

Analysis of Student Suicide Cases in Electronic Media: Perspectives and the Role of Islamic Education

Fauzan Addinul Jihad^{1*}, Mohammad Zakki Azani²

^{1,2} Faculty of Islamic Studies, Universitas Muhammadiyah Surakarta, Surakarta, Indonesia

Abstract

This study focuses on the spike in suicide rates among students highlighted in electronic media. The goal is to identify the problems faced by students as well as how these problems contribute to the emergence of suicidal ideas as an escape option. With a qualitative method through literature study, this research explores data from various sources such as journals, articles, and related papers. The sociological approach is used to emphasize the need to seriously handle the problem of suicide among students. Furthermore, this study emphasizes the importance of spiritual aspects in social contexts as the key to suicide prevention. The concept of science is based on Islam, Faith, and Ihsan as a prevention strategy for suicide and depression. These efforts are expected to strengthen social integration, improve mental well-being, and overcome suicide cases, so it becomes a very crucial discussion in this framework.

Keywords: Suicidal Ideation, The Role of Islamic Education

Introduction

Suicide cases in the world continue to increase from time to time, including one of them also in Indonesia. WHO notes that every 40 seconds, one individual dies by suicide worldwide, and with a ratio of 3.7 per 100,000 population, Indonesia ranks 159th in global suicide statistics (Zatnika, 2020). In Indonesia, suicide is the second leading cause of death in the age range of 15 to 29 years (Susilawati, 2018). This phenomenon also occurs among teenagers, especially in South Korea, where academic pressure is one of the main causes. Families often put a lot of pressure on children to achieve academic success. If they do not manage to achieve these expectations, children are likely to experience severe stress and feel embarrassed, which can encourage them to consider suicide (Adhiwena, 2019).

The increasing incidence of suicide among students has been increasing recently. We can learn about this by spreading the news in various media. An old phenomenon that has now been reborn. Claims of life have occurred continuously. The incident that occurred was not only one or two people. One after another, lives were lost in their own hands. I don't know what is in their minds. For some reason, many choose this escape as an unbroken link. Causing the statistical numbers to soar from the end of 2022 until now. This tragic incident was also widely raised in the news. One by one, sad news began to be displayed in various media. Sheet by sheet, article by article, journal by journal. Their deaths have filled public spaces. It appears several times past the homepage. Announce to the audience the final choice they have made. Their favorite choice, the final choice, is to rest from the absurdity of life. Regardless of whether consciously or unconsciously, forced or voluntary, ending life may be a truism for them. Stopping survival is considered a truth for them; judging whether life is valuable or not, they find no definite purpose or meaningful meaning. Life is like a saturated span of time to return to the soil and grow cypresses. However, this is not even once justified because they have insulted their existence as human beings who should get their rights. The right to live freely with meaningful meaning.

This tragic event has made us aware of the complexity of social problems, opened our eyes to reality, blocked our minds to very strange trends, and made us feel uncomfortable about the awkwardness. The soaring statistics indicate that many depressed people choose suicide as an escape. Until we wonder what the factor of all this is? Various investigations have been carried out. Various interpretations have been initiated. In the end, it summarizes complex answers. Starting from economic, academic, family, and romance problems to high expectations for an ideal life. In fact, in some cases, the cause has not been found. Of all of that, there is one end, namely mental health, that will lead to suicide. All the causative factors must be considered to be true because not all perpetrators have the same background in the problem. We can think so for a while because not all perpetrators can be identified explicitly. But don't we ever think about why suicidal thoughts

* Corresponding author: g000210038@student.ums.ac.id

come to their minds? Why is it that of the many escapes from life, the release of emotions, the last resort, only suicide is chosen? Of the many ideas that are enough to be coping, only suicidal ideas are chosen.

In this discussion, we do not focus too much on the factors that cause suicide attempts in the case but on the emergence of the idea of suicide itself through a sociological approach so that many people desire to be desperate to do it. It was as if something inspired them, moved them to do it, and catapulted the statistics because it was a choice that many of them took. This is a serious challenge, especially when considered in the context of Islamic education. An in-depth analysis of the role and perspective of Islam has become increasingly important to understand and address the rise of suicide incidents involving students. As an integral part of understanding and a solution to this problem, Islamic education plays an important role in providing a deep understanding and developing sustainable solutions.

Method

The research method used in this study is qualitative, with a literature study approach. This research is sourced from data obtained through writings published in electronic media such as journals, articles, and papers relevant to the research topic.

