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The importance of teacher interpersonal communication as an effort to maintain students' mental health: a study of literature review

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ABSTRACT

Mental health disorders in students have increased significantly in recent years, including anxiety, depression, stress, and feelings of isolation. Teachers have an important role not only as information transmitters but also as effective learning facilitators. Empirical and responsive interpersonal communication can provide the support, understanding, and guidance needed to maintain students' mental health. The purpose of this article is to provide an overview of the role of interpersonal communication in maintaining students' mental health. This article aims to inform readers of the role teachers play in supporting students' mental health through good interpersonal communication. The method used is a review of the literature by taking an article that can answer research problems. In this case, there are four main sources for research references. The result of this study is that teachers need to establish good interpersonal communication with students to support their mental health. Empirical, responsive, and inclusive communication can provide the support, understanding, and guidance needed to address academic anxiety, depression, stress, feelings of isolation, low self-esteem, and emotional problems. Positive emotional relationships between teachers and students create a safe, supportive, and mental well-being environment for students. Teacher interpersonal communication also promotes collaborative communication between teachers and students. Active participation and open discussion help students feel involved in the learning process, build confidence, and pay attention to their emotional needs. To improve teachers' interpersonal communication, educational institutions need to provide appropriate training and support. Teachers need to develop effective communication skills and an understanding of students' mental health. A supportive and stigma-free environment must also be created so that students feel comfortable talking about health issues.



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Introduction

In recent years, cases of mental health disorders in students have increased significantly at various levels of education, including anxiety, depression, stress, and feelings of isolation (Novisari & Kemala, 2021). Educational researchers and practitioners have identified the lack of attention paid to effective interpersonal communication between teachers and students in the educational environment as one of the factors contributing to students' mental health problems (Mansyur et al., 2020; Wijayanti & Sulistiobudi, 2018).

Interpersonal low-quality or interrupted communication can prevent students from expressing their feelings and facing the challenges they face, which ultimately negatively affect their mental health (Anggraini, 2015). Therefore, it is important for teachers to understand their role not only as an information transporter but also as an effective learning facilitator. Through good communication, teachers can create a positive learning environment where students feel heard, accepted, and supported in addressing mental health issues (Aini, 2018; Darmawati et al., 2022; Mulyati, 2019). Using empathic and responsive interpersonal communication, teachers can provide the support, understanding, and guidance needed to maintain students' mental health. In the context of the phenomenon of increasing mental health problems, teachers' role in addressing these challenges is becoming increasingly important, as the overall quality of education and well-being depend on their efforts in creating a learning environment that supports and cares for students' mental health (Blaweni & Hidayat, 2022; Putri & Sawitri, 2020; Sari, 2018; Ummah et al., 2022).

In addition, in the digital and social media era, students often face high social pressures, such as online intimidation, a sense of self-confidence triggered by social comparison, and a dependence on technology that impacts more superficial social interactions (Nugraha, 2018; Suryani, n.d.). This phenomenon further highlights the interpersonal importance of teacher communication in creating a safe, supportive, and caring learning environment for students' mental health. Students' mental health problems also have an impact on the overall quality of education. Students with mental health disorders tend to have difficulty learning, concentrating, and participating in academic activities (Rajagukguk et al., 2022; Yusup & Musharyanti, 2021). This can hinder their academic achievement and affect their social and emotional development. Mental health problems experienced by students can vary, including academic anxiety, depression, stress, feelings of isolation, low self-esteem, and emotional problems. When interpersonal communication between teachers and students is less effective, the problem can be further exacerbated.

Students may experience a great deal of academic anxiety as a result of high academic demands. While stress is frequently a result of academic competition and parental expectations, depression can result from social pressure and personal issues. Students who feel socially isolated or have difficulty building relationships with classmates can also have a negative impact on their mental health. Low self-esteem can result from a lack of recognition of students' achievements. In addition, emotional problems such as anger, anxiety, and sadness can also affect students' mental well-being (Hutabarat, 2021). Therefore, it is important for teachers to establish good interpersonal communication with students to support their mental health. Through empathic, responsive, and inclusive communication, teachers can provide the support, understanding, and guidance needed to address these problems and maintain students' mental health holistically (Muhtar & Lengkana, 2021).

