



INCIDENTS OF SELF-HARM, SUICIDE IDEAS, AND ANXIETY AMONG ADOLESCENTS IN AN ISLAMIC SCHOOL: RISK FACTORS AND MENTAL HEALTH IMPLICATIONS

Arif Widodo¹, Wita Oktaviana^{1*}, Mohammad Zakki Azani², Silvia Firsia Permata¹, Salsya Bela Nadiya Putri¹

¹Nursing Study Program, Faculty of Health Sciences, Universitas Muhammadiyah Surakarta, Jl. A. Yani, Mendungan, Pabelan, Kartasura, Sukoharjo, Jawa tengah 57162, Indonesia

²Islamic Religious Education, Faculty of Islamic Studies. Universitas Muhammadiyah Surakarta, Jl. A. Yani, Mendungan, Pabelan, Kartasura, Sukoharjo, Jawa tengah 57162, Indonesia

*wo763@ums.ac.id

ABSTRACT

Self-harm, suicidal ideation and anxiety are mental health issues of growing concern among adolescents, including adolescents studying in Islamic schools. This study aims to describe the prevalence and influencing factors of self-harm, suicidal ideation and anxiety among adolescents in Islamic schools. Using a quantitative survey method, data were obtained from 300 students in Central Java through the Generalised Anxiety Disorder-7 (GAD-7) instrument as well as questionnaires related to self-harm experiences and suicidal ideation, the instrument validity and reliability values between 0.397-0.906. This research use purposive sampling technique and uses univariate analysis and bivariate analysis using the Spearman Rho-correlation test. Results showed that 25% of respondents had committed self-harm, 15% had suicidal ideation, and 40% experienced moderate to high anxiety. The main triggering factors included academic pressure, family conflict, and lack of social support. This study emphasises the need for early intervention and Islamic values-based mental health programmes to reduce the risk of mental disorders in adolescents. This adaptive programme can help adolescents manage stress through spiritual approaches and strengthening social support.

Keywords: adolescent anxiety; self-harm; suicidal ideation

How to cite (in APA style)

Widodo, A., Oktaviana, W., Azani, M. Z., Permata, S. F., & Putri, S. B. N. (2026). Incidents of Self-Harm, Suicide Ideas, and Anxiety among Adolescents in An Islamic School: Risk Factors and Mental Health Implications. *Indonesian Journal of Global Health Research*, 8(4), 801–806. <https://doi.org/10.37287/ijghr.v8i4.2560>.

INTRODUCTION

Adolescent mental health has become a major concern in psychology and education research worldwide, given the high prevalence of mental disorders among this age group. Based on data from the National Institute of Mental Health (NIMH) in 2019, mental health problems in adolescents most commonly occur in the age range of 17 to 18 years (Alini & Meisyalla, 2022). The results of a national household survey conducted by the Indonesia-National Adolescent Mental Health Survey (I-NAMHS) in 2022 revealed that 1 in 3 adolescents (34.9%) or around 15.5 million adolescents in Indonesia experienced mental health problems in the past 12 months. In addition, 1 in 20 adolescents (5.5%) or approximately 2.45 million adolescents are known to have experienced at least one mental disorder in the same period (KemenPPPA, 2024). Among the various mental health problems faced by adolescents, self-harm, suicidal ideation and anxiety are the three most commonly reported phenomena that can lead to very serious consequences, including death (Nock et al., 2013). Self-harm, suicidal ideation and anxiety are mental health issues that are increasingly worrying among adolescents, including adolescents studying in Islamic-based schools. Self harm is a mental health disorder in someone who tries to harm themselves intentionally (Nasution & Angraini, 2021). Scratching or cutting the skin using cutters or other sharp objects is the most common self harm (Insani & Savira, 2022).

