

The Association between Mental Health Literacy and Perception of Community Stigma with Help-Seeking Behavior among Final Year University Students

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Abstract

The responsibilities and demands of senior students during their final year of study before becoming a graduate lead to anxiety, stress, and even depression. This situation makes senior students need the help of others to overcome their problems. The purpose of this research is to examine the relationship between mental health literacy and perception of community stigma with the help-seeking behavior of senior students. The research design used is a correlational quantitative method. The research subjects are 218 senior students at Muhammadiyah University Surakarta. The sampling technique used is incidental sampling. Data were collected using mental health literacy scales, perception of community stigma scales, and help-seeking behavior scales. Data analysis techniques used multiple linear regression tests with SPSS 25 for Windows. The results showed that mental health literacy and perception of community stigma together significantly influenced help-seeking behavior ($F = 10.623$, $p < 0.05$). Mental health literacy significantly and positively influenced help-seeking behavior ($t = 2.030$, $p < 0.05$), while perception of community stigma significantly and negatively influenced help-seeking behavior ($t = -3.833$, $p < 0.05$). The contribution of mental health literacy and perception of community stigma to help-seeking behavior was $R^2 = 0.09$ (9%).

Introduction Section

Seeking help is important for someone who has a problem that they cannot handle well (Indriyawati, Alfianto & Sediawan, 2022). Knowing the right time to seek help for the problem experienced is crucial for students to develop an awareness that they do need to seek help to resolve the issue (Rasyida, 2019). Help-seeking behavior is also important to develop an understanding of the postponement or push for the sake of maintaining one's mental health (Kartikasari & Ariana, 2019).

During their academic journey in higher education, students will face their final semester, referred to as "final-year students". Final-year students are individuals who have completed the final stage of their academic pursuit in higher education to obtain a bachelor's degree (Ulansari & Sena, 2020). Challenges faced by final-year students include completing their final thesis to obtain their degree, achieving satisfactory academic grades, meeting tight submission deadlines, and participating in extracurricular activities (Angesti & Manikam, 2020). Additionally, they also face the prospect of entering the workforce after graduating from higher education (Hanim & Ahlas, 2020). Final-year students have responsibilities such as pressure to obtain a high GPA from their parents, which would enable them to graduate with honors, and completing tasks with tight deadlines such as their final thesis, which can cause 43.6% of students to experience stress (Wijayanti, Margawati & Wijayanti, 2019). The stress experienced by final-year students can have negative effects, such as engaging in negative behaviors such as smoking, drinking alcohol, or even drug abuse (Ambarwati, Pinilih & Astuti, 2017). Furthermore, they may experience anxiety or fear when adapting to the working environment after graduation. This phase can cause students to experience stress and depression (Hanim & Ahlas, 2020). These problems faced by students during the transition period can make it difficult for them to complete their studies, resulting in their mental health becoming imbalanced, and requiring them to seek psychological help (Rasyida, 2019).

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Behavior seeking help is an interaction in which an individual seeks assistance from others for problems they are facing, such as seeking advice, knowledge, healing, and motivation to solve their problems (Rickwood, Thomas & Bradford, 2012). Barker (2007) further modified the definition of help-seeking behavior to include the use of healthcare services or other resources to address issues such as depression, suicidal ideation, anxiety, and other concerns. Help-seeking behavior can involve seeking assistance from professionals, family members, friends, or religious leaders.

According to the study by Nurfadilah, Rahmadani & Ulum (2021), many students perceive their problems as trivial and therefore tend to be reluctant to seek help. Specifically, the study found that 60% of students did not understand their problems and considered them trivial, while 26.7% of students sought help once they understood their problems.

It is observed that the level of seeking help from non-professionals is much higher compared to seeking help from professionals. This is evident in a study by Gebreegziabhe, Girman & Tesfaye (2019) in Ethiopia, where 83.8% of students tend to seek help from family, friends, and relatives, while those who choose to seek help from professionals are those whose problems have become too disruptive, as seen in a study by Shabrina, Prathama & Ninin (2021) in Indonesia where 67% of students would visit a psychologist or psychiatrist if they experience problems that interfere with their activities.

Gender differences can have an impact on help-seeking behavior among students, as shown in a study by Drew & Matthews (2018) in Ireland. The majority (95%) of male students in the study did not share their problems with others when faced with difficulties, whereas most female students did. This could be due to males avoiding discussing issues related to emotional pain or distress (Idham et al., 2019).