The study also uses additional references to enrich the information conducted through text analysis from selected sources, including journals and books, as a theoretical basis that supports the development of related knowledge. The goal is to emphasize conceptual understanding and analysis of previously published information more to develop a strong theoretical foundation.

Result and Discussion

Student Suicide Case

The increase in suicide statistics is attributed to cases involving students. Based on data from Databok.id, based on the National Criminal Information Centre (PUSIKNAS) of the Indonesian Police (POLRI), suicide cases were found in Indonesia starting from January to October 2023. In 2023, 971 suicide cases were recorded, so when compared to the previous year in 2022, which amounted to 900 cases, this year is much more than last year. This includes students who are also involved in the soaring statistics. If calculated from the ten provinces with the most reported suicide cases in Indonesia, Central Java occupies the most positions. In full, if calculated from January to October 18, 2023, at 09.08 WIB (Muhamad, 2023):

1. Central Java: 356 cases
2. East Java: 184 cases
3. Bali: 94 cases
4. West Java: 60 cases
5. D.I Yogyakarta: 48 cases
6. North Sumatra: 41 cases
7. Lampung: 27 cases
8. West Sumatra: 26 cases
9. Bengkulu: 22 cases
10. North Sulawesi: 18 cases

It contains several cases that have befallen students that have been published by the media, including:

- a. June 2019: A student from Binus Jakarta (HO) committed suicide by jumping from the 8th floor of his campus, allegedly due to academic pressure and personal problems that weighed on his mind.
- b. December 2018: Unpad (MB) student passed away without any clear reason, but it is estimated that there was strong psychological pressure that affected his condition.
- c. 3.October 2022: UGM (TSR) students jumped from the 11th floor of the Porta Hotel, Jogja, allegedly due to academic pressure and personal problems that weighed on their minds.
- d. January 2023: A student at one of Jakarta's universities committed suicide by jumping from the 4th floor, allegedly due to academic pressure and personal issues weighing on his mind.
- e. February 2023: A student of Mercu Buana University (VAS) was found floating in Embung Tambakboyoy, possibly due to academic pressure and personal problems that affected her condition.
- f. March 2023: A Jambi student was found lifeless in a boarding house, possibly due to personal problems that weighed on his mind, followed by a UI student (MPD) who was free-falling in a South Jakarta apartment, allegedly due to academic pressure and personal problems that weighed on his mind.
- g. April 2023: A female student at a university in Yogyakarta hangs herself in her boarding room, presumably due to academic pressure and personal issues weighing on her mind.
- h. July 2023: A student from Bantul was found hanging himself in his boarding house, possibly due to academic pressure and personal issues that weighed on his mind.

- i. August 2023: A student of Diponegoro University (MFSP) was found dead by hanging himself at Kodam IV Diponegoro, presumably due to academic pressure and personal problems that weighed on his mind.
- j. September 2023: UGM (AAS) student committed suicide in his boarding house, allegedly due to academic pressure and personal problems that weighed on his mind.
- k. October 2023: A UMY (SM) student fell from the fourth floor of the University Residence, followed by a student of Semarang State University (NJW) who was found dead in the parking exit area of Paragon Mall Semarang due to academic pressure and personal problems that weighed on her mind, and a UNNES (EN) student was found lifeless due to suicide.
- l. December 2023: Unpad student (RWP) was found dead in his boarding house room due to financial problems and an unfinished thesis; this condition is suspected of triggering heavy psychological pressure (Asia, 2023; Putri, 2023; Iskandar, 2023).
- m. And there are many more cases that may have happened out there and have not been exposed by the media, even today, this second, and today. We can still wait for the results of the report for the latest information with full hope that the statistics will decrease.

Factors That Cause Suicidal Ideation

According to Hadriami (2006), suicide cases will always be preceded by the emergence of suicidal ideas that precede them. On the other hand, Woelandarie (2017) said that suicidal ideation usually comes to mind first over a period of time before launching the action, but there are some individuals who may never think about it and occur impulsively. Emile Durkheim (1917) explained that suicide must be studied through the social structure of society. So, the emergence of suicidal ideas is basically motivated by social phenomena. It can even be said, based on the results of his observation of suicide rates in several countries, that the emergence of suicidal ideation is not always motivated by mental disorders. In Indonesia, the current high suicide cases are generally not always based on mental disorders alone but rather social problems (Fuady et al, 2019).