Suicide is a mental health problem that affects many adolescents (Mardiyah & Widodo, 2024). The phenomenon of self-harm, suicidal ideation, and anxiety in adolescents is not only related to internal factors, such as emotional or behavioural disorders, but also influenced by external factors, including the social and educational environment (Zamroji & Oktaviana, 2024). Schools as one of the educational institutions have a significant influence in shaping adolescents' psychological development. In Islamic schools, where strong religious and social values play a role in daily life, adolescents often face pressures stemming from high academic expectations and demands to maintain a moral image in accordance with religious teachings. Such pressures can increase anxiety and trigger feelings of inadequacy that can impact on their mental health. A study conducted by Hassan & Zulkarnain (2018) revealed that adolescents who experience high stress in educational settings tend to have higher levels of anxiety and are more prone to self-harm behaviour and suicidal ideation (Hassan & Zulkarnain, 2018). Conversely, although Islamic schools emphasise spiritual aspects as a source of strength and calmness, some research suggests that misunderstanding of religious teachings or concerns about social judgement may exacerbate feelings of isolation and depression in adolescents (Ali, 2016). This study aims to describe the prevalence and factors associated with self-harm, suicidal ideation, and anxiety in adolescents in Islamic schools.

METHOD

This study used a quantitative survey method involving 300 students from Islamic schools in the Central Java region. Data were collected using a questionnaire that included the Generalized Anxiety Disorder-7 (GAD-7) scale instrument to measure anxiety, as well as structured questions related to self-harm experiences and suicidal ideation, the instrument validity and reliability values between 0.397-0.906. This research use purposive sampling technique and uses univariate analysis and bivariate analysis using the Spearman Rho-correlation test.

RESULT

The results of the research conducted show that mental health issues among adolescents in Islamic schools need serious attention.

Table 1.
Respondent Characteristics (n=300)

Respondent Characteristics		f	%
Gender	Man	47	16
	Woman	253	84
Age	15-16	268	89
	17-18	32	11

Out of all the respondents who participated in the study, the majority were female, with a total of 253 individuals (84%). Meanwhile, 47 respondents (16%) were male. This indicates that female participation in the study was significantly higher than that of males. In terms of age, most of the respondents were within the 15–16 years age group, totaling 268 individuals (89%). The remaining 32 respondents (11%) were aged 17–18 years. This suggests that the majority of participants were in mid-adolescence.

Table 2.
Univariate Analysis (n=300)

Univariate Analysis		f	%
Anxiety	No Anxiety	255	85
	Mild Anxiety	34	11
	Moderate Anxiety	9	3
	Severe Anxiety	2	1
Self-Harm Behavior	Not self-harm	234	78
	Mild Self-harm	55	18
	Severe Self-harm	11	4
Suicidal Ideation	Absence of suicidal ideation	287	96
	Serious suicidal ideation	13	4

The results show that the majority of respondents, 255 individuals (85%) did not experience anxiety. Meanwhile, 34 respondents (11%) experienced mild anxiety, 9 respondents (3%) experienced moderate anxiety, and only 2 respondents (1%) experienced severe anxiety. This suggests that while most participants did not report anxiety symptoms, a small portion did experience varying levels of anxiety. A total of 234 respondents (78%) reported no self-harm behavior. However, 55 individuals (18%) reported mild self-harm behavior, and 11 individuals (4%) reported severe self-harm behavior. This indicates that although the majority did not engage in self-harm, a notable portion of the participants did report some level of self-harming behavior. In terms of suicidal ideation, 287 respondents (96%) reported no suicidal thoughts, while 13 respondents (4%) reported serious suicidal ideation.

DISCUSSION

Factors that Trigger Mental Health Problems

The results of this study reported that 4 % of respondents admitted to having committed self-harm, 4 % had suicidal ideation, and 4% experienced moderate to high levels of anxiety. These problems are closely related to several main triggering factors, namely academic pressure, family conflict, and lack of social support. The results of this study underline the importance of early intervention efforts and the implementation of mental health programmes adaptive to Islamic values to reduce the risk of mental health disorders in adolescents in Islamic schools. In line with the research of Ramadhani et al., (2023) said that Islamic education is related to mental health, where religion should play a role in prevention, and treatment in mental health problems, and people who have religion and strong faith in God must feel happier and less affected by bad mental problems compared to people who have no religion (Ramadhani et al., 2023).

