

Adolescent Mental Health Interventions: A Review of Psychological and an Islamic Approach

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Abstract

Mental health programs among adolescents are conducted with various approaches based on the program's objectives and the target population's needs which impact mental health and well-being. The objective of this review is to examine the implementation of mental health intervention of the psychological and Islamic approaches in maintaining mental health among adolescents. This review's main sources are articles from databases, Scopus, Eric, ProQuest, and Google Scholar. Most psychological approaches emphasize emotional well-being in interventions, while Islamic approach, viewed mental health care holistically. This includes obeying religious teachings which

positively impact teenagers' well-being. The exploration of adolescent self-development, including social well-being and emotional, spiritual, and religious values is important to increase the effectiveness of mental health interventions among adolescents. Both Psychological and Islamic approaches can be applied in promoting mental health interventions. Mix-method approaches such as Islamic Cognitive Behavioural Therapy (ICBT) can be explored for modifying negative thoughts while incorporating spiritual and religious practice.

Keywords: Mental health; Islamic approach

Introduction

Mental health is defined as a state of well-being in which everyone realizes their full potential, copes with daily difficulties, works efficiently and productively and gives back to their community. It is seen as a component of overall health, ranging from high-level wellness to severe illness (Organization, 2022). Promoting mental health involves establishing living conditions and surroundings that promote mental well-being, enabling individuals, families, groups, or communities to embrace and sustain healthy lifestyles that enhance optimal emotional functioning and social inclusion (O'Reilly et al., 2018). A mental health program is a type of therapy provided by a community mental health center or an organization to maintain or enhance the mental health of an individual or community. It may include preventive, rehabilitative, or educational services (Organization, 2022). Both internalising and externalising problems can be signs of mental health problems (Boylan et al., 2012; Stone et al., 2015). Predominant internalizing disorders encompass depression, anxiety, panic disorder, mood disorders, social phobia, specific phobias, and obsessive-compulsive disorder (Baranne & Falissard, 2018; Ogundele, 2018). The last 10 years have seen an increase in the number of young people attempting suicide, self-harming, eating disorders, depression, and addiction illnesses (Burstein et al., 2019; Keyes et al., 2019; Twenge, 2020; Twenge et al., 2018). Mental health challenges significantly adversely impact various aspects of children's and young people's development, contributing to poor school adjustment, reduced concentration, and issues in achievement and social relationships (Cavioni & Zanetti, 2015; Cefai et al., 2014; Cullinan & Sabornie, 2004; Macklem, 2011; Ornaghi et al., 2016;

Tempelaar et al., 2014; Thorlacius & Gudmundsson, 2019).

The mental health of children and adolescents is a shared responsibility. Collaboration across several stakeholders is necessary for any intervention to be successful. To guarantee efficient assessment, treatment and support, adolescents with mental health issues and disorders must have prompt access to comprehensive, high-quality, multidisciplinary mental health services. It has always been believed that families or individuals are responsible for maintaining and promoting mental health in their youth, but it is crucial to stress this point on a much larger scale (Nebhinani & Jain, 2019). The idea of good health must be promoted through public health strategies, such as increasing the availability of community resources for mental health issues (Sagar & Krishnan, 2017).

The educational setting must be viewed as a natural setting for the children to develop their rights to agency, security, and personal freedom. Additionally, schools should be a healthy setting for young people to promote their mental health by safeguarding them from the negative effects of other social issues (O'Reilly et al., 2018). As children and adolescents spend a sizable amount of time in schools, schools are in a good position to offer mental health care (Kern et al., 2017). Various mental health programs should include promotion, prevention, intervention, and rehabilitation activities to serve as key mental health support systems for children (Cefai et al., 2022).

Two approaches that are always practiced in maintaining mental health among adolescents are the psychological approach and the Islamic approach. These two approaches are often used as a reference among researchers and practitioners when

studying the best approach to maintaining mental health among adolescents. Hence, this review aims to examine the implementation of the psychological and the Islamic approach in maintaining mental health among adolescents.