Interpersonal communication between teachers and students helps to build positive emotional relationships (Choirunissa & Ediaty, 2020; Dharmayanti, 2013; Sidik & Sobandi, 2018). When students feel accepted and heard by teachers, they feel more comfortable sharing their thoughts and feelings. This creates a safe and supportive learning environment, which promotes students' mental health (Hamdayama, 2022). In a positive and trusting relationship, teachers can provide students with important emotional support, helping them cope with stress and improving their mental well-being. Improving collaborative communication to maintain interpersonal student mental health. Good teacher communication also promotes collaborative communication between teachers and students. Through open discussion and active participation, students can feel involved in the learning process (Hsb, 2022; Rosyanti & Hadi, 2020; Saputri & Indrawati, 2011). This participation helps students feel valued and builds confidence, which in turn contributes to their mental health. Teachers who facilitate collaborative communication create learning environments that pay attention to students' emotional needs, as well as help them develop the social skills necessary to maintain mental health.

In addition, teacher interpersonal communication also plays an important role in proactively identifying and dealing with students' mental health problems. Through open and ongoing communication, teachers can observe changes in behavior or signs of mental health problems in students (Skinner et al., 2016; Spilt et al., 2011). They can work with school health support teams, such as counselors or psychologists, to provide the necessary intervention. By detecting and addressing students' mental health problems early, teachers can help create a safer, more supportive, and more comprehensive learning environment. In order to improve teachers' interpersonal communication and maintain students' mental health, it is important for educational institutions to provide appropriate training and support. Teachers can be trained to develop effective communication skills, an understanding of students' mental health, and strategies for building strong relationships and mutual trust (Syaparuddin et al., 2020). In addition, it is important for schools and teachers to create a supportive environment where students feel comfortable talking about their mental health problems without fear of stigmatization or discrimination.

However, in practice, there are still some issues that need to be addressed in the interpersonal implementation of teacher communication to maintain students' mental health. One problem that may be encountered is time

and resource constraints. In a tight context and tight schedule, teachers may have time limitations when paying individual attention to each student. In addition, resource constraints such as a lack of counselors or mental health support in schools can also affect teachers' ability to provide adequate support.

It is also important to realize that not all teachers have sufficient interpersonal communication knowledge and skills to address students' mental health problems (Handayani, 2017). Some teachers may need additional training in this regard in order to be an effective source of support for students. In addition, stigma related to mental health problems is also a challenge that needs to be addressed. Teachers need to maintain a stigma-free environment and promote a broader understanding of the importance of mental health in education. In dealing with these issues, collaboration and support from schools, parents, and other related parties are essential (Novianti, 2016; Saputra & Suryadi, 2022). By prioritizing students' mental health as part of the educational agenda, we can work together to address these challenges and ensure that teachers' interpersonal communication remains an effective tool for maintaining students' mental health.

The purpose of this study is to provide an overview of the importance of teacher interpersonal communication in maintaining students' mental health. This article aims to inform readers of the role teachers play in supporting students' mental health through effective interpersonal communication. In addition, this article also aims to improve understanding of the importance of creating an inclusive, empathic learning environment and supporting students' holistic growth. The urgency of this study lies in increasing awareness of students' mental health and its impact on the teaching and learning process. Students' mental health is an important aspect that affects the overall quality of education. With the increasing number of mental health disorders among students, it is important for teachers and educational institutions to understand their role in maintaining students' mental health. The urgency of this study provides direction for support and training for teachers in developing adequate interpersonal communication skills. Teachers are important agents in creating a learning environment that supports and promotes students' mental health. With this article, it is expected that there will be greater awareness of the importance of investment in training and support for teachers in terms of interpersonal communication and understanding of students' mental health.

Method

The research method used in this article is a literature review (Nur & Noviardila, 2021; Surahman et al., 2020). This approach is aimed at collecting, analyzing, and synthesizing previous studies relevant to the topic "The Importance of Interpersonal Teacher Communication in Efforts to Maintain Students' Mental Health". The first step in this method is to systematically search for literature through academic databases such as scientific journals and other reliable sources. The search was conducted using relevant keywords, such as "teacher communication interpersonal", "student mental health", and "teacher's role in student mental health". Researchers can also perform manual searches through references in the articles that have been found to ensure the inclusion of relevant literature. Once the relevant literature is collected, the next step is to make a literature selection.

