

Design of an Andragogy-Based Emotional Regulation Training Model to Develop Students' Mental Health

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Received: 23 August 2025 | Accepted: 3 October 2025 | Published: 1 November 2025

DOI: <https://doi.org/10.55057/ijares.2025.7.5.29>

Abstract: *Mental health is a person's ability to adapt to themselves and their surroundings, allowing them to feel happy, joyful, and peaceful. The inability or emergence of obstacles in fulfilling these aspects indicates that the individual has a mental health problem. Students, as individuals studying in higher education, often experience mental health disorders. The poor condition of student mental health is very concerning, considering the large number of students who experience depression, anxiety, emotional disorders, and even suicide. Factors that affect mental health in students include emotional regulation. Therefore, it is necessary to strengthen emotional regulation for students through training activities. Based on the situation analysis above, the formulation of the research problem is what is the empirical condition of student mental health, what are the problems and expectations of students regarding the need for an emotional regulation training model, and how to design an andragogy-based emotional regulation training model to develop student mental health. The research approach used is qualitative with the Research & Development method. The research procedure is carried out through stages of problem exploration, followed by problem analysis and model design development. The final result of the research is a design of an andragogy-based emotional regulation training model to develop student mental health.*

Keywords: Training; Mental Health; Emotional Regulation

1. Introduction

Mental health is the most important aspect of human life, from childhood through adolescence, to adulthood. In fact, it is often said that mental health during childhood significantly influences a person's mental development into adulthood. Therefore, it is crucial for someone to have a healthy mental state from an early age, so that they can experience various benefits in their lives. Mental health is a concern for health and psychology experts worldwide because it is a contributing factor to the mental health crisis. Mental health can also be defined as a healthy emotional and psychological state demonstrated by a person's ability to effectively manage their cognition and emotions. According to the WHO, mental health is a person's ability to adapt to themselves and their surroundings, allowing them to feel happy, content, and live peacefully. This allows them to have good social behavior and be able to face and accept the many realities of life (Aloysius 2021).

According to the WHO (2013), mental health is a state of well-being in which an individual can realize their own abilities, cope with the normal stresses of life, work productively, and

contribute to their community. A person with good mental health not only avoids mental illness but also has a state of mental well-being (Keyes, 2002). Mental health can also be defined as a state of well-being that allows a person to live harmoniously, productively, and with quality in their daily lives. Mentally healthy individuals are fully aware of themselves, can demonstrate efforts to fulfill daily life, cope with life's stresses, and contribute to the environment, as well as feel safe and comfortable living with others around them.

The inability or emergence of obstacles to fulfilling these aspects indicates an individual has a mental health problem. Aloysius (2021) cited a WHO publication that states that one in four people worldwide will be affected by a mental or neurological disorder at some point in their lives. Approximately 450 million people currently suffer from such conditions, placing mental disorders among the leading causes of ill health and disability worldwide. One example of a mental disorder is depression. WHO (2013) indicates that depression is a common illness worldwide, with over 300 million people affected. In Indonesia, the prevalence of depression among people aged 15 and over is 6.1 percent. Furthermore, the prevalence of households with a member experiencing schizophrenia/psychosis is 6.7 percent. Based on Basic Health Research (Riskesdas) data, from 2013 to 2018, the prevalence of Emotional Mental Disorders (GME) in the 15-24 age group experienced the most significant increase compared to other age groups (Aloysius, 2021).

College students, as individuals studying at university, are a social group that often experiences mental health disorders. The age range of college students is 15-24 years. According to Erikson's theory (in Santrock, 2013), college students are in the late adolescence (10-20 years) and early adulthood (20s and 30s). The age range of college students falls between late adolescence and early adulthood, a period of mental instability, accompanied by conflict, demands, and mood swings. If individuals experiencing this period cannot control what happens, it can lead to mental health problems that will affect their overall health. College students, who are included in the developmental stage of late adolescence to early adulthood, have developmental tasks, including establishing their life convictions (Yusuf, 2018). In an effort to realize this, the journey of individual conviction or independence is not always smooth and smooth, with many obstacles and problems that hinder it. This age is a period of mental instability, accompanied by conflicts, demands, and mood swings. If individuals experiencing this period cannot control what happens, it can lead to mental health problems that will affect their overall health.