If an individual delays or refuses to seek help for their problem, the problem they experience will worsen over time." (Kartikasari & Ariana, 2019).

The initial survey was conducted by the researchers using an online questionnaire distributed via Google Forms to final-year undergraduate students in Central Java, related to their help-seeking behavior. The results of the initial survey showed that 82% of the 27 final-year students in Central Java had experienced serious problems in the past year, including friendship issues, family problems, business concerns, organizational problems, relationship issues, and personal development, which tended to generate negative feelings, such as academic stress. The majority of the students (85.7%) had shared their problems with their peers because they felt more comfortable and close to them. The students received advice, such as suggestions for solving their problems and motivation to stay positive. After seeking help, they felt more relieved, and the problems they faced were resolved.

Rickwood argues that help-seeking behavior enables individuals to develop interpersonal skills, where they initially have awareness and evaluation of their symptoms to seek appropriate treatment. Furthermore, the evaluation of these symptoms should be expressed accurately and clearly by the individual seeking help so that they can feel better. The sources of help should be readily available and easily accessible to those seeking assistance. Finally, individuals must be capable of expressing their problems to the available sources of help.

Help-seeking behavior has several components, namely (1) the desire to seek help. If someone lacks the intention to seek help, they may develop avoidance behaviors when searching for information about assistance, which could hinder their own progress. (2) The selection of the source of help. If an individual is capable of identifying the appropriate source of help for their problem, they understand help-seeking behavior and their problem. (3) The reason for selecting the source of help. If someone has a strong basis for selecting a source of help, they will genuinely seek assistance for their problem (Rickwood & Braithwaite, 1994).

The indicators of individuals with high levels of help-seeking behavior include: (1) having a desire to seek help, (2) being able to ignore negative stigma in society, (3) having broad knowledge about help-seeking behavior, (4) being able to choose formal and informal sources of help, (5) having a perspective on disorders, (6) not procrastinating in seeking help, (7) being able to demonstrate help-seeking behavior, and (8) being able to solve problems according to what is faced. On the other hand, the indicators of individuals with low levels of help-seeking behavior include: (1) not having a desire to seek help, (2) being influenced by negative stigma in society, (3) having minimal knowledge about help-seeking behavior, (4) being unable to choose formal and informal sources of help, (5) not having a perspective on disorders, (6) procrastinating in seeking help, (7) not engaging in help-seeking behavior, and (8) being unable to solve problems according to what is faced.

The factors that influence help-seeking behavior include (1) self-confidence in the awareness that one needs help from others in addressing their problems, (2) positive perception of the service or place of seeking help can convince someone that the service can handle their problem well, (3) the ability to end the problem can also encourage someone to seek help that is more appropriate for their problem, (4) a long-standing bad experience can trigger someone to realize that they need help from others who can solve their problems, (5) the ability to overcome oneself will greatly help in solving the problem so that a positive self-identity is formed, whereas if the self-identity is negative, someone will tend to seek help from others, (6) the characteristics of someone's origin can also influence them to be motivated in seeking help, and (7) negative stigma or views about seeking help can create negative effects for those who need help because they may feel ashamed or afraid to seek help (Barker, 2007). Other factors that influence help-seeking behavior include: (1) demographic characteristics such as gender, with women being more open than men, and ethnicity for each person. (2) Socioeconomic characteristics such as the level of education and income can motivate someone to seek help. (3) Healthy attitudes such as having good or positive psychological health will enable someone to seek help (Benuto, Singer, & Gonzales, 2020).

The seeking of help by university students can be influenced by their mental health literacy, where if their mental health literacy is good, they will be able to seek help related to their mental health problems (Gorczyński et al., 2017). According to Kartikasari & Ariana (2019), mental health literacy is one of the factors that has a positive relationship with seeking help, where if someone has insight into mental health, they will be able to believe that seeking help behavior is beneficial and necessary for them. Low mental health literacy makes students choose not to seek help for their problems (Nurfadilah, Rahmadani & Ulum, 2021).

Mental health literacy is a skill that enables an individual to access, understand, and utilize information regarding mental health problems in order to maintain good mental health (Jorm, Korten, Jacomb, Christensen, Rodgers & Pollitt, 1997). Mental health literacy is a type of awareness regarding beliefs about mental health issues that can develop acceptance, management, and self-assessment (Jafarin Nejatian, Barsalani & Tehrani, 2021).

