



AN EXPLORATION OF OSING YOUTH MENTAL HEALTH IN SUICIDE MITIGATION EFFORTS

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ABSTRACT

Mental stability refers to a condition of psychological stability that allows people to handle life's challenges, reach their full potential, acquire knowledge effectively, work productively, and make positive contributions to their communities. The Osing tribe has a unique tradition of integrating biological, psychological, social, and spiritual aspects holistically, which is believed to play a role in maintaining health. This research seeks to investigate the mental health of Osing tribe adolescents in achieving mental wellbeing as a suicide prevention strategy. The study explores the efforts and strategies of Osing tribe adolescents in achieving mental wellbeing. The framework of this research employs a qualitative methodology utilizing a phenomenological perspective. The individuals involved in this research were six Osing tribe adolescents from Kemiren Village. This research employed a semi-structured interview guide as the research instrument. The collected data were transcribed and then validated by the participants. The sampling technique used in this study was purposive sampling. There were six participants in this study, all of whom were Osing teenagers aged between 10 and 21 years old. The Colaizzi method was employed to analyze the data transcripts. The analysis of data coding was performed with the help of Nvivo 12 software. Three themes and eight subthemes were identified. The identified themes are Stress, Osing Youth Activities, and Social Support. Osing ethnic group youth demonstrated that they are like other youth in general, who also experience stress. Osing ethnic group adolescents demonstrated stress resolution processes through coping mechanisms applied with various strategies, including physical strategies (traditional dancing, playing gamelan musical), cognitive strategies by managing time, emotional strategies by sharing concerns, apologizing, and reminding each other, and behavioral strategies by resting when there are no activities. Osing tribe teenagers also receive good emotional and social support. Osing tribe adolescents possess adaptive coping resources for stress through their daily routine of artistic activities. Osing tribe adolescents have four domains that contribute to mental well-being: family, community, school, and village government.

Keywords: adolescent; mental health; suicide; qualitative

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INTRODUCTION

In recent years, attention to the issue of mental health crises among adolescents has increased, characterized by increasing levels of depression, anxiety, and thoughts of suicide. The number of suicide attempts among girls aged 15th to 19th have increased fivefold, while among teenage boys, the rate has quadrupled between 2012 and 2019 (Arenas-Arroyo et al., 2025). Mental disorders can serve as predictors of suicidal behavior has risen five times, positioning suicide as the second most common cause of death for individuals between the ages of 15th to 29th (Khalaf et al., 2023).

In Indonesia, data shows that the occurrence of mood disorders among people aged 15th and above has risen from six percent in 2013 to nine point eight percent in 2018, with the rate of depression reaching 6.1%. This condition may contribute to the increase in suicide rates. Based on information from the National Criminal Information Center (Pusiknas) of the Indonesian National Police, there were 849 instances of suicide nationwide in 2024, with the number of suicide perpetrators under the age of 17 being higher than those aged 17-25 (Pusiknas, 2024). In 2023, the Indonesian National Police reported that East Java ranked second in Indonesia for the highest number of suicide cases,

with 128 cases (Komnas Perempuan, 2023). In Banyuwangi Regency, teenage suicide cases have increased annually. In 2023, there were 3 cases, while in November 2024, the number surged dramatically to 23 cases (Manunggal, 2024).

Mental stability refers to a condition of psychological stability that allows people to handle life's challenges, reach their full potential, acquire knowledge effectively, work productively, and make positive contributions to their communities (WHO, 2022). Mental health issues have become a significant phenomenon and a global health burden, as they are one of the leading causes of suicide among individuals in various productive age groups, both in developing and developed countries (Oktaviani et al., 2025). According to Maslow and Mittleman, mental health is psychologically reflected in an individual's ability to feel safe and experience inner peace. A mentally healthy person is also able to adapt to their social environment, engage in self-reflection by recognizing their strengths and weaknesses, and control their emotions (Afandi et al., 2024). Adolescence is a time of swift physical, social, and emotional transformations. Teenagers face developmental tasks they must achieve, namely finding their identity. In this search for identity, adolescents need to avoid identity confusion, which has the potential to lead to a negative identity. Adolescents aged 12-15 tend to still be confused by physical, emotional, and social changes. Adolescents who experience significant pressure from family or their environment tend to be sensitive, struggle with emotional control, and often make spontaneous decisions without considering long-term consequences (Astutik & Dewi, 2022).