Intervention for Adolescents in a Psychological Approach

Based on 14 articles reviewed, six articles focus on Cognitive Behavioral Therapy (CBT) mental health interventions. In Kirk et al. (2019), Cognitive Behavioral Therapy (CBT) was the main basis of school mental health programs. When deemed necessary, case management and crisis intervention were also included in the treatment plan along with the CBT framework and modular approach. Furthermore, the needs of every student were considered when creating treatment schedules and dosages.

Iwahori et al. (2022) applied Harter's Model of Self-Esteem Enhancement Theory and found that there are two most crucial components revolved around the growth and upkeep of children's and adolescents' self-esteem. Prior to this study, Harter's Model was only used in eating disorder prevention programs. Thus, this study provided promising evidence for the model to be used to boost positive self-esteem, which has been proven to improve mental well-being, happiness, and contentment. Thus, school-based mental health interventions should aim at enhancing students' self-esteem. In addition, Fang and Ding (2020) compared the use of Acceptance and Commitment Therapy (ACT) and conventional CBT. The results showed that even though ACT was not superior in treating anxiety, depression, and other mental and behavioral problems, it was more effective than CBT in the treatment-as-usual (TAU) and untreated groups.

The study by Anttila et al. (2019) focused on a web-based well-being support program established with Garcia's Construction of Adolescent Coping as an underpinning theory in Thailand. According to Garcia, the main risk factors of stress in the development of adolescents can either be environmental or contextual stressors. Adolescents' ability to self-manage and cope with these stressors frequently depends on their intrinsic motivation which can be strengthened by boosting their positive sentiments of autonomy, competence, and connections. Veltro et al. (2020) implemented a psychoeducational intervention program based on a handbook developed by the Italian National Institute. The handbook outlined structured problem-solving techniques to teach students to develop their emotional intelligence and successfully manage psychosocial stress in their lives. This is inspired by Goleman's Model of emotional intelligence and Faloon's psychosocial approach.

In Canada, a school-based mental health program was implemented based on Dialectical Behavior Therapy (DBT) among a group of youth with developmental disabilities. Kerns et al. (2017) and Price et al. (2017) focused on four issues, namely resilience, self-esteem, coping mechanisms and social support. Specifically, these two studies indicated that children with developmental disabilities encountered more negative childhood events such as bullying and abuse compared to their peers. Overall, the results highlight that mental health intervention programs are not constrained to any specific theories. Instead, the theory or model underpinning the intervention often depends on the objective and the type of target participants of the intervention.

Salam et al. (2023) reported that the most prevalent mental illness in the studied group was anxiety. Health education has

been found to change false assumptions and negative attitudes while low levels of seeking professional help may indicate a need for more effective forms of intervention. The study involved a two-phase of collecting data. The first phase involved administering a customised version of a questionnaire designed to assess beliefs and attitudes regarding mental illness and seeking professional treatment to 416 secondary school students in two Egyptian governorates. A total of 224 students participated in the second phase of a health education programme. They were divided into intervention and control groups. The program's objective was to enhance participants' attitudes and knowledge.

Garrido (2024) emphasised that adolescents need direction and training in a school setting to reach their appropriate emotional level. Through this training, they should be able to weigh what it means to them and discern what is genuine from false, leading to a higher degree of well-being and mental health, rather than letting self-reflection turn into rumination. This is because an adolescent aggressor's high emotional attention level, such as their persistent concern about what other people think of them, can generate rumination, which in turn causes concentration on the desire to project images of dominance and strength, which can result in acts of violence and aggression. Sivertsen et al. (2024) found that of level of mental health problems in late adolescence was a significant risk factor for reporting poor mental health six years later. Internalising and externalising problems in adolescents were associated with an increased risk of reporting a mental disorder six years later. The result emphasises the importance of early identification and timely identification to reduce the

prevalence and impact of mental health problems

In this review, most of the psychological studies focused on emotional intelligence. There are five dimensions of emotional intelligence: emotional management, self-awareness, self-motivation, empathy, and social skills (Phillips, 1995). All these dimensions are important for school students because childhood and adolescence are the formative periods of individual psychological well-being (Kieling et al., 2011). Adolescents are also highly prone to mental health problems (Erskine et al., 2015). Social problems, substance abuse, low academic achievement, risky behavior, school dropout, and school burnout are common mental health problems among adolescents (Farina et al., 2021; Suldo et al., 2014). They need a high level of emotional intelligence to deal with conflict, control anger, and face criticism (Hakimi & Bashar, 2014).