Literacy in mental health is considered important in supporting the optimization of mental health outcomes in individuals in the future (Kutcher, Wei & Conglio, 2016). Low mental health literacy is caused by individuals' lack of knowledge about their ability to understand or read information about mental health and the treatment provided to them. Another factor is the lack of individuals in processing information obtained about mental health, where they rely solely on professionals (Reeves, Fyfe & Bain, 2020).

Literacy in mental health is measured by three aspects : (1) knowledge, which is the ability to identify or seek knowledge about a particular disorder and understand the disorder experienced, (2) belief, which is the conviction that individuals with problems or disorders tend to have decreased motivation in seeking help for their problems, and (3) attitude, which is the behavior of seeking help for problems or disorders from more competent individuals. (Jorm, Korten, Jacomb, Christensen, Rodgers & Pollitt, 1997).

The behavior of seeking help is influenced not only by mental health literacy, but also by stigma or an individual's perception of a problem. If one holds a negative stigma, they are likely to avoid seeking help from others for the problem they are experiencing (Barker, 2007). One of the reasons for the low level of help-seeking among college students is due to negative stigma (Shabrina Prathama, Ninin., 2021).

Stigma is a phenomenon that describes a condition regarding negative attitudes towards other individuals or entities (Livana, Setiawati & Sariti, 2020). One form of stigma is societal stigma. Perceptions of societal stigma represent a form of stigma that pertains to how society views a disorder and can alter societal perceptions of said disorder (Link, 1987).

The aspects that contribute to societal stigma include (1) labeling, which involves negative perceptions that are attached to individuals who are seen as having illogical differences, (2) stereotypes, which are the beliefs held by a community about individuals who experience a disorder or problem, and (3) separation, which involves isolating an individual who has been labeled negatively by society due to their disorder or problem (Link et al., 1999).

As previously explained, it is known that seeking help behavior is influenced by mental health literacy. Individuals with good knowledge of mental health tend to know how to maintain their own mental health, and if they have a problem, they will seek help immediately to prevent their mental health from deteriorating further.

Seeking help behavior is also influenced by perceptions of societal stigma. Individuals who are not easily influenced by societal stigma perceptions regarding a problem by having good knowledge and good religiosity will not feel afraid, ashamed, or hesitant if they have the same problem and will seek help immediately for it.

Based on the above explanation, it is known that seeking help behavior is an important aspect that needs to be studied. The researcher wants to examine whether there is a relationship between mental health literacy and societal stigma perceptions on seeking help behavior in final-year college students. The hypotheses in this study are : (1) there is a relationship between mental health literacy and seeking help behavior, (2) there is a relationship between societal stigma perceptions and seeking help behavior, and (3) there is a relationship between mental health literacy, societal stigma perceptions, and seeking help behavior.

Methods

This research uses a quantitative approach. According to Apriliawati (2020), quantitative methods are research conducted by testing existing theories with learning on the relationships between certain variables. The technique used is correlational technique. This research aims to determine the relationship between mental health literacy and perceptions of community stigma with help-seeking behavior.

Research Participants

The research participants are 218 senior students at Muhammadiyah University of Surakarta who are working on their thesis. The sampling technique used in this study is non-probability sampling with incidental sampling method.

Research Instruments

There are 3 instruments used in this study. The instruments used by the researchers have been modified and developed and have gone through expert judgment stage by 5 raters from the Psychology Faculty lecturers and professional psychology master's alumni at Muhammadiyah University of Surakarta. The mental health literacy instrument used is the Mental Health Literacy Questionnaire (MHLQ) which uses aspects of mental health literacy based on Jorm et al.'s (1997) theory, which are Knowledge, Belief, and First aid & help strategy. This scale is a guttman scale model which has 2 answer alternatives "True" and "False". The number of items used on this scale is 19 items with good reliability (KR21 = 0.849).

The Perception of Community Stigma Scale was constructed by a researcher based on the aspects of community stigma by Link et al. (1999), namely labeling, stereotype, and separation. The researcher developed indicators based on these aspects and created favorable and unfavorable items. This scale is a Likert-type scale with four answer alternatives : "Strongly Agree," "Agree," "Disagree," and "Strongly Disagree." The scale consists of 18 items with a Cronbach's alpha reliability coefficient of 0.764, indicating good reliability.