Adolescents need to adapt when experiencing changes within themselves. Inability to adapt can trigger mental health issues, prolonged stress, and even depression, which can lead to suicidal behavior (Florensa et al., 2023). Stress experienced by adolescents can stimulate the Hypothalamic Pituitary Adrenal (HPA) axis, which can stimulate the release process of cortisol hormone. Increased cortisol levels can suppress lymphocyte and macrophage activity, thereby reducing immune function (Chiang et al., 2019). Stress can also cause dysfunction in regulatory T cells, which can disrupt the body's defense system and increase the likelihood of mental disorders such as depression and anxiety in adolescents (Sisk & Gee, 2022). Stimulation of the Hypothalamic-Pituitary-Adrenal (HPA) axis and stimulation of cortisol hormone levels can alter cytokine balance, triggering systemic inflammation and neuroinflammation. Pro-inflammatory cytokines such as IL-1 β , IL-6, TNF- α , and IFN- γ increase in individuals with depression and suicide risk. These cytokines trigger an inflammatory response that may disrupt brain function, particularly in the prefrontal cortex, which contributes to the regulation of emotions and impulses (Serafini et al., 2023). Activation of the kynurenine pathway, disruption of the hypothalamic pituitary adrenal (HPA) axis regulation, and changes within monoamine metabolism are also pathophysiological mechanisms underlying suicidal behavior in adolescents (Vargas-Medrano et al., 2020).

Understanding the significance of preserving both physical and mental stability is certainly essential. According to data from the Banyuwangi Police Department (2024), there is a district with no reported cases of suicide, namely Glagah District. Glagah District is an area where the majority of the population are indigenous Osing people. The Osing people in Banyuwangi are a group that still preserves their culture, traditions, and customs. Every region undoubtedly has unique traditions in maintaining physical and mental health (Afandi et al., 2024). The traditions of the Osing ethnic group are worth studying, particularly the traditions and rituals that have been passed down through generations by the Osing people. The traditions and rituals of the Osing tribe integrate biological, psychological, social, and spiritual aspects holistically, which are believed to contribute to welfare of the elderly, thereby supporting their longevity (Ameliya et al., 2021). The traditions of maintaining health among the Osing tribe are worth studying. The cultural traditions of the Osing tribe are preserved across all age groups, as evidenced by the good quality of life throughout the corona virus nineteen pandemic (Dermawan et al., 2021). To date, there have been many studies exploring the local wisdom of the Osing tribe's culture, ranging from aspects of customs such as

traditional houses, traditions, norms, beliefs in traditional medicine, ethics, social life, the phenomenon of elderly people with long life spans, and the quality of life of the Osing tribe (Nisak et al., 2023). However, there has been no research specifically exploring mental health among children and adolescents in the Osing tribe. Based on the above phenomenon, the researcher aims to explore the mental health of Osing tribe adolescents in achieving mental well-being as a suicide prevention measure.

METHOD

This study was designed using a qualitative approach and applied phenomenological methods. The study was conducted in Kemiren Village, Glagah Subdistrict, Banyuwangi Regency. The population in this study was the residents of Kemiren Village. The informants in this study were six Osing teenagers who are native residents of Kemiren Village. The process of selecting participants in this study used purposive sampling, where the researcher selected respondents selectively based on particular standards deemed pertinent to the study to be conducted (Subhaktiyasa, 2024). The requirements for participants in this research were: 1) Indigenous Osing ethnic group teenagers; 2) Indigenous residents of Kemiren Village; 3) Aged between 10 and 24 years.

