

The Effect of Mental Health on Life Experience of Criminology Student in the University of the Cordilleras, Baguio

Andrew Sinabutar¹ and Romulo Sinabutar^{2,*}

¹University of Cordilleras, Baguio, Philippines

²Universitas Advent Indonesia, Indonesia

*Corresponding author: sinabutarromulo@yahoo.com

Abstract

The research design was a descriptive correlation with a cross-sectional study. The descriptive correlational study design is to understand the correlation between independent variables (mental health) with the life experience of Criminology students in the University of the Cordilleras, Baguio, the Philippines, as the dependent variable. The sampling technique is purposive sampling, in which the researcher chooses a particular person who is considered to be providing the necessary data. In this study, the samples that will be studied are UC criminology students and environmental communities. The sample were people who answered non-structure questions. Analysis and interpretation of data are using the Zung Self-Assessment of Depression Scale (ZSDS) and Depression Anxiety Stress Scales (DASS 42). The research result stated that respondents experiencing depression, anxiety, and stress are the result of being unable to overcome the difficulties he faces.

Keywords: Mental Health, Life Experiences

INTRODUCTION

A healthy mental condition is an individual free condition from all forms of mental disorders. Mentally healthy individuals can function normally in carrying out their lives. They can also adjust to deal with problems through their ability to handle stress. It is very important to understand that it is not only physical health but also mental health. A mentally healthy person can use his abilities or potential to the fullest in facing life's challenges and building positive relationships with others. Conversely, people whose mental health is disturbed will experience mood disorders, thinking abilities, and emotional control, which ultimately lead to bad behavior. The stability of mental and physical health affect each other. Daniel Goleman, in his book *Emotional Intelligence*, said, "People who have a bright outlook, of course, are better able to survive facing difficult circumstances, including medical difficulties." (Goleman, 1996).

Good mental health is a condition when our mind is in a state of calm so that it allows us to enjoy our daily life and respect others around us. A person who is mentally healthy can use his abilities or potential to the maximum in facing life's challenges, as well as establishing positive relationships with others. Conversely, people whose mental health is disturbed will experience mood disorders, the ability to think, and emotional control, which can ultimately lead to bad behavior.

Mental health issues often occur among students and create a negative impact on students. The phenomenon of mental health problems and mental illness is increasing in the coming year. According to the findings of the National Health and Morbidity Survey (2011) conducted by the Ministry of Health Malaysia, a total of 1.8 % is faced with depression, and 1.7 % experienced anxiety among adults. In addition, that study also found that mental health problems among children and adolescents have increased from 19.4 % in 2006 to 20.0 % in the year 2011. (Pua Poh Keong, Lai Chee Sern, Foong Ming, Ibrahim Che 2015), Furthermore, the report by the World Health Organization (WHO, 2005) mentioned that issues of mental health are expected to increase by 15 % in the year 2020, and the adolescents are in the highest risk group who might be experiencing this problem.

Definition of Mental Health

According to WHO (2014), mental health is defined as a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.

Mental health refers to our cognitive, behavioral, and emotional well-being - it is all about how we think, feel, and behave. (Legg Timothy J. 2017). The term mental health is sometimes used to mean an absence of a mental disorder. Mental health can affect daily life, relationships, and even physical health. Mental health also includes a person's ability to enjoy life - to attain a balance between life activities and efforts to achieve psychological resilience.

According to Medilexicon's medical dictionary stated that mental health is: emotional, behavioral, and social maturity or normality; the absence of a mental or behavioral disorder; a state of psychological well-being in which one has achieved a satisfactory integration of one's instinctual drives acceptable to both oneself and one's social milieu; an appropriate balance of love, work, and leisure pursuits. While the WHO (World Health Organization) stated that mental health is: "... a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community."

The term mental health, according to the Physician, is taken from the concept of mental hygiene. The word mental is taken from Greek, and the meaning is the same as psyche in Latin, which means psychic, soul, or psychiatric. Mental hygiene refers to the ability of individuals to adapt themselves to others, society, and the environment. So that harmony can be realized, and able to deal with problems that can occur, and finally individuals feel satisfied and able. So, mental health is the most important aspect of one's life.