According to Luhur Wicaksono (2023), mental health problems faced by students are generally caused by academic and non-academic issues. Academic problems faced by students are obstacles or difficulties they encounter in planning, implementing, and maximizing their learning progress. Some academic problems that students may face include a lack of interest in their chosen profession, poor study habits, low curiosity, difficulty studying unfamiliar books, low motivation to learn, difficulty writing scientific papers, difficulty finding relevant learning resources, difficulty managing time between lectures and student activities, and difficulty choosing courses each semester. Non-academic problems, including personal social problems, are difficulties students face in managing their own lives and adjusting to social life, both on campus and in their neighborhood. These issues include personal problems, family issues, adjustment issues, housing issues, and economic problems. Both academic and non-academic challenges can contribute to mental health problems in students during their studies.

Research conducted by the WHO World Mental Health International College Student Project, which examined nineteen universities in eight countries, found that 35 percent of students

experienced at least one DSM-IV mental disorder in their lifetime, including anxiety, mood, or substance disorders, and 31.4 percent experienced it within the past 12 months. A similar study was conducted by Vidiawati (Aloysius, 2021) on the mental health of new students at a university in Jakarta. Her results showed that 12.69 percent of students experienced mental health problems. At several universities in Bandung, including those at the Indonesian University of Education (UPI), the poor mental health of students is particularly concerning, given the high number of students experiencing depression, anxiety, emotional disturbances, and even suicide.

One factor influencing mental health is emotional regulation. Emotional regulation can be defined as the ability to manage or control emotions. According to Gross (2006), emotional

regulation refers to a series of processes. Each individual has their own way of regulating emotions. Emotions themselves are the result of cognitive reactions to specific situations. The majority of adolescents and college students are unable to manage their emotions effectively and are therefore vulnerable to depression. Those who are less able to express their emotions appropriately are more likely to get involved in problems and even suicidal thoughts (Firdauza and Tantiani, 2021). Thus, emotional regulation can be defined as the ability to recognize, understand, manage, and express emotions in a healthy and appropriate manner, both positive and negative, which impacts mental health and quality of life.

Strengthening emotional regulation skills for students in their late teens and early adulthood through a humanistic approach or adult education (andragogy) is an alternative for developing student mental health. This includes programmed and structured education through andragogy-based emotional regulation training programs to develop students' mental health, enabling them to achieve academic success and lead happier and more prosperous lives.

Based on this background, research is needed on an andragogy-based emotional regulation model to develop student mental health in the Community Education Study Program at the Indonesian University of Education. This research is expected to produce a training model design that can provide the best solution for improving student mental health in the Community Education Study Program at the Indonesian University of Education.

2. Method

This research approach uses a qualitative approach with the Research and Development (R&D) method. According to Borg, Gall, Gall Meredith, and Borg Walter (2003), research and development in education is based on the industrial research and development model, where research results are used to design new products and procedures that must be systematically tested in the field, evaluated, and refined until certain effectiveness criteria are met. Analytical descriptive research is conducted by describing, identifying elements, then analyzing (Sugiyono, 2009), and even comparing the results. The descriptive method is a method or technique used to describe a problem so that it can be analyzed clearly and drawn conclusions (Abadi & Asmiati, 2020). Documentation research is a method of collecting quantitative data by reading or evaluating documents created by or about a problem by the subject or other people (Aini Farihatun Qurrota, 2016).