Data collection techniques used semi-structured formal interviews conducted between May 11 and June 17, 2024. All interviews were recorded using a recording device, then transcribed, validated (member checking) by the participants, and the validated data were analyzed in depth (Splinter et al., 2023). In this study, the Colaizzi method was used, which involves the systematic processing of interview data followed by the analysis process. The steps involved in Colaizzi's data analysis are outlined below: 1) Reading the interview transcripts thoroughly and repeatedly; 2) Identifying relevant questions; 3) Interpreting the meaning of the questions to obtain the appropriate keywords; 4) Grouping keywords into thematic categories; 5) Compiling descriptions and conducting transcript checks, categorization, and thematic analysis; and 6) Validating the analysis results with participants (Allman et al., 2024). Data analysis was conducted using NVIVO 12 software. The Health Research Ethics Committee (KEPK) of the Banyuwangi College of Health Sciences (STIKES) has approved this research with ethics certificate number 313/02/V. The Informants were made aware and consented that this research was optional. The researcher guarantees that data obtained from informants will be kept confidential.

RESULT

There were six informants in this study. The characteristics of the informants consisted of the main informants, who were indigenous Osing teenagers. Table 1 shows that the informants were aged between 10 and 21 years old, with an equal number of male and female teenagers. The majority of the main informants were still in school.

Table 1.
The Characteristics Partisipants

No	Informant	Teenager's age (years)	Teenager's gender	Teenager's current education	Ethnicity
1	R1	10 th	Male	Elementary school	Osing
2	R2	15 th	Female	Junior high school	Osing
3	R3	20 th	Female	Senior high school	Osing
4	R4	21 th	Female	College	Osing
5	R5	14 th	Male	Junior high school	Osing
6	R6	17 th	Male	Senior high school	Osing

The main informants in this study were indigenous Osing teenagers. Three themes and eight sub-themes were identified. The themes identified were 1) Stress; 2) Osing teenage activities; 3) Social support. All themes and sub-themes are presented below:

Theme 1 Stress

This theme explains the causes of stress experienced by the main informant. Three sub-themes were identified: 1) causes of stress, 2) symptoms of stress, 3) coping mechanisms. The causes of stress experienced by the main informant were identified through the category of academic pressure due to the large number of assignments received, as well as social relationships where the main informant feared being bullied and misunderstandings occurred within the circle of friends. The stress experienced leads to symptoms. The identified stress symptoms experienced by the informants include physical symptoms such as exhaustion leading to hospitalization, anxiety and restlessness, hormonal imbalances marked by irregular menstrual cycles, emotional symptoms such as some informants choosing to cry or remain silent when stressed, and cognitive symptoms such as academic difficulties. The coping mechanisms employed by the main informants were categorized into physical strategies; traditional dancing, sports, playing gamelan, cognitive strategies by managing time, emotional strategies by sharing stories and apologizing, and reminding each other, and behavioral strategies by resting when there is no work.

Table 2.

Distribution of Stress Themes

Theme	Sub-Theme	Excerpt
Stress	Causes of stress	<i>"I used to be really anxious and restless, maybe when it was time for deadlines, the deadline was tight and there were additional tasks to do" (R4)</i>
		<i>"There was a senior who was naughty, he used to pinch my friend's chair until she cried and skipped school because she was scared. So I was afraid that he would do the same to me" (R1)</i>
		<i>"It's normal, right, to sometimes make mistakes in behavior and speech with friends. As for other issues with friends, alhamdulillah, I've never had any." (R3)</i> <i>"Maybe in lectures there are usually circles, right, so sometimes suddenly it doesn't fit, if it's not the same circle, then you're not accompanied by your friends who want to be there" (R4)</i>
	Symptoms of stress	<i>"I once got so sick that I had to be hospitalized. I was exhausted and worried. I was vomiting, had diarrhea, didn't want to eat, and felt weak, so my father took me to the emergency room and then to the hospital (sad)." (R4)</i>
		<i>"I've been really anxious and restless, maybe because of a deadline for an assignment, or because the deadline was tight and then more assignments were added." (R4)</i>
		<i>"Well, if it's about hormones, then there's a lot of acne. Oh, maybe it's stress, and the hormones aren't regulated. Sometimes there are bruises, right? That means you're really exhausted." (R4)</i> <i>"Crying to Mom because there's so much homework. I feel confused, where should I start?" (R1)</i> <i>"Personally, I rarely talk about it, sir. I'm not the type to share everything. When there's a problem, I just keep quiet. Then I get tired of being quiet, so I hang out with friends playing gamelan to calm down." (R5)</i> <i>"Sometimes homework is done at school. Maybe for me, it's like the time for studying is over, so it's time to do other things." (R3)</i>
	Coping mechanisms	<i>"If I have a lot on my mind, I practice dancing. If there is practice at the studio, I practice. Usually, I feel happy after dancing." (R2)</i>
		<i>"Personally, I rarely talk about my problems. I am not the type of person who talks about everything. If I have a problem, I just keep quiet. I get tired of keeping quiet, so I hang out with my friends and play gamelan to calm myself down." (R6)</i>
		<i>"I started to realize, oh, I'm not doing my homework on time, I'm always practicing dance, so I started managing my time so that my schoolwork gets done, and my dance hobby is also fulfilled." (R2)</i> <i>"I always talk to my mom and dad about everything. Sometimes my mom even checks my phone to see who I've been messaging. I don't dare hide anything because I'm afraid my mind can't handle it if I keep it bottled up. My mom and dad give me advice and hug me." (R2)</i> <i>"I usually just apologize to my friends, promise not to repeat it, and ask them to teach me and remind me if I make a mistake." (R2)</i> <i>"Sometimes I just rest for a while. If there's a dance practice schedule or a dance job, dancing can refresh my mind and make me happy again." (R4)</i>