A person's mental health is influenced by two factors, namely internal factors and external factors. Internal factors include personality, physical condition, psychological maturity, and attitude to face life problems as for external factors including economic conditions, culture, family environment conditions, community environmental conditions, and educational environment.

Principles of Mental Health

Schbeiders (in Hikmahwati, 2017) states that there are sixteen principles that need to be considered in relation to the understanding of mental health. The goal is to maintain and improve mental health as well as to prevent mental disorders. The principles are based on human nature, based on human relationships with the environment, and based on human relationships with God.

Principles, based on human nature are health and mental adjustment, requires physical health that cannot be separated from integrity of the organism; to maintain mental health, human behavior must be in accordance with the nature as a person who is moral, intellectual, religious, emotional and social; health and mental adjustment, requires integration and self-control both for the control of thoughts, imagination, desires, emotions and behavior; in achieving mental health maintenance; mental health requires a healthy self-concept; self-understanding and self-acceptance must be improved continuously; mental stability and good adaptation; achieve and maintain mental health, depending on the development of habits that are instilled in yourself; mental stability and adaptation demand adaptability, capacity to change situations and personalities; health and mental adjustment require a constant struggle for maturity in thinking, decisions, emotionality and behavior; and health and mental adjustment requires learning to deal effectively and healthily with mental conflicts and the failures and tension they cause.

Principles that are based on human relationships with the environment, health, and mental adjustment depend on healthy interpersonal relationships, especially in family life; good adjustments and peace of mind depend on adequacy in work performance; health and mental adjustment require a realistic attitude that is accepting reality without distortion and objectives. And the principles based on human relationships with God are mental stability requires that a person develop an awareness of the greatest reality than himself, which is a place to depend on for every fundamental action; and mental health and peace of mind require a constant relationship between humans and their God (Hikmahwati, 2014).

Being a student has problems related to the process of change for self-adjustment from life experiences during high school and when he goes to university (Prihandini, 2012). Lack of ability to adapt to the situation and the demands that exist in the atmosphere of college can cause pressure for the teenager concerned. This, if left unchecked, will affect the mental health of the person concerned.

Based on these conditions, it can be assumed that the student actually has mental disorders. Following are the problems that students will usually face in their adjustment:

- Different ways or methods of learning by students who need to be more active when compared to when they were in high school. All high school subject matter has been provided by teachers with complete and sufficient. While at the university requires students to be more active in learning and understanding the material.
- The second problem is related to relocation. For most students entering university also means having to move from living with parents to living with other people, whether in an apartment, dormitory, or living with relatives.
- The third problem is related to finding new friends and things related to relationships. Finding suitable friends is not an easy thing. Moreover, usually college friends and around where they usually live also from different backgrounds. Failure to get the right friend can result in feelings of loneliness
- The fourth problem is related to changing relations. Relationships with parents, siblings, and friends while living in the family are more personal relationships, but the relationships turn out to be functional when they become students, parent-child relationships between friends are replaced by lecturer-student relations, student-students, and so on.

- The fifth problem has to do with setting the time to be a student, for the most part, is being free to set the time according to his own will because no one else is in control. Inability to manage the time between lectures, learning, playing, and other activities can cause problems, especially related to learning tasks.

Mental Health Problems

Mental disorders, because the symptoms are not like physical illness, are often realized too late. Whereas in Indonesia, the number of sufferers is relatively small. Half of the mental illness begins in adolescence, at the age of 14 years. According to WHO, many cases are not handled, so suicide due to depression is the highest cause of death in young people aged 15-29 years. Referring to the results of the Basic Health Research (Riskesdas) in 2018, the prevalence of schizophrenics or psychosis is 7 per 1000 with 84.9% treatment coverage. Meanwhile, the prevalence of mental-emotional disorders in adolescents aged over 15 years was 9.8%. This figure increased compared to 2013, which was 6%.