The researcher evaluated each article systematically based on previously established inclusion and exclusion criteria. Articles that meet inclusion criteria, such as having a direct relationship with research topics and presenting relevant findings, are selected for inclusion in the review. After the literature selection is complete, researchers conduct a deep literature analysis. The selected articles are critically analyzed to identify key findings, similarities, differences, and gaps in the existing literature. Data from these articles was then synthesized to gain a comprehensive understanding of the interpersonal importance of teacher communication in maintaining students' mental health.

From Figure 1, we can see the initial search data using Google Scholar: there are 95 search results documents with the keywords "teacher interpersonal communication" or "mental health", after which researchers check which corresponding articles have not yet been found in the literature, four articles were used to lead to the purpose of this study. The selected articles have been qualified, such as those published in the journal, to contain actual matters concerning mental health and interpersonal communication among teachers; beyond these conditions, the document will be dismissed. Here is the article data that was used as reference material to answer the question of the importance of teacher interpersonal communication in maintaining students' mental health.

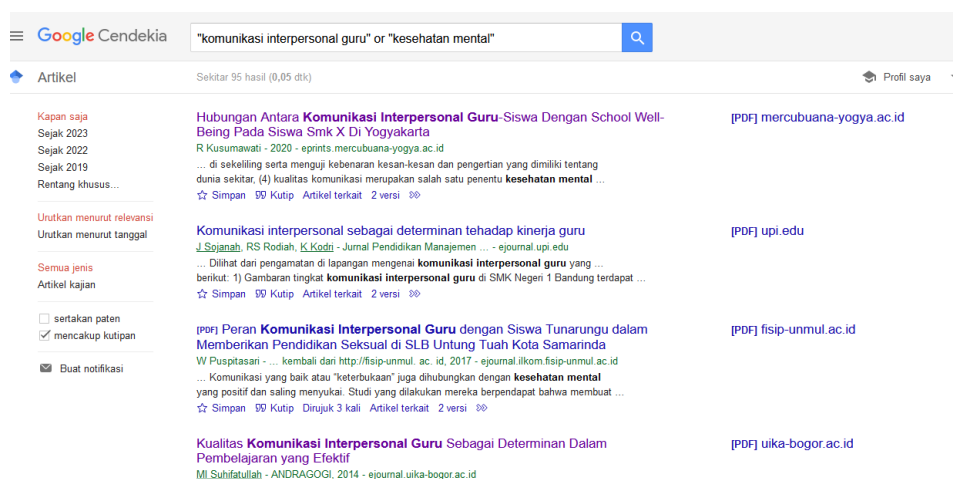


Figure 1 <Google Scholar About Keywords>

Table 1 <Selected Journals>

Author	Published Year	Journal
Janah Sojanah	2021	Pendidikan Manajemen Perkantoran
Basthoumi Muslih	2020	Penelitian Manajemen Terapan
M. I. Suhifatullah	2014	Andragogi
Widya P Pontoh	2013	Acta Diurna Komunikasi

In Table 1, four articles have been carefully selected for their diverse and up-to-date insights. The first article, written by Janah Sojanah in 2021 and published in Laya Mandalika, offers a view directly related to the problem under study. Furthermore, the second article, written by Basthoumi Muslih in 2020 and published in Applied Management Research, contributes from a management perspective that can complement an understanding of this problem. The third article, written by M. I. Suhifatullah in 2014 and published in Andragogi, offers an approach focused on adult education that can provide valuable insight. Finally, the fourth article, written by Widya P. Pilamot in 2013 and published in Acta Diurna Communications, provides a relevant communication perspective in the context of this problem.

Results and Discussions

The following are the contents of the articles, including the subject, author, and focus on discussions relevant to teacher interpersonal communication, mental health, and student coping.