However, certain studies in this review only reported a positive effect in one outcome variable related to emotional intelligence while no statistically significant effect was observed on the remaining variables. For instance, an improvement in social-emotional competence and prosocial conduct, as well as a decrease in mental illness following the mental health intervention program (Cefai et al., 2022). However, no significant impact was detected on the academic outcome.

This highlighted the importance of matching the study objective with a suitable intervention as not all variables can be combined under the same type of intervention. Nevertheless, students' mental health and academic achievement are interrelated (Suldo et al., 2014). Similarly, the psychosocial functioning of adolescents at school is closely related to the two interrelated domains of social-emotional

functioning (including mental health) and school functioning (academic achievement and skills) (Roeser et al., 2000). Given the interrelation of these domains, mental health programs should be organized in alignment with a specific psychological development model that is suitable for school students. Researchers, executors, and the school community should implement a school mental health model incorporating academic and psychological approaches.

The review highlighted various implementors, including teachers, tutors, licensed psychologists, social workers, facilitator psychiatrists, therapists, clinical psychologists, and graduate students. Some of them were trained before carrying out the interventions on school students. For instance, there is a study in which the implementors attended a two-day workshop for ten hours and a half-day follow-up for six hours to discuss the implementation of the intervention (Katz et al., 2020). Another study provided intervention training by trainers who were qualified in the field of Education or psychology. In addition, they also served as observers to ensure that the implementation was conducted based on the actual procedure. The observers were rotated weekly so that the evaluation of the teachers would not be biased. The operator's competence was deemed important for the mental health intervention program to be implemented properly in the school based on the pre-planned procedures to achieve the objectives (Nguyen et al., 2020).

Intervention for Adolescents in an Islamic Approach

In study by Dwidiyanti et al. (2022) study looks at how Islamic spiritual awareness affects Indonesian adolescents' resilience and religiosity. The study focuses on how this mindfulness practice can improve young people's psychological and spiritual

well-being. The research emphasises the need to incorporate religious practices into mindfulness exercises, especially in the context of Islamic spirituality. The results of the study imply that practicing Islamic spiritual awareness can raise religiosity, which in turn helps adolescents become more resilient. Their enhanced capacity to manage stress and hardship is indicative of their resilience.

Religion can be a useful tool in helping students who are experiencing mental health issues Misran et al. (2021). Religion can greatly lessen stress, worry and depression by promoting a feeling of purpose, belonging, and hope. The study emphasises how crucial it is to incorporate religious and spiritual support into mental health interventions to improve students' resilience and general well-being. Kadri et al. (2019) highlight the importance of a holistic approach that includes family dynamics in addressing juvenile behavioral issues. According to the study's findings, religiosity and self-control play a critical role in reducing externalising issues in young people in Malaysia. The promotion of self-discipline and religious participation can both greatly lessen violent and rule-breaking behaviours. Moreover, the beneficial function of parental supervision and interaction amplifies the efficacy of religion in moulding constructive adolescent conduct.

According to the study of Sholikhah (2018), psychodrama based on the Al-Qur'an and Hadith is a useful technique for enhancing pupils' emotional stability. By including the spiritual and emotional needs of pupils, this approach addresses them holistically by incorporating religious teachings into therapy activities. The results highlight the potential advantages of using religious ideas in psychiatric treatments, especially in educational contexts.

Mahyudin et al. (2020) examined the critical role that Islamic teachings and concepts can play in supporting adolescents' mental health and character development. A complete strategy for promoting psychological well-being and ethical development for adolescents is provided by the incorporation of Islamic teachings into mental health procedures and character development initiatives. This method meets youth's emotional and moral needs by placing a strong emphasis on faith, community support and religious education. It also equips young people with the resilience and integrity needed to tackle life's obstacles. The study offers insightful information about how to best support adolescent growth in contemporary educational and counselling environments by incorporating religious beliefs. It emphasises the value of a comprehensive strategy that incorporates social, emotional, and spiritual aspects to support young people's entire well-being and development as characters.