Social facts are a concept introduced by Emile Durkheim to make it easier to analyze social phenomena by looking at the influence of patterns, values, and structures of social dynamics. It should be underlined to analyze it, and we are not focused on the events that befall each individual (individual facts) with all their motives. But through a set of individual facts calculated using numbers (rate), for example, the marriage rate, the suicide rate, and the unemployment rate. Individuals do not have the number of the same number, while a society containing a group of individuals has it. Viewing the entire event on a macro scale through numbers (rate) social is the basic methodological principle, so the consequence is that the individual does not play a role in shaping social facts because he does not have numbers (rate). On the other hand, if the individual is unable to form social facts, then social facts must be explained in relation to other social facts. That is, although a social fact is filled by a group of individuals as its instrument, to see it through associating with other social facts that make up the social fact itself without associating it with individual symptoms on a micro-scale

In the case of suicide involving students, we combine the plurality and scale it up to macro. By looking at a group of students who contributed to the increase in suicide rates, it was concluded that the "student suicide rate" is what is called a social fact in this discussion. This is the basic principle in the methodology used by Emile in explaining social facts through the suicide rate of students (which is filled by a group of students in it) formed as a result of the social facts that preceded it. This set of causalities includes the cross-classification of certain social fact variables to see the extent to which they can be related. Let's see what variables form the suicide rate variable based on the conclusions of the data that have been presented previously (Johnson, 1994).

Clinical psychologist Kasandra Putranto stated that triggers for suicidal thoughts include financial problems, academic burden, interpersonal conflicts with friends, romantic problems, and depression are the motives behind these tragic events (Republikam 2023). Based on the factors that cause suicide, although some have not been fully revealed, it can be broadly concluded into six variables:

1. Economics

Difficult economic conditions make parents prioritize children's primary and secondary education. Actually, tuition fees at most private universities (PTS) nationally have not experienced a significant increase, but some private universities, especially in Jogja, have reported an increase in fees (Jogja Daily). But difficulties in the economy are not only felt in the scope of education but in all aspects of daily life that they live, resulting in depression (Umah, 2023).

2. Adaptation Rate

According to reports from harianbhirawa.co.id and jurnalpost.com, students are often stressed when adapting. They moved from their home environment to a new place, living independently without a family. Adaptation to a new environment causes social, academic, and emotional pressure. Failing to adapt can lead to feelings of isolation, and you may feel isolated in life (Supriyanto, 2023; Wibriani, 2023).

3. Romance (alinea.id)

Accumulated emotional wounds can encourage a person to act recklessly. One example is when someone experiences a breakup. Personal problems in a relationship, such as unfulfilled marital hopes, betrayal, or the end of a relationship, can

be a serious trigger for someone to consider suicide. This shows that love problems not only have an emotional impact but can also be a trigger for crises that threaten a person's personal safety (Salasabila, 2023).

4. Academic Load

Academic studies place a heavy burden on students, often being a major trigger in suicide cases. The dense curriculum forces them to take 20-24 credits per semester, equivalent to 60 hours of work per week. As many as 20% of students can quit or experience severe stress, including the risk of suicide. Likewise, the thesis adds to the burden of stress. Compiling it requires a high degree of independence, from determining the title to the final writing. The study shows that 71.3% of final-year students experience moderate stress and 14.8% experience severe stress.

5. Family Structure

In many families, the expectations placed on the child are often very high. So, there are moments when children feel that they are not able to meet or achieve these expectations. When these overly high expectations collide with a child's abilities, it can trigger high levels of stress due to feeling unable to meet the expectations set by the family.

6. Unemployment Rate

In addition, many students feel worried about the future, especially about jobs after graduation. This uncertainty causes depression and is exacerbated by the increase in the number of undergraduate unemployed, as seen from BPS data. About 12% of undergraduates were unemployed in February 2023, which reached 958,800 out of a total of 7.99 million unemployed people. Fierce competition in finding a job leads to high levels of stress, as shown by the research of Hasanah and Rozali (2021), where 64% of unemployed undergraduates feel great pressure and experience anxiety and doubt about the future (Supriyanto, 2023).

In this context, all variables that have an aspect of social facts are involved in forming variables containing social facts in the form of depression numbers. This variable is the main essence that will be linked to another variable, namely the suicide rate. The variables of student depression rates are formed through a set of variables containing previous social facts that are so complex, be it economic problems, unemployment rates, academic burdens, romance, adaptation levels, and family structures, on a macro (social) scale. In the end, a set of interconnected, interrelated variables and have a fairly complicated correlation boils down to one variable, namely the number of student depression. So, it can be concluded that the depression experienced by students does not just happen without any factors that precede it.