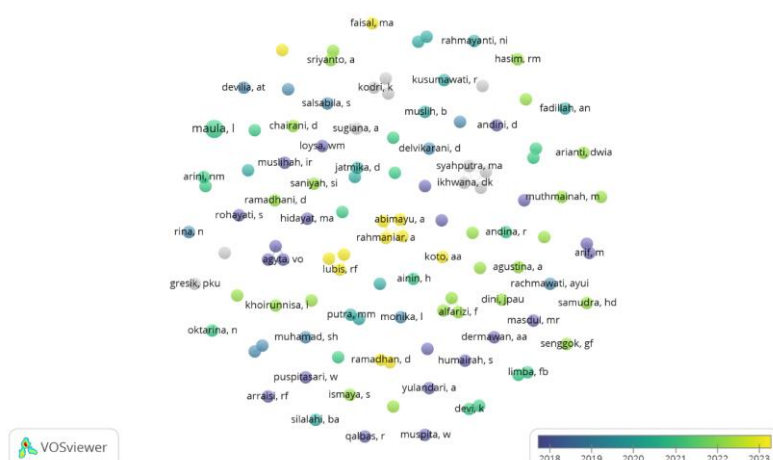


Figure 2. Joint author "Teacher Interpersonal Communication" or "Mental Health"

In Figure 2, Joint Writers, there are 111 items with 86 clusters. Old articles are marked in purple, and cover the period up to 2018. Meanwhile, articles discussing 'teacher interpersonal communication' or 'mental health' have been published since 2014 by author M.I. Suhifatullah, located in cluster 79 with one article. One interesting article entitled 'Teacher Interpersonal Communication Quality as a Determinant in Effective Learning' has received twice the citations. The article discusses the importance of teacher communication quality in achieving success and avoiding failure in educational goals. The quality of teacher communication includes traits such as openness, empathy, support, a positive attitude, and equality."

The article published in 2022 is marked in green and records one quotation and one document. This article was written by Mutmainah and is included in Cluster 52 under the theme "Coping to Develop Negative Emotions Management Capabilities of 4-6 Year Olds". In the article, the study of coping skills aimed at managing negative emotions in children ages 4–6 is described. This approach follows the design steps of ADDIE learning. The study involved a variety of subjects, including learning model experts, material experts, media experts, 4-6 year-old kindergarten children, and kindergarten teachers.

Students, as associated with this study Research results show that there is a significant effect of instructional communication on student learning motivation. These findings are in line with previous studies that show that teacher interpersonal communication has a significant influence on students' learning motivation. A good teacher's interpersonal communication involves several key factors. First, mutual understanding and concern between teachers and students, where teachers understand and respond to students' needs and feelings with empathy, Second, open and transparent communication, where teachers receive students' input, questions, and complaints openly and provide clear and honest explanations for learning, Third, the clarity and continuity of communication, where communication is conducted regularly and consistently so that students feel that relationships with teachers are sustainable, A good teacher's interpersonal communication also pays attention to individual students' differences. Teachers need to adapt their communication according to students' needs and characteristics, so that students feel involved and connected to the learning process. Good teachers' interpersonal communication also provides students with emotional and social support, helping them cope with the academic pressures, stress, and emotional problems they may face.

According to Sojanah et al., (2021) Interpersonal communication among teachers has a positive impact on their performance. This finding underscores the importance of teacher-student interpersonal communication in maintaining students' mental well-being. Through effective communication between teachers and students, a close relationship can be formed, providing support and understanding to students facing mental health issues. Teacher interpersonal communication also helps create a safe and supportive learning environment, where students feel heard, respected, and comfortable expressing themselves. Moreover, teachers who are effective communicators can raise awareness about mental health among students, provide relevant information and education, and teach the skills needed to cope with mental health challenges. Therefore, it is crucial for teachers to develop strong interpersonal communication skills to maintain students' mental well-being and foster a positive learning environment.

In maintaining students' mental well-being, teacher-interpersonal communication plays a vital role (Tinambunan et al., 2021; Warmansyah, 2020). Through effective communication, teachers can identify students experiencing mental health problems and provide the necessary support. Teachers can also create a safe and supportive environment for students, where they feel heard, respected, and comfortable expressing their thoughts and feelings. Additionally, teachers with strong communication skills can provide information and education on mental health to students and teach skills to manage stress and overcome mental health challenges (Rufaida et al., 2021).