Rosmalina et al. (2023) investigated how incorporating Islamic teachings and concepts into mental health education might successfully address the difficulties that today's adolescents experience. The study concludes that incorporating Islamic ideas into mental health education provides a thorough strategy for addressing the difficulties that adolescents in the digital age encounter. Islamic mental health education can effectively enhance emotional stability, reduce juvenile delinquency, and nurture general well-being among adolescents by embracing religious practices, utilising digital platforms for teaching, and emphasising the importance of families and communities.

Huda & Slamet (2024) explore the complex interplay between Islamic teachings and mental health, highlighting the comprehensive approach of Islamic

education in fostering both spiritual and mental well-being. Incorporating Islamic values into mental health education provides a holistic strategy for promoting mental and spiritual health. Islamic education encourages a comprehensive approach to personal development and potential realisation by highlighting the connections between spiritual and mental health. The study emphasises how crucial it is to use motivational techniques based in faith, integrate religious teachings into mental health procedures and offer broad assistance through communities, schools, and families. This method not only improves mental health but also cultivates contentment, inner serenity, and the capacity to carry out one's obligations and social tasks.

The study by Karimullah (2023) highlights how integrating Islamic principles into education can enhance mental health and overall well-being. Integrating spiritual, emotional, and physical well-being provides a holistic foundation for mental health improvement in Islamic education. This method minimises individual potential, solves psychological problems, and promotes inner serenity through the integration of Islamic ideas into educational procedures. The study emphasises how crucial it is to use motivating techniques based in Islamic teachings along with faith to support mental health and general well-being.

Rosyada et al. (2022) examine the beneficial ways in which incorporating Islamic beliefs into counselling might help with adolescent mental health difficulties. Through the integration of spiritual and psychological care, the Islamic counselling approach provides a complete framework for enhancing the mental health of adolescents. This approach considers the requirements of Muslim adolescents by placing a strong emphasis on faith,

character development and culturally sensitive activities. The study demonstrates how Islamic counselling can promote emotional stability, moral growth and resilience while offering insightful information on how it might be used in a variety of contexts.

If the psychological approach emphasizes emotional well-being in adolescent mental health programs at school, the Islamic approach looks at the elements of adolescent mental health as holistic. Islamic approach places great importance on adherence to prayer and other religious activities that have a positive effect on the physical, mental, and even social well-being of a teenager

Mental Health Interventions Approaches: The Way Forward

Islamic Cognitive Behavioral Therapy (ICBT)

In a psychological approach, Cognitive Behavioral Therapy (CBT) was found to be the main theory in mental health interventions among adolescents at school (Kirk et al., 2019). A way forward is the combination of CBT and the Islamic approaches which should be studied more empirically. Islamic CBT (ICBT) is a combination of traditional CBT techniques with Islamic teaching values for modifying negative thoughts while incorporating spiritual and religious practice. This is supported by the statement by Ahmed and Noor (2022), that the application of the CBT program with a religious orientation has a positive impact on raising the level of self-esteem among adolescents.

Islamic education gave individuals the guidance they needed to grow and develop from one level to the next until they reached their very best potential, were

psychologically well, and could interact effectively with others as well as with themselves (Andriyani et al., 2022). Islamic mental health education for adolescents is typically implemented through congregational prayer, dhikr, and Qur'anic reading (Nahuda et al., 2022). Adolescent can develop social intelligence with their surroundings by engaging in Islamic mental health education activities (Andriyani et al., 2022). In the study by Reza (2016), there are five types of Islamic mental health education, namely (i) regular daily activities, such as performing five congregational prayers at the mosque, (ii) religious recitations-filled weekly activities, (iii) amiable and welcoming monthly activities, (iv) annual activities, such as celebrating Islamic holidays, and (v) training sessions or seminars on Islam and religion. When compared to adolescents who do not participate in mosque activities, adolescents who are active in them may have better mental health. Better physical and mental health is a result of religion's involvement in everyday worship, which covers ethics, values, and life rules (Tsoraya et al., 2022).

