

## **Exploration of School-Based Mental Health Concept Based on the PROSPER Model**

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### **ABSTRACT**

This research aims to explore empirical data on the concept of school-based mental health through the PROSPER Model in Indonesian schools, particularly in the Special Region of Yogyakarta. This is a preliminary research for the further research on developing guidebook for positive mental health in the school settings. There are five elementary schools involved in this research. Students filled the modified PROSPER Model instrument whilst teachers and principals were interviewed based on the dimensions of the PROSPER Model. The obtained data were analyzed descriptively and results show that most students perceive that their schools already have characteristics meet with the principles or indicators of PROSPER Model. Teachers and principals have administered the school policies based on merits values which are in line with the PROSPER Model. Although in some elements embrace the dimensions, but it seems that the implementation still have obstacles particularly in terms of awareness on children mental health and the lack of resources to support the mental health system at school. This results may be used to develop guidebooks on how to formulate the school-based mental health system which then play roles in improving psychological wellbeing among students. This research aims to explore empirical data on the concept of school-based mental health through the PROSPER Model in Indonesian schools, particularly in the Special Region of Yogyakarta. This is a preliminary research for the further research on developing guidebook for positive mental health in the school settings. There are five elementary schools involved in this research. Students filled the modified PROSPER Model instrument whilst teachers and principals were interviewed based on the dimensions of the PROSPER Model. The obtained data were analyzed descriptively and results show that most students perceive that their schools already have characteristics meet with the principles or indicators of PROSPER Model. Teachers and principals have administered the school policies based on merits values which are in line with the PROSPER Model. Although in some elements embrace the dimensions, but it seems that the implementation still have obstacles particularly in terms of awareness on children mental health and the lack of resources to support the mental health system at school. This results may be used to develop guidebooks on how to formulate the school-based mental health system which then play roles in improving psychological wellbeing among students.

*Kata Kunci: School Mental Health, PROSPER Model, Psychological Wellbeing*