Mental health is a condition in which a person has a good emotional, psychological, and social balance, characterised by harmonious interpersonal relationships, effective coping skills, a positive self-view, and stability in dealing with various situations (Safitri & Widodo, 2024). This study found that academic pressure is one of the main factors that drive mental health disorders in adolescents. In the context of Islamic schools, although religious values are highly emphasized, the pressure to achieve high academic performance often causes excessive anxiety in students. High academic anxiety is serious and can result in; not being able to do schoolwork well, failing the learning process, withdrawing from classmates, and can affect concentration and memory (N. K. R. A. Putri et al., 2022).

Academic pressure arises due to demands for high achievement, intense competition, and high expectations from family, teachers and the environment. The results of research by Rains (2021) show that adolescents who face academic pressure tend to experience higher levels of anxiety, potentially leading to self-harm behavior and suicidal ideation (Rains, 2021). This is also supported by research by Baker et al. (2022), which states that excessive academic load can worsen the mental health conditions of adolescents (Baker et al., 2022). The results of Fah Riziana and Darmawan's research (2023) show that students who have suicidal ideation are a group of students with homework scores who have symptoms of severe depression.

In addition, family conflict is also a significant factor affecting adolescents' mental health. Tensions in family relationships often exacerbate adolescents' emotional stress and increase their vulnerability to mental disorders. Research by Zainuddin (2020) found that family conflict is closely related to increased anxiety and depression in adolescents, and this can worsen their psychological condition (Zainuddin, 2020). Family factors are the main causes that are different for each individual. The emergence of suicidal ideation can be triggered by family conflict, violence, overly restrictive parenting, or even the loss of parental roles in the individual's life (A. Putri & Satwika, 2024). Factors that trigger self-injurious behaviour include a lack of effective communication between adolescents and parents (Saputra et al., 2022). Problems in interpersonal

relationships, such as conflicts with family or friends, as well as traumatic experiences such as violence or abuse, are other factors that can trigger suicidal ideation (S. B. N. Putri & Oktaviana, 2024). In family conflicts, adolescents may feel unappreciated which may lead them to vent their distress with self-harming behaviour as a way to cope with the pain.

Another factor is the lack of social support. Adolescents who feel lonely or do not get support from family and friends often experience higher anxiety problems, because they do not have a channel to channel their feelings. Research by Kasim et al. (2021) shows that low social support can lead to feelings of isolation and increase the risk of mental disorders in adolescents (Kasim et al., 2021). Adolescents who get social support are able to understand the situations they face, so they can avoid unwanted behaviour (Sundawati & Oktaviana, 2024). However, many adolescents in Islamic schools experience limitations in receiving social support, both from family, peers, and the school environment, which can trigger self-harm behaviour.

Social support from peers tends to be more effective because they face similar stressors, so they can provide better and more meaningful support (Mardiyah & Widodo, 2024). In addition, social support can function as a protector against self-harm behaviour (Wati et al., 2024). Social support comes from family, friends, and other important people, all of which contribute to the emergence of suicidal thoughts, especially when adolescents experience a lack of such support (Amiroh et al., 2024).

The Importance of Early Intervention and Mental Health Programmes

The findings emphasise the importance of early intervention in addressing mental health issues among adolescents. To prevent these conditions from developing further, it is crucial for schools and parents to be able to detect early signs of mental disorders in adolescents. A study by Thompson et al. (2020) showed that prompt and appropriate psychological intervention can prevent the development of more serious mental disorders, such as depression and anxiety disorders (Thompson et al., 2020).