Still, based on data from the Indonesian Ministry of Health, urban communities are more vulnerable to depression, alcoholism, bipolar disorder, schizophrenia, and obsessive-compulsive disorder. The increasing number of mental patients in Indonesia and around the world is caused by the rapid growth of human life and the increasing burden of life, especially those experienced by urban communities. However, when compared to other countries, Indonesia should be proud because the stress level of Indonesian people was not as high as other countries. This fact is based on the 2018 360 ° Welfare Score Survey conducted by Cigna.

Based on the survey, 86% of respondents from all participating countries said that they felt stressed. But in Indonesia, respondents who said they felt stressed 'only' by 75%. If a comparison is made, there are 3 out of 4 respondents who feel stressed. Although the percentage seems high, this stress level is the lowest stress level of all the countries surveyed. Financial and work problems are the main cause of stress. In comparison, the remaining 25% said that they did not feel stressed. This percentage is the lowest compared to 22 other countries. In neighboring countries such as Singapore and Thailand, the level of community stress is even above average, which is 91%.

There are several types of mental health problems, and the following are the three most common types of conditions, namely Stress, Depression, and Anxiety Disorders. The first is stress. Stress is a condition when someone experiences very heavy pressure, both emotionally and mentally. Someone who is stressed will usually look restless, anxious, and easily offended. Stress can also interfere with concentration, reduce motivation, and in certain cases, trigger depression. Stress can not only affect the psychology of sufferers but also can affect their behavior and physical health.

The second is Anxiety Disorders. Anxiety disorders are psychological conditions when a person experiences excessive anxiety constantly and is difficult to control, thus adversely affecting his daily life. For some normal people, anxiety usually arises in a particular incident, for example, when going to face an exam at school or a job interview. But in people with anxiety disorders, anxiety often arises in each situation. That is why people who experience this condition will find it difficult to relax from time to time. In addition to anxiety or excessive fear, other psychological symptoms that can occur in people with anxiety disorders are reduced self-confidence, being irritable, stressed, difficulty concentrating, and being a loner.

The third is depression. Depression is a mood disorder that causes sufferers to constantly feel sad. In contrast to ordinary sadness, which generally lasts for several days, feelings of sadness in depression can last for weeks or months. In addition to affecting feelings or emotions, depression can also cause physical problems, change the way you think, and change the way your sufferers behave. It is not uncommon for people with depression to have difficulty undergoing normal daily activities. Even in certain cases, they can hurt themselves and try to kill themselves.

The problems above are a source of health problems such as pressure or stress and generate emotions for students. If the student concerned manages to successfully deal with the pressures he faces, he will be able to live his life and role as a student well and smoothly. However, if the student fails to handle the pressures, his role as a student and his personal life will experience disturbances and obstacles. These disorders and obstacles take various forms, ranging from the inability to show optimal results in learning or psychological disorders such as mood disorders that result in the emergence of symptoms of depression.

Definition of Life Experiences

According to Merriam Webster Dictionary, that definition of life experience is experience and knowledge gained through living. It means that you will learn from those around you, and you are in control of how you view yourself and what your actions say about your character. Life experience is not one but many smaller experiences sewn together to help patch your flaws and turn you into an exceptional version of yourself. Experiences give us memories, life lessons, fears, and growth. Experience in life means that you have gone out and experienced some of what life has to offer, whether it be in a job, higher learning, or just doing. Experience in life also helps shape the way we view others and the world around us. Experiences often define who we become and how we live our individual lives.

Chandra (2011) states his life experience. So far, my life has always been filled with unhappiness and dissatisfaction. I grew up in a family that was materially well off but without emotional needs. My parents love their children and me. But both of my parents had problems, especially my mother, who was dissatisfied with my father because of the lower salary especially. They are like a couple who do not love each other. The effect of this condition was that there was no closeness between family members, both me and my parents and siblings. And also lack communication. At present, I have graduated from a well-known university with a satisfactory GPA, but I have experienced obstacles to entering the workforce. I am not flexible in associating, and there is a sense of discomfort because I am not accustomed to communicating with people in my home, especially my mother. There is also a feeling of hatred towards him because of his bad attitude towards dad. On the contrary, my father was a very patient person and always relented when they were fighting. I want to be separated from all this. I always try to think positively and accept sincerely, but it feels in my heart a black hole, empty and hollow, never disappears. I feel like I want a warm hug. This condition is very disturbing to my social life. I did not focus on looking at the future, I seemed lost direction and purpose, not excited, confused with my own choice of interests, and I did not have many friends because I was not good at loving friends.

