. Until now, distance education and direct education have not maximized peer support groups and technology in improving the mental health of students in Indonesia. By reviewing education development in Indonesia, this article becomes essential as a curriculum design reference that can facilitate the development and promotion of students' mental health during and post-COVID-19 with the digital intervention and peer supports group.

Acknowledgments

The authors would like to thank School of Psychology, Nanjing Normal University, Universitas Ahmad Dahlan, and all reviewers who helped improve the manuscript.

4

¹School of Psychology, Nanjing Normal University, Nanjing, China

²Department of Psychology, Universitas Ahmad Dahlan, Yogyakarta, Indonesia

³School of Education Science, Nanjing Normal University, Nanjing, China

⁴Department of Islamic Education, Universitas Ahmad Dahlan, Yogyakarta, Indonesia

Corresponding Author:

Nissa Tarnoto, School of Psychology, Nanjing Normal University, Nanjing, 210098, China.

Email: nissa.tarnoto@psy.uad.ac.id

2


Declaration of Conflicting Interests

The author(s) declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

Funding

The author(s) received no financial support for the research, authorship, and/or publication of this article.

ORCID iDs

Nissa Tamoto  <https://orcid.org/0000-0001-6097-4622>

Zalik Nuryana  <https://orcid.org/0000-0001-8701-0487>

References

1. Jafari H, Heidari Jamebozorgi M, Amiri Gharaghani M. COVID-19 shows that health education programs in Iran must be revised. *Asia Pac J Public Health*. 2020;32(8):531-532. doi:10.1177/1010539520947895.
2. Jolliff A, Zhao Q, Eickhoff J, Moreno M. Depression, anxiety, and daily activity among adolescents before and during the COVID-19 pandemic: cross-sectional survey study. *JMIR Form Res*. 2021;5(12):e30702. doi:10.2196/30702.
3. Nuryana Z. Promoting mental health related to self-esteem during COVID-19: insights from an Indonesian teacher. *Asia Pac J Public Health*. 2022;34(6-7):728-729. doi:10.1177/10105395221107132.
4. Sharma V, Dhaliwal S, Singh RB. Psychological and physical implications of COVID-19 on School Children in India. *Asia Pac J Public Health*. 2021;33(5):672-673. doi:10.1177/10105395211009027.
5. Davies SM, Jardine J, Guttridge K, et al. Preventive digital mental health for children in primary schools: acceptability and feasibility study. *JMIR Form Res*. 2021;5(12):e30668. doi:10.2196/30668.
6. Mastorci F, Piaggi P, Trivellini G, et al. Development of a web-based school support system within the Avatar project for psychosocial well-being in adolescents: pilot feasibility study. *JMIR Form Res*. 2021;5(12):e24840. doi:10.2196/24840.
7. Keib K, Wojdyski BW, Espina C, Malson J, Jefferson B, Lee YI. Living at the speed of mobile: how users evaluate social media news posts on smartphones [published online ahead of print 2021]. *Communic Res*. doi:10.1177/00936502211018542.
8. Bashir I, Malik A, Mahmood K. Social media use and information-sharing behaviour of university students [published online ahead of print March 25, 2021]. *IFLA J*. doi:10.1177/0340035221991564.
9. O'Reilly M. Social media and adolescent mental health: the good, the bad and the ugly. *J Ment Health*. 2020;29(2):200-206. doi:10.1080/09638237.2020.1714007.
10. Rajamohan S, Bennett E, Tedone D. The hazards and benefits of social media use in adolescents. *Nursing*. 2019;49(11):52-56. doi:10.1097/01.NURSE.0000585908.13109.24.

19%

SIMILARITY INDEX

PRIMARY SOURCES

- 1 Zalik Nuryana, Wenbin Xu, Shiqi Lu. "Students mental health during COVID-19: Comprehensive government and parental involvement in Indonesia", *Asian Journal of Psychiatry*, 2022 42 words — 7%
Crossref

- 2 Rex L. Forehand, Justin Parent, Kate Linnea, Mary Jane Merchant, Nicholas Long, Deborah J. Jones. "Why Do Parents Seek Help When Their Children's Behavior Is Within Normative Levels?", *Journal of Psychopathology and Behavioral Assessment*, 2011 41 words — 7%
Crossref

- 3 Madeleine L Juhmann, Phyllis N Butow, Paul Simpson, Mark Boughey, Meredith Makeham, Josephine M Clayton. "Development of a palliative paramedicine framework to standardise best practice: A Delphi study", *Palliative Medicine*, 2024 15 words — 2%
Crossref

- 4 Yuxin Tian, Wenqi Li, Xinchun Wu, Xiaochun Cheng. "Complex PTSD in Chinese Adolescents Exposed to Childhood Trauma: A Latent Profile Analysis", *Journal of Interpersonal Violence*, 2021 10 words — 2%
Crossref

- 5 Maryam Seyedtabib, Masoomeh Asadi, Fatemeh Maghsoodi, Naser Kamyari. "Depression and Anxiety" 9 words — 1%

Among Children and Adolescents During the COVID-19 Outbreak: A Systematic Review", Comprehensive Health and Biomedical Studies, 2024

Crossref

EXCLUDE QUOTES ON

EXCLUDE BIBLIOGRAPHY ON

EXCLUDE SOURCES OFF

EXCLUDE MATCHES OFF