To enhance the quality of education and students' well-being, it is essential for teachers to continuously develop their interpersonal communication skills. Training and professional development focusing on interpersonal communication can help teachers improve their effectiveness in interacting with students, building positive relationships, and supporting students' mental well-being.

According to Muslih, (2020) Teacher interpersonal communication becomes important in maintaining students' mental health due to the finding that communication has a positive impact that can increase one's motivation. In the COVID-19 pandemic situation, where physical interactions are limited, teacher interpersonal communication becomes more important in maintaining students' mental health. Through good communication, teachers can provide support, understand students' feelings and needs, and motivate them in the face of the challenges they face. Good interpersonal communication involves discretion, skill, and caution in communicating and receiving information. In this context, good communication means communicating with

empathy, actively listening, using clear and friendly language, respecting the views and feelings of others, and paying attention to the effects that communication may have. Good communication also involves the ability to build mutually beneficial relationships, clarify misinterpretations, and maintain trust between teachers and students. With good interpersonal communication, teachers can create a supportive environment, strengthen students' mental health, and encourage their motivation to learn and develop. The importance of teacher-interpersonal communication in maintaining students' mental health Research results show that there is a significant influence between teacher instructional communication and students' learning motivation. In this context, the importance of teacher interpersonal communication can be seen by its positive impact on students' learning motivation as well as its effect on creating a learning environment that supports and strengthens students' mental health. A good teacher's interpersonal communication involves several key factors. First, teachers need to understand and respond to students' needs and feelings with empathy. This includes the ability of teachers to listen actively, respect students' views, and acknowledge their feelings. Teachers who are able to understand and respond to students with empathy can provide important support in maintaining students' mental health.

Open, transparent, and clear communication is also an important component of good teacher-student interpersonal communication. Teachers need to accept students' input, questions, and complaints openly, and provide a clear and honest explanation of learning (Desy, 2018). Through transparent communication, students can feel more involved in the learning process, which can contribute to their mental health. Teacher interpersonal communication is also related to the recognition of individual students' differences. Teachers need to adapt their communication according to students' needs and characteristics. This includes teachers' ability to recognize students' specific needs, build mutually beneficial relationships, and provide emotional and social support. The interpersonal communication of teachers who pay attention to individual student differences can help maintain their mental health by ensuring that they feel welcome, supported, and safe in the learning environment.

Teacher-student interpersonal communication is becoming more important in maintaining students' mental health. The limitations of physical interaction strengthen the need for effective communication over online or virtual channels. Teachers need to use the various communication channels available to stay connected to students, provide support, and motivate them in the face of the challenges they face. Effective, empathic, transparent, and engaging communication between individual students is a hallmark of good teacher-student interpersonal communication. Through good communication, teachers can create a positive learning environment, support students, and strengthen their mental health. Continuous efforts to improve skills;

According to Suhifatullah (2014) Teachers' failure to communicate with students can have a fatal impact on their behavior. Teachers who are not able to communicate well with students can cause a decrease in learning motivation, loss of questioning, inferiority, and immersion. In fact, in some cases, poor communication between teachers and students can result in students exhibiting resisting behaviors or being recalcitrant towards given tasks. This is seen in examples of physical and psychic violence committed by some teachers against students, such as beating, slapping, insulting, or reproaching. In this context, good interpersonal communication between teachers and students becomes very important. Good interpersonal communication is communication that takes place face-to-face, is interactive, and involves dialogue between teachers and students.

Positive interpersonal communication is essential to creating a healthy learning environment for students. In this study, it was revealed that there was room for improvement in teacher communication skills, to avoid actions that could harm or interfere with students' mental health. Some examples of efforts that can be made to improve empathy and understanding between teachers and students and to build trust and respect between them With good interpersonal communication, students can feel listened to, be encouraged to actively participate in learning, and feel safe to express opinions or ask questions without fear of being subjected to discrimination or violence. It is important to create an environment where all students feel valued and given equal opportunities to develop so that they can grow and learn with confidence and good mental health.