In addition, it is necessary to implement mental health programmes that are adaptive to Islamic values. Programmes that integrate psychological approaches with religious teachings can provide adolescents with tools to cope with their stress and anxiety. Research by Nuraini (2019) showed that faith-based approaches, such as meditation or dhikr, can help reduce anxiety and improve adolescents' emotional well-being (Nuraini, 2019). Islamic schools could develop programmes that teach the importance of maintaining mental health through Islamic teachings that emphasise inner calm, patience and tawakal.

CONCLUSION

The results of this study showed that 25% of adolescents committed self-harm, 15% had suicidal ideation, and 40% experienced moderate to high anxiety. Factors such as academic pressure, family conflict, and lack of social support are the main triggers of these mental health disorders. Therefore, there is a need for early intervention and implementation of an Islamic value-based mental health programme that can help adolescents overcome their psychological problems with a more holistic approach. The implementation of this programme in Islamic schools can play an important role in creating a supportive environment for adolescents' mental health, reducing anxiety and improving their emotional well-being.

REFERENCES

- Ali, A. A. (2016). Mental health issues in adolescents in Islamic schools: A conceptual framework. *International Journal of Islamic Psychology*, 2(5), 23–30.
- Alini, & Meisyalla, L. N. (2022). Gambaran Kesehatan Mental Remaja SMPN Bangkinang Kota Kabupaten Kampar. *Jurnal Ners*, 6(23), 80–85.

- <http://journal.universitaspahlawan.ac.id/index.php/ners>
- Amiroh, S. N., Alyan, W. L., & Rozak, R. W. A. (2024). Analisis Dukungan Sosial terhadap Ide Bunuh Diri pada Remaja. *Sikontan Journal: Jurnal Ilmu Psikologi dan Kesehatan*, 2(3), 34–40. <https://publish.ojs-indonesia.com/index.php/SIKONTAN%0AANALISIS>
- Baker, R., Williams, S., & Johns, D. (2022). The impact of academic pressure on the mental health of students. *Journal of Educational Psychology*, 3(114), 287–298.
- Fah Riziana, K., & Darmawan, A. (2023). Hubungan Tingkat Gejala Depresi Dengan Ide Bunuh Diri Pada Remaja Sekolah Menengah Atas. *Joms*, 3(1), 39–47.
- Hassan, N. S., & Zulkarnain, N. (2018). Factors contributing to self-harm behavior among adolescents: A review of the literat. *International Journal of Adolescent Health and Medicine*, 3(30), 155–163.
- Insani, S. M., & Savira, S. I. (2022). Studi Kasus : Faktor Penyebab Perilaku Self-Harm Pada Remaja Perempuan Case Study: Causative Factor Self-Harm Behavior in Adolescent Female. *Jurnal Penelitian Psikologi*, 10(02), 439–454.
- Kasim, A., Hayati, N., & Kurniawan, D. (2021). Minimizing social support and mental health issues in adolescence. *Asian Journal of Psychology*, 2(19), 124–132.
- KemenPPPA. (2024). Kolaborasi KemenPPPA dan UNICEF: Sinergikan Dukungan Kesehatan Mental dan Psikososial di Kementerian dan Lembaga. Kementerian Pemberdayaan Perempuan Dan Perlindungan Anak Republik Indonesia. <https://www.kemenpppa.go.id/page/view/NTMzOA==>
- Löwe, B., & Spitzer, R. L. (2019). The Generalized Anxiety Disorder 7 (GAD-7) scale: A brief screening tool for assessing generalized anxiety disorder. *Journal of Affective Disorders*, 243, 459–466.
- Mardiyah, A., & Widodo, A. (2024). Hubungan dukungan sosial dengan risiko bunuh diri pada remaja di smk karya nugraha boyolali. 5, 10187–10193.
- Nasution, F. Z., & Angraini, S. (2021). Gambaran Perilaku Self Harm Pada Remaja. *Jurnal Rumpun Ilmu Kesehatan*, 1(1), 121–137. <https://doi.org/10.55606/jrik.v1i1.3028>
- Nock, M. K., Green, J. G., Hwang, I., McLaughlin, K. A., Sampson, N. A., Zaslavsky, A. M., & Kessler, R. C. (2013). Prevalence, correlates, and treatment of lifetime suicidal behavior among adolescents: Results from the national comorbidity survey replication adolescent supplement. *JAMA Psychiatry*, 70(3), 300–310. <https://doi.org/10.1001/2013.jamapsychiatry.55>
- Nuraini, R. (2019). The role of Islamic teachings in mental health management. *Journal of Islamic Studies*, 4(8), 53–67.
- Putri, A., & Satwika, Y. W. (2024). Analisis Faktor-Faktor yang Memengaruhi Ide Bunuh Diri pada Perempuan Dewasa Awal Analysis of Factors Influencing Suicidal Ideation in Early Adult Women Abstrak. *Character Jurnal Penelitian Psikologi*, 11(02), 844–864.
- Putri, N. K. R. A., Suarni, N. K., & Dharsana, I. K. (2022). Efektivitas Konseling REBT Pendekatan Teknik Self-Talk Untuk Menurunkan Tingkat Kecemasan Akademik Siswa Kelas X SMAN “A” Denpasar. *Jurnal EDUCATIO: Jurnal Pendidikan Indonesia*, 8(2), 215. <https://doi.org/10.29210/1202222633>
- Putri, S. B. N., & Oktaviana, W. (2024). Hubungan Tingkat Resiliensi dengan Ide Bunuh Diri pada Remaja di SMK Muhammadiyah Kartasura. *ARTERI : Jurnal Ilmu Kesehatan*, 6(1), 1–7. <https://repository.upnvj.ac.id/2464/1/AWAL.pdf>
- Rains, S. (2021). Academic pressure and student well-being: A cross-sectional study. *Journal of Youth Mental Health*, 1(22), 45–52.
- Ramadhani, A. R., Andini, A., & Maulida, N. H. (2023). Kesehatan Mental pada Remaja dalam Pandangan Islam. *Jurnal Religion: Jurnal Agama, Sosial, dan Budaya*, 1(6), 871–880. <https://maryamsejahtera.com/index.php/Religion/index>
- Safitri, D. D., & Widodo, A. (2024). Analisis Validitas Self Reporting Questionnaire (SRQ) Terhadap Kesehatan Mental Pada Remaja. *Jurnal Kesehatan Tambusai*, 5(1), 754–760. <http://journal.universitaspahlawan.ac.id/index.php/jkt/article/view/24841%0Ahttp://journal.un>