The Help-Seeking Behavior Scale was developed by a researcher based on the aspects of help-seeking behavior by Rickwood, Thomas, and Bradford (2012), namely willingness to seek help, selection of help source, and reasons for choosing a help source. The researcher developed indicators based on these aspects and created favorable and unfavorable items. This scale is a Likert-type scale with four answer alternatives : "Strongly Agree," "Agree," "Disagree," and "Strongly Disagree." The scale consists of 23 items with a Cronbach's alpha reliability coefficient of 0.806, indicating good reliability.

Data Analysis

In this study, multiple linear regression analysis was used with partial t-test and simultaneous f-test. Multiple linear regression analysis was chosen to examine the correlation or relationship between the dependent variable and two independent variables (Ningsih & Dukalang, 2019). Prior to conducting the regression analysis, classical

assumption tests such as normality test, multicollinearity test, and heteroscedasticity test were performed. The multiple linear regression analysis and assumption tests were conducted using SPSS version 25 for windows.

Result

Demographic Data

The data collection involved 218 final-year students at Muhammadiyah University of Surakarta. Based on Table 1, the research participants consisted of 173 (79%) female students and 45 (21%) male students. Among them, 73 (33%) students were classified as late adolescents (20-21 years old) and 145 (67%) students were classified as early adults (22-25 years old). These students were from two faculties, Exact (Pharmacy, Health Sciences, Mathematics Education, Informatics Engineering Education, Engineering) consisting of 109 (50%) students and non-exact (Economics and Business, English Education, Elementary Education, Accounting Education, Indonesian Language and Literature Education, Communication and Informatics Science, Psychology, Twinning) consisting of 109 (50%) students.

Table 1. Demographic Characteristics of Respondents (n = 218) Final-Year Students at Muhammadiyah University of Surakarta

Category	Frequency	%
Gender	Frequency	%
Male	45	21%
Female	173	79%
Age	Frequency	%
Late Adolescent (20 – 22 th)	199	91%%
Early Adulthood (23 - 25 th)	19	9%
Faculty	Frequency	%
Exacta	66	30%
Non Exacta	152	70%

Classic Assumption Test

The Kolmogorov-Smirnov normality test showed that the distribution of data on mental health literacy scores, perceptions of societal stigma, and help-seeking behavior had a significance value of 0.051 ($p > 0.05$), indicating that the data distribution was normal. The multicollinearity test between mental health literacy and help-seeking behavior obtained a tolerance value of 0.982 ($p > 0.1$) and a VIF value of 1.018 ($p < 10,000$), indicating that there was no multicollinearity between mental health literacy and help-seeking behavior. Similarly, the multicollinearity test between societal stigma perceptions and help-seeking behavior yielded a tolerance value of 0.982 ($p > 0.1$) and a VIF value of 1.018 ($p < 10,000$), indicating that there was no multicollinearity between societal stigma perceptions and help-seeking behavior.

The heteroscedasticity test between mental health literacy and help-seeking behavior obtained a significance value of 0.051 ($p > 0.05$), indicating that there was no heteroscedasticity between mental health literacy and help-seeking behavior. Similarly, the heteroscedasticity test between societal stigma perceptions and help-seeking behavior yielded a significance value of 0.073 ($p > 0.05$), indicating that there was no heteroscedasticity between societal stigma perceptions and help-seeking behavior.

Table 2. Results of Multiple Linear Regression Analysis on Mental Health Literacy and Perception of Social Stigma with Help-Seeking Behavior

Variables	F	t	Sig	P	Interpretation
Mental Health Literacy and Perception of Social Stigma with Help-Seeking Behavior	10,623		0,000	<0,05	There is significant correlation

Mental Health Literation	2,030	0,044	<0,05	There is significant correlation
Perception of Social Stigma	-3,833	0,000	<0,05	There is significant correlation

Hypothesis Test

The results of the simultaneous hypothesis test on mental health literacy and community perception of stigma with help-seeking behavior yielded a significance value of 0.000 ($p < 0.05$) and an F value of 10.623 ($p > 3.00$). This indicates a significant relationship between mental health literacy, community perception of stigma, and help-seeking behavior. Furthermore, the results of the partial hypothesis test on mental health literacy and help-seeking behavior revealed a significance value of 0.044 ($p < 0.05$) and a t value of 2.030 ($p > 1.981$), indicating a significant positive relationship between mental health literacy and help-seeking behavior. The results of the partial hypothesis test on community perception of stigma and help-seeking behavior yielded a significance value of 0.000 ($p < 0.05$) and a t value of -3.833 ($p < 1.981$), indicating a significant negative relationship between community perception of stigma and help-seeking behavior.