The Effects of Mental Health in Life Experiences

Positive childhood experiences may buffer against the health effects of adverse ones. Plenty of research shows that adverse childhood experiences can lead to depression and other health problems later in life. But researcher Christina Bethell (2019) wondered whether positive experiences in childhood could counter that. In a low-income housing complex in Los Angeles, Bethell had a tough childhood. Sometimes she didn't have money for lunch. Sometimes, when a free bus came through to take kids to church, she would get on it just to go somewhere else. In low-income areas and in California in general, there was a lot of drugs and drinking.

But there were positive things in her childhood too. Her grandmother would come by every few months and tell her that anything she needed was inside her. She was engaged in school; she played sports, and she stayed late to help the teacher clean up. Numerous studies have shown that the more negative childhood experiences adults report when they reflect back on their life, the more likely they are to have an array of physical, mental, and social problems as an adult. We often call these adverse childhood experiences or ACEs. They include things like physical and emotional abuse, neglect, sexual abuse, having lived in a home with an adult with an alcohol or drug problem, or where there was violence.

The question is, what kind of effect did these positive experiences have on people's mental health later on? First of all, we did find that positive reports on any one of the seven types of positive experiences we assessed were indeed associated with lower rates of mental health problems and higher rates of having relationships as an adult where you get the social and emotional support you need. Yet, as we hypothesized, the biggest effect was when we counted up how many of these experiences were reported — just like it's done on all those other studies on adverse childhood experiences. We see that the accumulation of positive experiences, just like the accumulation of adverse experiences, really packs a punch.

Getting into the numbers, we found that having higher counts of those positive experiences was associated with 72% lower odds of having depression or poor mental health overall as an adult. We also found that those with higher levels of positive experiences were over 3 1/2 times more likely to have all the social and emotional support they needed as an adult.

The relation between mental health and life experiences has been reported variously in different studies. Based on the background of the problem, mental health, life experience, and conceptual framework, the authors are interested in conducting research with the title: The Effect of Mental Health on Life Experiences of Student of Criminology, University of Cordilleras, Baguio, Philippines.

Statement of the Problems

1. What is the mental health in the life experience of a criminology student in the University of the Cordilleras, Baguio, Philippines?
2. What is the effect of mental health in the life experience of a Criminology student in the University of the Cordilleras, Baguio, Philippines?

Objectives of the Study

Based on the background of the research and the statement of the problems mentioned above, the author conveys the general objectives and specific objectives of this study. The general objective is to find out the extent of the correlation of mental health to the life experience of criminology students at the University of the Cordilleras Baguio. Specifically, the purpose of this

study is to find out what kinds of mental health conditions of respondents, what is the specific life experiences, what is the way out or efforts for mental illness, and how the impact of correlation between mental health the life experiences of criminology student in the University of the Cordilleras Baguio Philippine.

The Research Benefits

The usefulness of this research is expected to provide benefits or usefulness to other parties, such as:

- a. Author. This study seeks to contribute to a clear understanding of the mental health conditions, understand the side effects of mental unhealthy; how to express the life experience of respondents; and how the impact and relationship of mental health to life experiences.
- b. University of Cordilleras. The results of this study are expected to help the students to understand and give attention to minimizing the mental unhealthy, provide counseling and guidance to the community and also control or evaluate the environmental community on a regular basis regarding the mental health condition.
- c. Academics and readers. This research will provide more insight into the impact and relationship of mental health (effects and treatment) to life experience; and also becomes more scientific study material or reference material for other researchers about other aspects beyond the scope of this research.