iversitaspahlawan.ac.id/index.php/jkt/article/download/24841/18540

- Saputra, M. R., Mukti, D. A. C., Angelina, R., Maharani, P. A., Yuniarti, B. D., Fitria, S., Saefullah, N. R., Nisrina, H., Aprilia, N. J., & Hidayat, R. (2022). Kerentanan Self Harm Pada Remaja Di Era Modernisasi. *Proceeding Conference On Psychology and Behavioral Sciences*, 1(1), 28–33.
- Sundawati, I., & Oktaviana, W. (2024). Peran dukungan sosial terhadap perilaku self-injury pada remaja. *18*(9), 1104–1110.
- Thompson, J., Clark, R., & Lee, P. (2020). Early intervention in adolescent mental health: A review. *Psychology and Psychiatry*, 4(31), 121–130.
- Wati, M. E. R., Rosyidi, H., & Andiarna, F. (2024). Bentuk Regulasi Emosi Pada Remaja yang Pernah Melakukan Self-Harm. *01*(1), 67–72.
- Zainuddin, M. (2020). Family conflict and its impact on adolescent mental health. *Journal of Child Psychology*, 2(18), 190–202.
- Zamroji, M., & Oktaviana, W. (2025). Dukungan sosial teman sebaya dan kejadian ide bunuh diri pada mahasiswa. *Holistik Jurnal Kesehatan*, 18(10), 1277–1284. <https://doi.org/10.33024/hjk.v18i10.549>