The effective contribution of mental health literacy and community perception of stigma on help-seeking behavior was obtained as an R Square value of 0.09, which means that mental health literacy and community perception of stigma account for 9% of the variance in help-seeking behavior. Specifically, mental health literacy accounts for 2.2% of the variance, while community perception of stigma accounts for 6.8%. Other factors account for 91% of the variance in help-seeking behavior

Categorization

The categorization in this study is based on assumptions about individual scores on a group where individual score estimates and assumptions of normally distributed individual scores (Azwar, 2017) are used. The data in this study is categorized into five categories: very low, low, moderate, high, and very high. The results obtained for mental health literacy category indicate that the RE > RH, where the empirical mean (RE) is 17.55 while the hypothetical mean (RH) is 9.5, thus it can be concluded that the perception of societal stigma held by students is in the very high category. As seen from the table above, 205 students (94%) have mental health literacy that is classified as very high, 3 students (1.4%) have mental health literacy classified as high, 1 student (0.5%) has mental health literacy classified as moderate, and 9 students (4.1%) have mental health literacy classified as low. Based on the table, it can be seen that the highest percentage is in the very high category, which is 205 students (94%). The results obtained for the societal stigma perception category indicate that the RE = RH, where the empirical mean (RE) is 47.07 while the hypothetical mean (RH) is 45, thus it can be concluded that the perception of societal stigma held by students is in the moderate category. As seen from the table above, 11 students (5%) have societal stigma perception classified as very high, 66 students (30.3%) have societal stigma perception classified as high, 104 students (47.7%) have societal stigma perception classified as moderate, 34 students (15.6%) have societal stigma perception classified as low, and 3 students (1.4%) have societal stigma perception classified as very low. Based on the table, it can be seen that the highest percentage is in the moderate category, which is 104 students (47.7%). The results obtained for the help-seeking behavior category indicate that the RE > RH, where the empirical mean (RE) is 64.06 while the hypothetical mean (RH) is 57.5, thus it can be concluded that the help-seeking behavior of students is in the high category. As seen from the table above, 31 students (14.2%) have help-seeking behavior classified as very high, 86 students (39.4%) have help-seeking behavior classified as high, 87 students (39.9%) have help-seeking behavior classified as moderate, 11 students (5%) have help-seeking behavior classified as low, and 3 students (3%) have help-seeking behavior classified as very low. Based on the table, it can be seen that the highest percentage is in the high category, which is 86 students (39.4%).

Discussion

The aim of this study was to investigate the relationship between mental health literacy and perceptions of societal stigma towards help-seeking behavior. Multiple linear regression analysis showed that both mental

health literacy and perceptions of societal stigma significantly influenced help-seeking behavior among senior college students ($F = 10.623$, $p < 0.05$). Similar findings were reported by Falasifah and Syafitri (2021), who found a significant relationship between mental health literacy and help-seeking behavior, but no significant relationship between perceptions of societal stigma and help-seeking behavior due to negative perceptions of societal stigma among family and others. Another study on mental health literacy conducted by Ratnayake and Hyde (2019) found no relationship between mental health literacy and help-seeking behavior, possibly due to small sample size. Additionally, a study on perceptions of societal stigma towards help-seeking behavior conducted by Topkaya et al. (2017) found no influence of societal stigma on help-seeking behavior among college students in Turkey, possibly because of the students' exposure to mental health knowledge. However, Susilawati, Rifani and Anggraini (2022) reported a negative influence of societal stigma on help-seeking behavior, as individuals seeking help are often considered problematic by society.