3. Results and Discussion

This research was conducted on the campus of the Indonesian University of Education. The respondents were 81 students from the Undergraduate Program in Community Education, Faculty of Education, Universitas Pendidikan Indonesia, spread across four classes: the classes of 2021, 2022, 2023, and 2024. Respondents in each class were selected using random sampling, considering the relatively similar (homogeneous) characteristics of students in each class. Respondent data is visualized in the following table:

Table 1: Frequency Distribution of Respondents

No	Responden	Frequency	Sample
1	Class of 2021	76	19
2	Class of 2022	76	19
3	Class of 2023	80	20
4	Class of 2024	91	23

Source: Primary Data 2025

4. Results

The general characteristics of the study respondents were students in the Community Education Study Program, Faculty of Education, Universitas Pendidikan Indonesia, broken down by gender, religion, and place of residence as follows:

Table 2: Frequency Distribution by Gender, Religion, and Co-Residence

Respondent Characteristics	Frequency (F)	Percentage (%)
Gender		
Female	61	75
Male	20	25
Religion		
Islam	76	93,8
Catholic	4	5
Protestant	1	1,2
Lives with		
Parents	40	49,4
Grandparents	8	9,9
Aunts and Uncles	3	3,7
Rented House	30	37,0
Total	81	100

Source: Primary Data 2025

Based on Table 2, the number of female students significantly outnumbers male students. Furthermore, the majority of students are Muslim. Based on student residence, most live with their parents, with the remainder renting houses near campus and living with grandparents and uncles.

The empirical mental health condition of undergraduate students in the Community Education study program at the Faculty of Education, Universitas Pendidikan Indonesia, was analyzed based on mental health indicators based on emotions, psychology, social aspects, and mental

illness. Based on the survey results regarding the research target, the following results were obtained.

Table 3: Frequency Distribution of Mental Health of Students in the Community Education Study Program, Faculty of Educational Sciences, UPI.

Mental Health	Frekuensi (F)	Persentase (%)
High	29	35,8
Low	52	64,2
Total	81	100

Source: Primary Data 2025

Based on table 3, the level of mental health of students who were the target of the research showed that around 52 people or 64% of students experienced mental health disorders.

Student issues and expectations regarding the design of an andragogy-based emotional regulation training model to improve the mental health of students in the Community Education study program, Faculty of Education, Universitas Pendidikan Indonesia. Data on emotional regulation issues are visualized as follows:

Table 4: Frequency Distribution of Student Emotional Regulation Issues Community Education Study Program, Faculty of Education, UPI

Student Emotional Regulation Problems	Frequency (F)	Percentage (%)
Acceptance of Emotional Response	12	14,9
Engaging in Goal Directed Behavior	18	22,2
Control Emotional Responses	25	30,9
Strategies to Emotional Regulation	26	32,0
Total	81	100

Source: Primary Data 2025

Based on table 4, information was obtained that the highest emotional regulation problems experienced by students were related to Strategies to Emotional Regulation, then followed by problems with Control Emotional Responses, and Engaging in Goal Directed Behavior, and finally Acceptance of Emotional Response.

Furthermore, the data from the andragogy-based emotional regulation training model design to develop the mental health of students in the Community Education study program, Faculty of Education, Universitas Pendidikan Indonesia, is visualized as follows:

Table 5: Student Expectations Regarding the Training Model Design

No	Expectations for the Training Design	Frequency (F)	Persentase %
1	Availability of a comfortable space during the training process	81	100
2	Ease of administrative services during the training process	81	100
3	Administrative staff who can help ensure the smooth running of the training process	81	100
4	Clear training service standards that can assist in the training process	81	100
5	Fast and appropriate response from the Training Manager in assisting Training Participants	81	100
6	There is a training schedule that suits the training participants' time.	81	100
7	Friendly attitude from the Training Organizer	81	100
8	Fast information service from the Organizing Committee	81	100

Source: Primary Data 2025

Based on table 5, information was obtained that all students or 100% stated that they had high expectations regarding the implementation of training in accordance with the 8 categories of aspects asked.