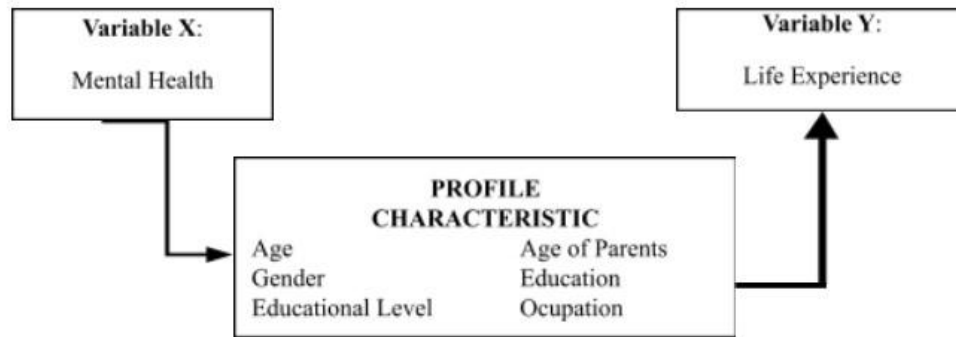
Limitation of the Study

With limited time, the authors limit this study only to matters directly related to the factors that cause why people experience mental unhealthy; how the level condition of mental health of criminology students in the University of the Cordilleras Baguio; what can be done to prevent mental unhealthy; what are the life experiences of students that occur in criminology faculty of University of the Cordilleras, Baguio; and what is the relationship or impact between mental health to life experiences. Secondary data processed studies were carried out on data within the 1st trimester of the school year of 2019-2020 in the city of Baguio.

Conceptual of Framework

The following will explain the schematic conceptual framework as seen in Figure 1. This conceptual framework consists of explaining variable X is mental health, while variable Y is a life experience.

Figure 1: Conceptual Framework



Source: Researcher

Based on this conceptual framework, can explain, inter alia: a. What is the mental health of criminology students in the University of the Cordilleras, Baguio, Philippines? b. What are the effects of mental health in the life experiences of a Criminology Student in the University of the Cordilleras, Baguio, Philippines?

RESEARCH METHODOLOGY

Research Design

The research design is descriptive observation and descriptive correlation with a cross-sectional study approach. The study of descriptive observation design is to understand the social situation as the research objective. While the study of descriptive correlational design is to understand the correlative relationship between variables, the independent variable is mental health, with the dependent variable being student's life experiences of Criminology Student in the University of the Cordilleras Baguio. The approach used in this research is a cross-sectional approach meaning the research subject is only found once, and measurement is done simultaneously at the same. In this study, researchers wanted to know the relationship of mental health to students' life experiences of criminology students at the University of the Cordilleras Baguio.

The independent variables are Mental Health (X), while the dependent variable is Student Life Experiences (Y). The variables were measured by an interview utilizing structured questions, and results were processed to get the results.

Research Instruments

The first instrument is the data respondent, which was conducted by the researcher. This instrument to get a picture of the characteristics of respondents covering age, sex, education level, faculty/program study, respondent's position in the family, age of parent, parent's education, parent's job, and parent's income per month. The second instrument is to measure mental health. The size of mental health was adopted from the Zung Self-Assessment of Depression Scale (ZSDS) and Depression Anxiety Stress Scales (DASS 42). The third instrument is closed to prepare structured observation.

Sample and Source of Data

Sugiyono (2013) said that qualitative research does not use the term population but is called "social situation," which consists of three elements, namely: places, actors, and activities that

interact synergistically. In this case, the researcher will observe closely the activities of people who are in a particular place.

In this qualitative study, the sampling technique is purposive sampling in which the researcher chooses a particular person who is considered to be providing the necessary data; then, based on data or information obtained from previous samples, researchers can set other samples that are considered to provide more complete data. In this study, the samples that will be studied are UC criminology students and environmental communities.