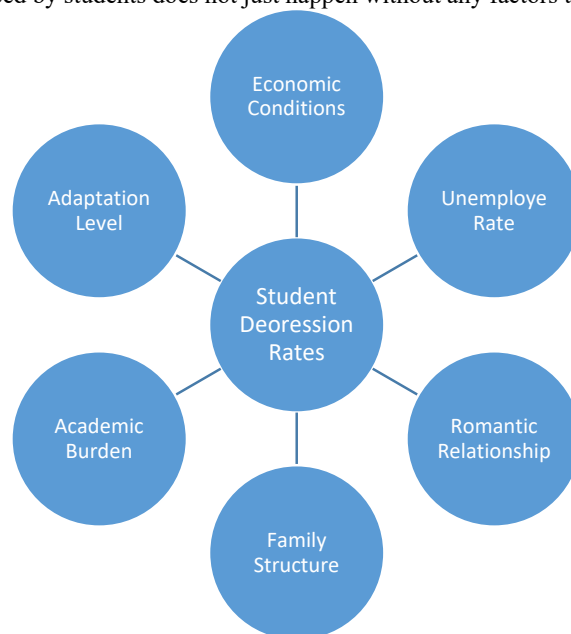


Figure 1. Student depression rates

The variable containing social facts that will be discussed is the "student depression rate," which will lead to the second variable, namely the "suicide rate." So, we focus on the variable of depression rate, which will be associated with the second variable, namely the student suicide rate, and put aside the other variables first.

However, this collaboration is not as simple as imagined. To see the relationship between one variable of depression rate and the variable of suicide rate, sometimes a third variable is needed as a link to prove causality logically. The act of suicide certainly has a social cause, according to Emile Durkheim's principle, namely its relationship with the tightness of the conditions of integration in social solidarity. This is very important because this is how we can intervene in everything that leads to suicidal thoughts. So, this link will later be removed, like breaking the connected chain. By severing this relationship, the act of suicide, at least temporarily, can be prevented (Johnson, 1994).

Between the relationship with the first variable (depression rate) and the second variable (suicide rate), based on the conclusion drawn from the data obtained, the "level of social integration" becomes the connecting variable. Thus, the main concern is not on suicide as an individual act but in the increase in student suicide rate, which is reviewed through the level of social integration that reflects the state of community solidarity at that time.

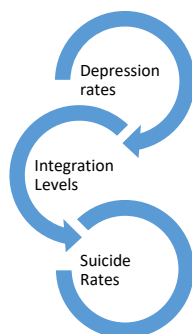


Figure 2. Correlation

The social integration of the community now tends to be stretched; this can be seen in how people underestimate the depression experienced by young people. In the social sphere in the current modern era, organic solidarity is based on the dominant individual attitude and the weakening of collective consciousness with the cessation of the work of common norms. A "tension" arises due to heterogeneity and individuality in the current modern era due to heterogeneous structures, groups, and conditions. So, it allows many people to only pay attention to their own condition and their group. For example, the "90 generation" considers the current generation weak and less resilient than the next generation. This triggers a weakening of social integration where concern between fellow humans is tenuous.

Lack of social support is a major factor in suicidal thoughts among students. Bad stigma is a label for the current generation as a result of the rampant news in the media that they are a generation that is mentally weak and easily affected by depression. This is what makes the discourse about mental health a disgrace. The stigma against depression is evident, supported by the low understanding of mental health in Indonesia, reflected in the high rate of shackles (14% lifetime, 31.5% in the last 3 months) and lack of proper treatment (only 9% receive treatment). Limited facilities and understanding reinforce the stigma of being bad, making individuals reluctant to seek help. This stigma makes them feel embarrassed to seek help, often without professional guidance, which has the potential to exacerbate the problem to the point of suicidal ideation (Wibriani, 2023; Rachmawati, 2020; Dumbi, 2023).

The impact threatens social integration and limits students with mental disorders into their objective world that is alienated from subjective reality. The socialization process fails because of the gap between objective and subjective reality, leaving individuals alienated with bad stigmas related to mental health. They are confused about how to survive and are reluctant to seek help because it is considered a disgrace in itself, accompanied by a terrible picture of the outside world interpreted from their subjective point of view (Berger et al., 2013).