Renowned Sufi scholar Shaykh Hakim Moinuddin Chishti has frequently highlighted the close relationship between mental health and prayer. Among his noteworthy remarks on this topic is:

"Prayer is a potent instrument for mental clarity and emotional stability, in addition to being a way to connect with the Divine. With its consistency and concentration, prayer eases mental tension and promotes inner serenity. It brings our thoughts and feelings into harmony, protecting our mental health and offering a haven from the stress of everyday life."

This claim emphasises the overall advantages of prayer by implying that it fosters a person's psychological and

spiritual well-being (Lubis et al., 2019). Islamic worship has a particularly beneficial effect on one's bodily and emotional well-being (Andriyani et al., 2022). It is possible to improve the mental health of adolescents by stressing dedication, honesty, and perseverance in worshipping Allah SWT. One way to help adolescents develop their mental health is through prayer and worship (Willenberg et al., 2020). Furthermore, there are supportive activities related to the development of emotional intelligence that can be done to enhance behaviour, mental health, and morale by including parents in the position of motivator and watchful parent. When parents fully engage in activities that accompany Islamic education, and when adolescents do these activities successfully, the emotional development of adolescents is perfectly realised. A young person in good mental health will play a significant role in helping them reach their potential in their surroundings or the community. An adolescent who actively participate in the practice of Islamic worship will be able to demonstrate their qualities and potential, including their ability to maintain optimal physical and mental health (Andriyani et al., 2022).

Mindfulness Techniques and Spiritual Counselling

Future work should explore mindfulness techniques and spiritual counselling. In a study by Heshmati et al. (2024) found that Mindfulness-Based Stress Reduction (MBSR) compared to patients in the waitlist control condition, patients with breast cancer in the MBSR group reported significantly higher levels of hope and overall spiritual well-being pre-and post-treatment. Although this technique is used on cancer patients, future researchers can examine the effectiveness of this technique

on teenagers as a new alternative to their mental health.

Spiritual counselling is integrated beliefs and practices that can provide comfort and support to Muslim adolescents. A more successful counselling process may lead from incorporating the client's spirituality into problem-solving and from integrating the rich spiritual understanding of Islam into the therapeutic process. Sacred texts are used and when practices like prayer, worship, meditation, grace, patience, gifting, role modelling and hymns are put into practice, the components of spirituality. Most of the time, spirituality can be disregarded in basic psychotherapy. The impact of spiritual treatment on individuals has been validated by numerous investigations such as reported by Keskinoglu & Eksi (2019).

Conclusion

Mental health intervention programs help students a lot, especially from the aspect of emotional intelligence. In addition to that, the mental health program conducted among adolescents in school was found to be an intervention program to reduce social problems among them. A mental intervention program that focuses on the aspect of emotional intelligence helps adolescents to self-control aggressive behaviour and face life's conflicts calmly. Students who have good mental health are found to have a good social environment, especially among their peers. Nevertheless, the Islamic approach is also found to have many advantages for the well-being of adolescents. These include physical and mental health, good social relationships, commendable morals, and character. The better the adolescent's relationship with prayer, the better the morals of the adolescent. A comprehensive exploration of adolescent self-development, including

social well-being and emotional, spiritual, and religious values, is important to improve the effectiveness of mental health interventions among adolescents. Holistically, mental health care among adolescents must include social, emotional, spiritual, and religious values. Adherence to religious teachings affects the holistic mental health of adolescents. Overall, adolescence is a period of transition. They marked by psychological, cognitive, and physical changes that underpinned by their biological factors. They need a concerted and holistic approach in terms of promoting mental health. Both approaches whether psychological or Islamic approach can be applied in promoting mental health interventions. Islamic approach emphasizes to keep the soul closer to the God, while western psychological approach focusses on cognitive theories and psychosocial functioning. Future research should focus on the Cognitive Behavioural Therapy (CBT) that should be used for modifying negative thoughts while incorporating spiritual and religious practices.

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