Data Collection Technique

Data collection methods in this study were participant observation, in-depth interviews, and documentation. In participatory observation, the researcher is involved with the daily activities of the person being observed. While making observations, researchers participate in doing what is done by the data source and also feel the joys and sorrows. So that the data obtained will be complete, sharp, and to find out at the level of meaning of each visible behavior.

In other methods, the researcher also conducts a semi-structured interview or in-depth interview to make the implementation freer and find more open problems where the party invited to the interview is asked for opinions and ideas. The types of questions in the interview, among others: questions relating to experience, questions relating to opinions, questions relating to feelings, questions about knowledge, questions relating to the senses, questions relating to background or demography. For data collection with documents, the focus is on diaries life history, whether as a child, at school, in the family environment, or in the community.

Data Processing and Analysis Techniques

Data analysis in this study was carried out before entering the field, while in the field, and after completion in the field. Analysis before entering the field is related to secondary data, namely the results of previous studies. Next, the researcher will analyze the data based on the results of the interview and carry out the data verification or reduction. Analysis of the data in this study is domain analysis, which is an analysis carried out after carrying out participant observation, recording observations, and interviews. Then proceed with a taxonomic analysis to describe the domain in more detail. Next is the compounding analysis to look for specific differences in taxonomic analysis. And finally, the analysis of cultural themes is to look for relationships between domains and how they relate to the whole and then formulate them in a research theme or policy or new theory.

RESULTS

Based on the results of interviews found that the level of depression, anxiety, and stress of respondents can be described as follows. The results by tabulation of values based on the questions raised found that the level of depression was very severe where the total score was sixty-five (65).

Table 1.

No	Depression	Anxiety	Stress	No	Depression	Anxiety	Stress
1			1	22			4
2		5		23		1	
3	5			24	5		

4		1	25		2
5	4		26	4	
6			3	27	2
7		2		28	3
8			4	29	4
9		4		30	3
10	5			31	5
11			2	32	2
12			3	33	3
13	4			34	5
14			4	35	2
15		2		36	2
16	5			37	4
17	4			38	5
18			2	39	4
19		4		40	4
20		4		41	3
21	5			42	5
			Total	65	40
					40

Source: Data processing

Respondents are advised to change their lifestyle and positive thinking. Looking for a good solution from social media or from other media on how to overcome the problems he faces. Need to motivate yourself to be more excited about life both for sleeping patterns, eating patterns, sports patterns, and other activity patterns. It is also recommended to have an organized lifestyle.

Discussion

This topic will discuss the mental health and life experience of student's criminology at the University of Cordilleras, Baguio, Philippines, and the effects of mental health on the life experience of students of criminology at the University of Cordilleras Baguio Philippine.

The Mental Health of Student Criminology in University of Cordilleras, Baguio, Philippine

Based on a study conducted by Jerome V. Cleofas under the title Research Student involvement, mental health and quality of life of college students in selected universities in Manila, Philippines, said that the results of the inferential analysis on the correlation between student involvement and the subscales of the mental health inventory that indicates psychological distress and there were no significant correlations noted between anxiety and behavioral and emotional control, and the variables of student involvement. The results suggest that involvement in school organizations was correlated to depression levels, general positive affect, and life satisfaction. Social interactions with entities in school were also related to the quality of life. All subscales of mental health are associated with quality of life among the student respondents.

Romeo B. Lee et al. 1 (2013), in their study, concluded that six of the eleven factors analyzed were found to be statistically significantly associated with more intense levels of depressive

symptoms. These factors were: frequency of smoking, frequency of drinking, not living with biological parents, dissatisfaction with one's financial condition, level of closeness with parents, and level of closeness with peers. Sex, age category, course category, year level, and religion were not significantly related. In identifying students with greater risk for depression, characteristics related to lifestyle, financial condition, parents, and peers are crucial. There is a need to carry out more surveys to develop the pool of local knowledge on student depression.