Previous research has shown that mental health literacy has a positive impact on help-seeking behavior, but the perception of stigma from society can also affect this behavior. This study found that both mental health literacy and perceptions of societal stigma had an impact on help-seeking behavior among senior college students. These students had a high level of mental health literacy, likely due to their education and exposure to mental health information in college. They were also able to recognize when they needed help and seek it out, which may have been influenced by their close relationships with friends who could provide support. In terms of societal stigma, the students had a low level of negative perceptions and did not stigmatize others who sought help for mental health issues. This is in line with the communal values of Indonesian society, where individuals may be influenced by the opinions of others. However, the students in this study were able to overcome the stigma associated with seeking help for mental health issues and were knowledgeable about the available resources for help. This suggests that having good mental health literacy and a low perception of societal stigma can encourage individuals to seek help and overcome the negative opinions of others.

The regression test result of mental health literacy with help-seeking behavior obtained a t-value of 2.030 with a significance level of 0.044 ($p < 0.05$), indicating that mental health literacy and help-seeking behavior have a significant positive relationship. This is in line with Hart et al.'s (2018) research, which found a positive relationship between mental health literacy and help-seeking behavior, where an increase in mental health literacy will encourage help-seeking behavior. Another study that supports this finding is Kartikasari & Ariana's (2019) research, which states that mental health literacy has a positive relationship with help-seeking behavior. According to Jorm's (2000) theory, someone with good mental health literacy can recognize, manage, and prevent mental health issues, thereby encouraging help-seeking behavior. Based on these findings, the mental health literacy of final-year students can influence their help-seeking behavior. Final-year students are believed to have broad knowledge about mental health, enabling them to identify their own problems and recognize when they need help. They are also able to seek appropriate help and prevent potential problems.

Behavior of seeking help can be improved by increasing one's knowledge and awareness about mental health (Falasifah & Ufieta, 2021). Improving mental health literacy by enhancing knowledge about problem-solving or coping can become a first aid strategy in resolving issues (Idham et al., 2019). Based on these theories, behavior of seeking help can be enhanced by increasing one's mental health literacy through aspects of mental health literacy, namely: the first aspect is having a broad awareness of a disorder or problem; the second aspect is having confidence to motivate oneself to seek help if facing a problem; and the third aspect is having an attitude to seek help from the appropriate person in accordance with the problem faced. Thus, having good mental health literacy will encourage help-seeking behavior.

Meanwhile, the perception of stigma towards help-seeking behavior shows a t-value of -3.833 with a significance level of 0.000 ($p < 0.05$), indicating a significant negative relationship between perception of stigma towards help-seeking behavior. This differs from the study conducted by Maya (2021), which stated that the perception of stigma in society does not have a significant influence on help-seeking behavior because individual personal attitudes are not affected by the stigma prevailing in society. However, this study is in line with the research by Pattyn et al. (2014), which stated that there is a significant relationship between perception of stigma in society and help-seeking behavior. If an individual has a high perception of stigma in society, they tend to have low help-seeking behavior and consider informal help from family or friends as less important.

Previous studies have shown that there is no influence between perceptions of societal stigma and help-seeking behavior due to an individual's personal attitude that is not affected by existing societal stigmas. However, this study found that perceptions of societal stigma do influence help-seeking behavior, where the level of perceptions of societal stigma in senior-level students is low if they do not differentiate or underestimate others who may seek help for their problems from others, or if they perceive others with negative judgment simply because they have problems or seek help for their problems, especially from psychologists or psychiatrists. These students also do not isolate or distance themselves from others who have problems or seek help from others. Based on these findings, help-seeking behavior can be improved by reducing perceptions of societal stigma by using aspects of perceptions of societal stigma. The first aspect involves reducing negative views by not labeling others simply because they have illogical differences, so they will not feel afraid if they experience similar things. The second aspect involves reducing perceptions of others who have problems or disorders so that they will not feel ashamed if they experience the same problems, thus encouraging them to seek help and not perceiving others as unimportant, which could discourage them from seeking or giving help. The third aspect involves not avoiding someone who is different from society in general due to the problems they face, but rather providing assistance or helping them find the right help for their problems.

The results obtained in the category of mental health literacy showed an empirical mean value (RE) of 17.55, while the hypothetical mean (RH) was 9.5. From these results, it can be seen that the average mental health literacy among senior college students is in the very high category. This can be interpreted as senior college students being able to recognize elements of mental health such as mental health disorders and how to maintain good mental health. They are also able to identify causes and types of mental disorders, believe that mental health disorders can be cured, have insights into seeking help and recovery strategies for addressing problems. Based on this category, the mental health literacy possessed by senior college students can be maintained.