Effective interpersonal communication between teachers and students has a significant influence on students' learning motivation. Good teacher-interpersonal communication plays an important role in creating a positive and supportive learning environment as well as in affecting students' mental health. In the context of the importance of student mental health, good teacher-student interpersonal communication can affect various aspects of student life. Teachers who are able to communicate with empathy, care, and clarity can help students feel heard, accepted, and supported (Suwarni, 2022). Transparent and open communication allows students to present their questions, complaints, or inputs more comfortably. This helps to reduce stress and improve students' mental health.

According to Pontoh (2013) The emphasis in this study was placed on the importance of teacher-interpersonal communication in maintaining students' mental health. Teachers who are able to establish good communication with students can create a healthy learning environment and support their development. Good interpersonal communication between teachers and students involves aspects such as empathy, understanding, trust, and respect. In the context of this study, teachers' interpersonal communication mainly occurs when they interact with students in the classroom. This type of communication includes verbal and nonverbal communication. Verbal communication involves speech, dedication, paraphrasing, and the use of language that students can understand. Nonverbal communication involves body movements, facial expressions, eye movements, voice characteristics, and personal appearance.

Good interpersonal communication between teachers and students strongly supports learning processes, such as trade, counseling, training, guidance, and conflict resolution. Teachers use verbal communication by speaking directly in front of the class or in person with each student. They also use nonverbal communication, such as body movements and facial expressions, to help students understand the messages being delivered. In essence, good interpersonal communication between teachers and students is an important factor in maintaining students' mental health. Teachers who are able to establish effective communication and pay attention to students' needs can create a safe, inclusive, and supportive environment. In the context of this study, teacher-student interpersonal communication mainly involves verbal and nonverbal communication that students can understand, so that they can gain knowledge better. Good interpersonal communication with teachers is needed to get the support, understanding, and motivation needed in the face of learning challenges. Teachers who are able to establish empathic communication and listen actively can help students feel listened to and appreciated. It contributes to students' mental health by creating feelings of security, confidence, and emotional well-being.

Good interpersonal communication can also strengthen the relationship between teachers and students. When students feel their relationship with teachers is positive and mutually beneficial, they tend to feel more motivated to learn and develop (Johnson & Johnson, 2005). In such a supportive environment, students find it more comfortable to participate, ask questions, and express their thoughts and feelings. Teachers who are able to build mutually beneficial relationships with students can also help prevent and reduce resisting or recalcitrant behavior that can harm students' mental health.

For example, in a COVID-19 pandemic situation, where physical interactions are limited, teacher interpersonal communication becomes more important in maintaining students' mental health. Teachers need to use various available communication channels, such as video conferences, text messages, or online learning platforms, to stay connected to students. Through good communication, teachers can provide emotional support, understand students' feelings and needs, and provide motivation in dealing with remote learning challenges. The importance of teacher interpersonal communication in maintaining students' mental health is seen through its positive impact on learning motivation, healthy learning environment, and mutually beneficial relationships between teachers and students. Emotional communication, active listening, and caring for individual students' needs are key factors in maintaining students' mental health. During the COVID-19 pandemic, teachers' interpersonal communication through online channels also became important in maintaining students' mental health.

Conclusions

Effective communication between teachers and students has a positive impact on creating a healthy learning environment, improving learning motivation, and reducing the risk of mental health problems in students. In the context of this study, good interpersonal communication between teachers and students involved aspects such as empathy, understanding, trust, and respect. To ensure that students understand their messages, teachers need to use effective verbal and nonverbal communication techniques. Good communication enables teachers to provide support, understand students' feelings and needs, and motivate them in the face of learning challenges. In addition, good interpersonal communication can also strengthen the relationship between teachers and students. Positive and mutually beneficial relationships between teachers and students increase students' motivation to learn and develop. Good communication also helps prevent and reduce negative behaviors that can harm students' mental health. The importance of teacher interpersonal communication in maintaining students' mental health is seen through its positive impact on learning motivation, a healthy learning environment, and mutually beneficial relationships between teachers and students. Emotional communication, active listening, and caring for individual students' needs are key factors in maintaining students' mental health.

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