Research Implementation

The research was carried out after the researcher searched for the right subject to serve as the respondent. Researchers meet the subject directly to be studied, then discuss the aims and objectives of the study carefully and express the guarantee of confidentiality of the data submitted by respondents so that permission is obtained from the subject to be used as research material. Based on the subject's willingness to be interviewed, the next time is to determine the right time for the research to be carried out. The agreed time was on October 4th, 2019, October 11th, 2019, October 18th, 2019, and October 25th, 2019. Interviews are conducted in a safe and quiet place so that respondents can provide explanations in connection with the questions raised by researchers. The first, second, and third interviews were conducted at the restaurant, and the last interview was held in the campus canteen from 14.00 pm to 16.05 pm.

Likewise, anxiety and stress showed a very severe value of 40 (forty) each. The number of statements on depression was 14 (fourteen) questions in which 9 (nine) of them were always doing it and the rest for the 5 (five) questions are the answers that do it often. The number of statements on anxiety was 14 (fourteen) questions in which respondents gave varied answers between rarely, sometimes, and often. But there is one statement that says always experienced, namely that the respondent's mouth is always dry. Likewise, for stress, respondents have provided answers with a variety between rarely, sometimes, and often. But there is one statement that was never made by the respondent that is to be angry because of small things or trivial things.

As an indicator determining the criteria of respondents in the category of depression, anxiety and stress are as follows:

Table 2.

Level	Depression	Anxiety	Stress
Normal	0 – 9	0 – 7	0 – 14
Mild	10 – 13	8 – 9	15 – 18
Moderate	14 – 20	10 – 14	19 – 25
Severe	21 – 27	15 – 19	26 – 33
Very Severe	>28	>20	>34

Source: Zung

Problem Description and Intensity

Mental health description (Depression, Anxiety and Stress) in the Case of Respondents

The following will describe the mental health (depression, anxiety, and stress) experienced by respondents. The respondent had shared his life experiences since he was a child (before school) when he went to elementary, high school, and during his studies at the University of Cordilleras. He felt he had never experienced strange things in his life. All the necessities of life can be said to never experience shortages, although not excessive. As a child, the respondent was full of fun liked to tell everyone around him without being afraid. Respondents always mingle with everyone, both with the age of the respondent and to those who are older, including parents, who are always familiar with everything and talk. But the respondent stated that after entering school, he felt there was something that affected his life which was probably due to the school environment factor the background of the students in the school, so that it was difficult to determine who could be asked to share.

Symptoms of Depression, Anxiety, and Stress that arise in Respondents.

Symptoms that arise felt by respondents are physical symptoms, emotional symptoms, cognitive symptoms, and interpersonal symptoms. In physical symptoms, the respondent said that he felt unwell in his sleep. Hours of sleep have changed; sometimes, I sleep until late at night until 2 in the morning, have not slept, and finally wake up late. Respondents often experience sleepiness during class time.

Difa (October 2019) recommends that humans use the ideal time of sleep, i.e., from 9 pm to 5 am. But if you sleep past 12 at night will have a bad effect on your health. Having a consistent sleep pattern is very important to do because it can affect mental health and have better academic performance compared to those who sleep irregularly. *“Usually he can sleep well when he sleeps at 8 or 9 at night and gets up at 5 in the morning, then the respondent suggests that he often sleeps above 12.00 midnights and doesn’t wake up regularly.”*

Physically, the respondent did not feel a headache and did not lose appetite. But respondents often felt their hands tremble; experiencing indigestion; feeling anxious, tense, and worried. Also, respondents often feel not strong to do an activity, easy to dry without stimulation by the weather or physical exercise. Likewise, it often feels easily agitated, and the body feels trembling.

Emotional symptoms

In this symptom, the results obtained that respondents often feel uneasy. This anxiety makes him uncomfortable. Wherever he goes or does, activities are always overshadowed by anxiety. At home, he often feels confused, goes back and forth, and doesn’t know what to do or what to do. Respondents sometimes often avoid meeting with friends and lecturers if he is going to campus, and he feels afraid. Even when traveling on foot or by urban transport often feel uncomfortable as if haunted by feelings where people around their environment have a negative view of it.