Theme 2 Osing Youth Activities

This theme of Osing youth activities was identified by informants as daily activities outside of formal education. One sub-theme was identified under this theme. The category of traditions that exist in the Osing tribe. There are Osing youth activities that involve learning music and the arts, all of which are inherited talents.

Table 3.
Distribution of Osing Youth Activity Themes

Theme	Sub-Theme	Excerpt
Osing Youth Activities	Traditions	<i>"I'm more into gamelan, dance gamelan, because there are several types of gamelan. I'm more into pantus, mas. Pantus is like the leader, so yeah."</i> (R3) <i>"I like playing barong kale jaranan (smiles). I'm happy because I've been playing barong kale with my friends."</i> (R1) <i>"It's from my mother's side. My mother can dance, and my grandmother can dance and play music, so it's in the family"</i> (R2)

Theme 3 Social Support

This theme explains the support received by the main informant. The social support received by the main informant is identified in four sub-themes under the theme of social support. 1) Family: The main informant's family provides support such as: (1) Emotional support by showing affection and acceptance in positive activities. (2) Instrumental support is identified in the category of instrumental support provided, namely helping the family with tasks. (3) Informational support by providing explanations to the school regarding participation in artistic activities and receiving religious advice. 2) The Osing Ethnic Group's Art Group has a dance studio with free dance instructor facilities and a traditional school called Pesinauan Osing, which teaches about dance, cuisine, music, and crafts. 3) The village government, along with the village head and community, participates in art events and traditional music competitions. 4) The school, specifically the school principal, provides support in the form of exemptions for students participating in art activities.