The results obtained in the category of perception towards societal stigma showed an empirical mean value (RE) of 47.07, while the hypothetical mean (RH) was 45. From these results, it can be seen that the average perception towards societal stigma among senior college students is in the moderate category. This can be interpreted as some senior college students being influenced by perceptions of societal stigma where they hold negative views towards people with problems. They may feel that people with problems will be belittled or ignored, which makes them feel ashamed or afraid to seek help. However, there are also senior college students who are not influenced by perceptions of societal stigma and do not hold negative views towards people with problems. They do not ignore or ostracize individuals with problems, which means they do not feel ashamed or afraid to seek help. Based on this category, the perception towards societal stigma possessed by senior college students needs to be reduced by decreasing their negative views towards individuals with problems and increasing their knowledge regarding problems or disorders. They should also improve their personal attitudes by not feeling ashamed or afraid to seek help for their problems. Additionally, the community needs to prevent triggers for the emergence of stigma by avoiding spreading fake news about problems or attitudes towards seeking help, increasing their knowledge regarding mental health issues or seeking help for problems, and reducing anxiety about how individuals view their problems.

The results obtained in the help-seeking behavior category showed an empirical mean value (RE) of 64.06, while the hypothetical mean (RH) was 57.5. From these results, it can be seen that the average help-seeking behavior among senior college students is in the high category. This can be interpreted as senior college students having insights into the benefits of seeking help, as they have the desire to seek help and start by sharing their problems with others, such as friends, religious figures, family, or psychologists. They are also able to choose formal or informal sources of help related to their problems and ignore negative stigma by not feeling ashamed when seeking help from a psychologist to solve their problems. They recognize the disorder or problem they are facing and seek help to resolve it. Based on this category, the help-seeking behavior of senior college students needs to be maintained by increasing their mental health literacy regarding the insights into disorders or problems they face. They must also believe that the problem they face must be addressed immediately and not postponed when seeking help, and by reducing their perception of societal stigma related to their problems, they should not feel ashamed or afraid when experiencing a problem, so they do not hesitate to seek help from formal or informal sources.

The effective contribution of mental health literacy and perception of societal stigma variables to help-seeking behavior was 9%, where mental health literacy contributed to help-seeking behavior by 2.2% and societal stigma perception contributed by 6.8%. Thus, 91% was influenced by other factors not examined in this study. According to Barker (2007), factors that affect help-seeking behavior include self-confidence in the awareness that they do need the help of others to solve their problems, perception of services or places to seek help, ability to solve the problem, long bad experiences, ability to cope, individual characteristics, and negative stigma or views regarding seeking help. Other factors that influence help-seeking behavior include demographic characteristics such as gender, where women are more open than men, and ethnicity. Socio-economic characteristics such as the level of education and income can encourage individuals to seek help. A healthy attitude such as having good or positive psychological health will enable an individual to seek help (Benuto, Singer, & Gonzales, 2020).

Conclusion And Recommendations

Based on the results of the study, it has been shown that mental health literacy and the public's perception of stigma together influence help-seeking behavior. Mental health literacy has a significant positive influence on help-seeking behavior. This indicates that the higher the mental health literacy of the students, the higher their level of help-seeking behavior. There is also a significant negative influence between the perception of societal stigma and help-seeking behavior. This suggests that the lower the perception of societal stigma among the students, the higher their level of help-seeking behavior. There is no significant difference in help-seeking behavior based on gender, age, or faculty. The contribution of mental health literacy and societal stigma perception to help-seeking behavior is 9%, with mental health literacy contributing 2.2% and societal stigma perception contributing 6.8%, while the remaining 91% is influenced by other factors that were not examined in this study. The results of this study show that mental health literacy is very high, perception of societal stigma is moderate, and help-seeking behavior is high.

The suggestion for future researchers is to expand the scope of data collection so that the objectives, benefits, and results obtained are more comprehensive. Other factors that influence help-seeking behavior should also be investigated. For the field of clinical psychology, it is recommended to focus more on final year students to maintain their help-seeking behavior. Finally, for the final year students of Universitas Muhammadiyah Surakarta, it is recommended to maintain their mental health literacy, reduce their perception of societal stigma, and increase their help-seeking behavior.

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