The design of an andragogy-based emotional regulation training model to develop the mental health of undergraduate students in the community education study program, Faculty of Education, Universitas Pendidikan Indonesia. The emotional regulation training model is structured in the following order: rationale, objectives, assumptions, targets, principles, components, success indicators, and system procedures.

5. Discussion

Undergraduate studies are not always easy. They sometimes face various problems or obstacles, especially when writing a thesis. Based on research on undergraduate students in the Community Education program at the Indonesian University of Education, students face at least two types of problems: academic and non-academic. According to Herminarto Sofyan (2013:10), academic problems relate to the procedures undergraduate students must follow when writing their thesis. Non-academic problems, on the other hand, are often closely related to personal issues such as mental health. Research on undergraduate students in the Community Education program indicates that 64%, or approximately 52 individuals, of the sample studied, experienced mental health issues and desired emotional regulation training. Based on data on student expectations regarding emotional regulation training services, 100% of respondents expected good training services. This student expectation aligns with the concept of service delivery in higher education.

Pasuraman, as cited in Marthalina (2018:8), states that there are five main dimensions for assessing service quality: first, tangibles, second, reliability, third, responsiveness, fourth, assurance, and fifth, empathy. In light of students' challenges and expectations, an effort to assist them in completing their studies is needed. This includes the development of an emotional regulation training model as an intervention in the study completion process. In practice, emotional regulation training is more of an activity to assist students in managing their mental health during their studies, resulting in changes in their knowledge, attitudes, and emotional management skills, which in turn accelerates their study completion. The concept of emotional regulation, as outlined above, is a practice of community education, specifically an effort to manage students' social and emotional well-being so they can grow and develop as early as possible and engage in lifelong learning. This aligns with Layla Albdr's (2022:3709) opinion that lifelong learning in universities provides an opportunity for individuals to learn in various life positions to live in today's society with less pressure. In emotional regulation training, there are three things that need to be considered, namely learning motivation, partnership and andragogical approach.

Motivation is essential to galvanize students' enthusiasm for learning, ensuring successful learning. According to Uno (2017:23), learning motivation is defined as the internal and external drive for students to change their behavior. This is reinforced by Slameto's study in Nor Amira (2016:5), which found that motivation is one of the internal factors driving students to complete their studies. Similarly, Martunis and Syaiful Bahri (2016:14) stated in their study that the problem of adapting to difficult coursework involves a loss of enthusiasm for learning. Partnerships in emotional regulation training prioritize good peer relationships, given that partnerships are essentially about friendship, mutual assistance, or cooperation (Saepudin 2019:35). Furthermore, another aspect of emotional regulation training is the andragogical

approach, the science and art of teaching adults. Undergraduate students are adults who should be served and taught using an adult education approach (andragogy).

According to Knowless, "an adult educator is responsible for helping adults learn." (Knowless, Holton 2005, 145). Cristian and Prema (2005, 145) also define andragogy as "the context of andragogy is the learning process for adults, or how they acquire, adapt, and change the knowledge, skills, attitudes, and values provided by education." (Muslikhah, Kamil, and Kamarubiani 2018, 143). Another implication is that adults can continue learning activities and postpone or stop other interests for the sake of learning activities. (Wijaya 2021, 140).

6. Conclusion

Based on the results of the preliminary study, it was empirically discovered that undergraduate students in the Community Education program at the Faculty of Education, Universitas Pendidikan Indonesia, in the last four intakes, experienced numerous mental health issues caused by impaired emotional regulation during their studies. Therefore, an andragogy-based emotional regulation training model is needed to develop their mental health using an adult education-based training approach. The emotional regulation training model is designed to support students' mental health in completing their studies quickly. The emotional regulation training model is structured in the following order: rationale, objectives, assumptions, targets, principles, components, success indicators, and system procedures.

Acknowledgement

The authors would like to express sincere gratitude to everyone who contributed, both directly and indirectly, to the completion of this study.

Conflict of Interest Statement

The authors declare that there is no conflict of interest regarding the publication of this study.

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