In doing school work, it takes enough personnel to be able to get ideas. If the energy is drained, fatigue will afflict the body and affect the tendency to be more emotional. Just as respondents felt that the fatigue he felt made him more sensitive and easily emotional. He also often hears the sound without knowing the source where others cannot hear it. He also experienced a disturbing dream about a disaster as if the disaster really happened. If he is concentrated suddenly, there is noise or disturbance from the people around him, and he often shouts and is angry at these people.

Cognitive symptoms

In this symptom, the results of the respondent's data are found to be difficult to think clearly; feeling unhappy; find it difficult to enjoy daily activities; difficult to make decisions; even daily tasks are neglected. Respondents also feel unable to play a role in this life; lose interest in many things; feel worthless; feel tired all the time, and sometimes have thoughts to end life.

Interpersonal symptoms

In this symptom, it is found that the respondent starts to feel inferior to his friends, limits himself in the association, and even closes himself from his friends and occupies himself. Respondents actually really want to be like other friends, close, cheerful, and can confide in one another. Respondents chose to stay away from their friends; in fact, it was very detrimental and sad for him because he could not blend freely with his friends. However, if forced, respondents felt afraid that they would be ostracized and felt that they were not considered by other friends.

The Effect of Mental Health in the Life Experience of a student of Criminology in University of Cordilleras, Baguio, Philippines

In line with what was written by Kendall and Hammen (Safaria and Saputra, 2009), which said that stress could occur in a person when there is an imbalance between the burden/problem with his ability to overcome the burden/problem. Stress experienced by respondents is negative stress because it has a bad impact on the respondent himself. Negative stress that appears on the respondent consists of several aspects. The physical aspects of the respondents complained of irregular biased sleep, irregular eating, and fatigue; the emotional aspects complained of by the subject are restlessness, fear, irritability; cognitive aspects of the subject complaining about being easy to forget, easy to make mistakes, difficult to find ideas; interpersonal aspects of the subject complained about inferiority and preferred to be alone. These things are consistent with research conducted by Dickson (2006) that stress increases the risk of experiencing a variety of mental disorders and physical ailments, including anxiety, decreased immunity, headaches, tension, heart disease, loss of energy, and blood pressure disorders.

There are two factors that can cause stress, namely internal and external factors. Yusuf (2006) said that the factors that cause stress could be divided into two, namely in the form of internal and external influences. The interview results state that the internal factors experienced by the respondent to complete an activity are the extent of the ability or intelligence to digest what he sees, hears, and feels. Furthermore, external factors on the respondent are financial condition factors and environmental influences that cause changes in the respondent himself. Campus demands are also one of the factors that make students stressed because they are getting closer to the deadline determined by the campus, students will feel chased by the time, and the consequence is that if they exceed the specified deadline, then the student is subject to sanctions according to campus regulations. Family factors also affect students where conditions and circumstances in the family cause students to need time and thoughts that focus on an activity that they will complete. The respondent must also be able to divide their time for self-interest and for the benefit of the family. This makes the respondent stressed because of the limited time for his personality.

The factors mentioned above are in line with Potter & Perry (2005), who say that internal stressors come from within a person, such as physical condition and emotional state. External stressors come from outside oneself; for example, changes in the environment, family, and social culture, if left untreated, can only cause stress. Another expert Alvin (2007), also said that stressors could be divided into internal and external stressors. Internal stressors come from yourself in the

form of negative thoughts, self-confidence, and personality that is owned. Personality is a characteristic of someone's behavior that distinguishes it from others by integrating the characteristics of the structure, patterns of behavior, interests, beliefs, abilities or intelligence, and the potential of a person. At the same time, external factors can affect the environment, learning environment, and various daily events.

CONCLUSION

Respondents experiencing depression, anxiety, and stress are the result of being unable to overcome the difficulties he faces. This is raised by the presence of physical symptoms such as irregular sleep, fatigue, unable to concentrate; emotional symptoms such as excessive fear, anxiety, irritability but emotional restraint; cognitive symptoms such as no passion for life, carried away by feelings of self and always anxious or fear of everyone around him.

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