Table 4.
Distribution of Social Support Themes

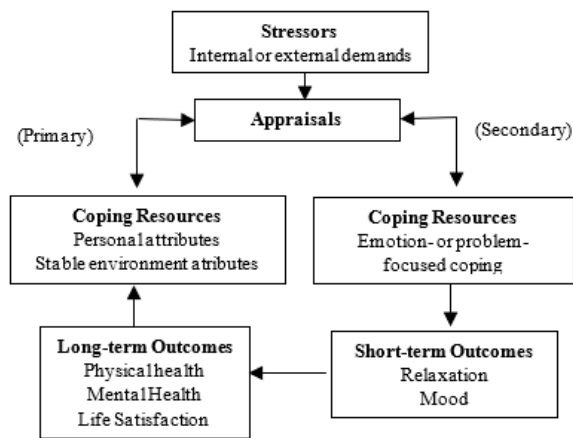
Theme	Sub Theme	Excerpt
Social support	Family	<i>"Sometimes I'm not in the mood, and when someone tries to talk to me, I don't respond. My mother comes into my room suddenly and starts massaging me, and if she massages me for a while, she starts talking. She asks me what's wrong, and then I tell her."</i> (R4) <i>"It's normal, sir. My parents usually support my activities as long as they are positive, because they have known since I was little that my talents lie in non-academic areas, not academic ones. So whether I'm ranked first or whatever, they just let me be, as long as I graduate."</i> (R5) <i>"Yeah, I really stress out when there's a lot of homework. Then my dad and mom help me with the crafts and stuff."</i> (R2) <i>"My dad supports me in the arts because that's where my talent lies. Back when the arts were looked down upon, my dad was called to school because I kept asking for permission to leave due to work commitments. But after my dad explained to the school, they understood and accepted it."</i> (R3) <i>"No, there aren't any, sir. My dad says that no matter what activities I do, I shouldn't skip prayers."</i> (R3)
	Osing group	<i>"At first, my elementary school friend invited me to join the barongan dance group, and then the owner of the studio in the east asked me to practice there. The lessons were free, and if there were any events, I was invited to participate until now."</i> (R6) <i>"At Pesinauan, the traditional school, I also participated in dancing there. It's not just dancing; they teach Osing cooking, music, and Osing weaving skills. It's free and nice, but I want to focus on dancing, so I just go to the Cindo Sutro studio."</i> (R2)
	Village administration	<i>"The village head usually gives jobs to children who dance and play gamelan. In Kemiren, there are often regional events promoting Kemiren culture, so the children here are given jobs at those events"</i> (R2). <i>"The village often asks us to represent Banyuwangi in music competitions. I've been asked to do this since elementary school, and I'm happy because I get paid"</i> (R3).

Theme	Sub Theme	Excerpt
	School	<i>"There are often guests, right? Sometimes when I'm at school, the principal says, 'Dino, tomorrow, please accompany us during the pre-event and play some music, okay?' Yes, sir." Maybe that's why when I was in high school, it really helped my grades. So the school knows that I have permission to have a job or sometimes represent Banyuwangi." (R6)</i>

DISCUSSION

This study identified three themes that reflect the mental health of Osing tribe adolescents in achieving mental wellbeing as a suicide mitigation effort. The study involved six main informants (Osing tribe adolescents, aged 10-24 years). The first theme was stress, with three sub-themes: causes of stress, symptoms of stress, and coping mechanisms. Adolescence is a transitional period from childhood to young adulthood, during which individuals begin to face various life experiences characterized by unique ways of thinking, emotional changes, and perspectives. Information gathered from Osing ethnic group adolescents indicates that they, like most adolescents, also experience stress. The stress experienced by Osing ethnic group adolescents is caused by academic pressure, such as the large volume of assignments with tight deadlines between tasks, fear of bullying that occurs directly in front of them, and misunderstandings within their social circles. Most adolescents experience stress in their daily lives. The primary sources of stress are academic pressure, high parental expectations, and a lack of support or family conflicts (Ramadhanti & Ifdil, 2023). Peer pressure can also trigger psychological stress in adolescents (Ulum et al., 2024). The physical symptoms of stress experienced by Osing teenagers include headaches, dizziness, weakness, and fatigue. Hormonal imbalances related to increased cortisol levels can lead to irregular menstrual cycles. Anxiety manifests as irritability, crying, withdrawal, neglecting school tasks, and difficulty concentrating. Generally, stress affects adolescents' emotional, physical, and cognitive well-being. The direct impact often felt by adolescents when stressed is physical issues. Disrupted immune system function, such as hypothalamic-pituitary-adrenal (HPA) axis activity, affects cortisol production. The correlation between stress levels and physical symptoms includes headaches, fatigue, difficulty sleeping, and muscle pain. Stress also affects adolescents' cognitive functions (Pradipta & Hanami, 2024).

Osing tribe teenagers demonstrate the process of resolving stress through coping mechanisms applied using a number of strategies, including physical strategies (traditional dancing, sports, playing gamelan instruments), cognitive strategies by managing time, emotional strategies by sharing complaints, apologizing, and reminding each other, and behavioral strategies by resting when there are no activities. Adolescents define stress as a condition where the mind is overwhelmed by burdens and pressures. This aligns with the primary appraisal theory proposed by Lazarus & Folkman (1984). In this primary appraisal, adolescents perceive the abundance of mental burdens as a threat in a specific situation, leading them to assess the situation as stressful. This is also related to the secondary appraisal theory of Lazarus and Folkman regarding stress. Secondary appraisal is the teenager's assessment of their abilities and resources in meeting the demands of their environment. When an individual feels that they are not suitable or unable to meet the demands of their environment, the teenager will experience a state of stress (Pradipta & Hanami, 2024). Osing tribe adolescents identify stress in certain situations, meaning they have conducted primary assessments based on Lazarus' theory. However, Osing tribe adolescents do not assess stress using secondary assessments to question activities as coping responses to the stress they feel. Osing tribe adolescents directly distract themselves from stress by participating in artistic activities that have become routine and passed down through generations, taught from a young age.



Picture 1: Lazarus' transactional model of stress and coping (Margaret et al., 2018)

The second theme is the activities of Osing tribe teenagers with the sub-theme of tradition. Osing tribe traditions are taught from an early age, transmitted from one generation to the next, starting from children, teenagers, to adults. Osing tribe teenagers spend their free time doing routine artistic activities. The arts they do are dancing and playing gamelan music. The American Dance Therapy Association states that it has developed general dance movements in its psychological research that can be used as a medium for expressive therapy, known as Dance Movement Therapy (DMT). DMT is utilized as a means to express feelings, reduce stress, relax the mind, and enhance emotional well-being (Kasih et al., 2024). Additionally, music can reduce stress levels by influencing cortisol hormones, thereby producing a relaxing effect on the brain and preventing cortisol spikes during stressful situations (Meliyana et al., 2023). Osing tribe adolescents possess adaptive coping resources for stress through their regular artistic activities, which are part of their daily routines.

The third theme is social support with four sub-themes: family, Osing art groups, village government, and schools. Osing parents have a culture of parenting that builds their children's character by introducing them to cultural values such as Osing dances and barong from kindergarten onwards. Emotional support from parents is also provided to Osing teenagers through open and effective communication. Additionally, the Osing community's belief that having only one child is sufficient due to concerns about unfair distribution of affection plays a role. An only child receives full attention, affection, and support from both parents, leading them to tend to develop confident personalities. However, the self-concept of each only child cannot be guaranteed to be the same, as it also depends on the parenting style applied by each parent (Safira & Nofriza, 2024).

The Osing Kemiren tribe provides a non-formal education school where Osing children and teenagers can learn the arts free of charge. The school is called the Adat Pesinauan School, located in Kemiren Village, Glagah Subdistrict, Banyuwangi Regency. The Adat Pesinauan School teaches arts such as dancing (Gandrung dance), music (gamelan and kendang), reciting the Yusuf lontar, and culinary arts (traditional Osing dishes and pastries). In Kemiren Village, there is also an art studio that trains in dancing, gamelan, barong, and empowers teenagers for artistic activities both within and outside the city. The cultural activities in Kemiren Village are carried out smoothly thanks to the support from the local village government. The Kemiren Village Government actively promotes education by teaching customs, culture, traditions, and arts to every generation, from primary school, middle school, high school, to adulthood. The Kemiren Village Government strives to introduce the traditions, culture, and customs of the Osing ethnic group to the broader community, including foreign nationals (WNA). Information received from Osing tribe teenagers indicates that, in addition to the village government, their schools also support the artistic talents of their students. Osing tribe teenagers do not feel burdened despite rarely attending school, as their

academic performance is supplemented by non-academic achievements that bring honor to the school and Banyuwangi Regency. Mental health promotion in schools is necessary to prevent suicide cases (Valeria et al., 2020). Osing tribe teenagers have four domains that contribute to achieving mental stability and adaptive coping resources, namely family, community, school, and the Village Government.

CONCLUSION

Osing teenagers immediately distract themselves from stress by participating in artistic activities that have become a daily routine and have been passed down from generation to generation since early childhood. Artistic activities such as dancing and playing gamelan music enable Osing tribe teenagers to develop adaptive coping resources for stress. Dance movements have been proven to serve as a medium for expressive therapy, known as Dance Movement Therapy (DMT). Osing tribe teenagers also have four domains that play a role in fostering mental well-being and adaptive coping resources: family, community, school, and village government.

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