When emotional connection and concern for fellow human beings are strained, society can lose solidarity and engagement between individuals. The absence of social support and feelings of isolation can be triggers for a person to consider suicide as a last resort. Ironically, this phenomenon can lead to an increase in the overall suicide rate in a community or society. In a situation where social care is weakening, the need for collaborative efforts to strengthen social integration and improve mental well-being in society is becoming increasingly urgent.

The Paradox of Suicidal Ideation as an Alternative Option

Prolonged social integration has been identified as a factor that allows the emergence of suicidal ideation, which may ultimately contribute to an increase in suicide rates among college students. However, often, we don't look deeper as to why, out of the various alternatives available to escape the problem or release emotional distress, it is the act of suicide that is taken. Why is it that of the many ways that can be used as an intervention, only suicidal ideation is an option? This is a thought-provoking paradox. Despite the availability of many options for managing stress or dealing with pressure, sometimes individuals are compelled to choose the most extreme and dangerous path, which is to formulate suicidal ideation as a solution.

In the age of advanced technology, unlimited access to information has become a reality, but the impact is not always positive. Especially in the mental health of the younger generation, digital technology carries a significant burden. The hedonistic lifestyle displayed on social media, plus economic pressure and the dual role of the "Sandwich generation," have further weakened their mental stability. Comparisons with previous generations show that current generations report mental problems more often, highlighting the vulnerability of their mental state. While social media may be one of the triggers, the increase in reports of mental problems is more related to this generation's activeness in voicing their complaints, thanks to easier access to mental health information (Detik, 2023; Azkara, 2023).

Social media affects mental health and attracts individuals into their respective worlds. Media consumption now focuses on finding the values obtained in social media through markers spread in cyberspace. The influence of systematic media and the production of visual markers is a problem in itself, making the selection of information without the ability to sort out which is good or bad. This generation shows a change in mindset, lifestyle, and emotional stability, and they are more likely to face cyberspace, replacing moral values and reality with simulations in their consciousness. The difficulty of finding the meaning of life values related to the semiotics of social media often makes it difficult for individuals to sort out the true values. The exposure to negative values presented by social media often confuses individuals when searching for the essence of life. The influence of symbols and messages that are constantly instilled through social media complicates the search for meaning in life, often obscuring the view of true values. This often leads to a squeezing psychological condition, which, in the end, for some individuals, can lead to extreme thoughts of ending life as a way out of the void of elusive values (Hidayat, 2017; Camus, 2021).

This feeling of isolation leads the individual to confusion and emptiness, dragging the mind to the thought of ending life as a way out of uncertainty. Why do you do other activities as a meaningless escape? All of this is meaningless. The futility of life and the desperation of doing everything. This sense of being trapped in the absurdity of life and deep emptiness often leads to extreme thoughts. That is the condition that causes some individuals to finally choose to end their lives in an effort to solve the unresolved void.

The Role of Islamic Education in Preventing Suicide

According to Erik Erikson, the adolescent stage is an important transition period marked by the development of identity and autonomy, influencing adolescents' views on religion and beliefs. This context shows the need for a new approach to Islamic learning for Generation Z.

Religious education has a crucial role in adolescent mental health. Recent reviews show the positive effects of religious and spiritual interventions on mental health. However, the importance of religious education in supporting physical and mental health has not been fully emphasized. The contextual learning model in Islamic education can enable students to understand and experience the application of religious teachings in daily life, supporting the important role of Islamic education in overcoming today's mental health challenges.

Understanding religion in a social context is a strong foundation in efforts to prevent suicide. The concept of social piety offered by Islam combines man's relationship with God and his social responsibility. Buya Syafii and Fazlur Rahman emphasized that Islam demands individual values and social responsibilities that form a moral and dignified order. This suggests that good individual qualities contribute to creating a healthy social order. Islam has also become a religion that carries the mission of liberation from various forms of ignorance and shackles that prevent humans from worshipping Allah alone (Susanto, 2022).

Clearly, the concepts of Islam, Faith, and Ihsan offer significant relevance in Islamic education and adolescent mental health. Islamic education is the foundation for mental health, and it integrates Islamic values and practices that support individuals' emotional and psychological balance. A focus on personal hygiene, stress management, and a healthy diet are integral parts of the teachings of Islam that form the foundation of mental health. With a contextual approach, students have the opportunity to understand the practical application of Islamic teachings in everyday life, providing an important foundation in dealing with mental health issues.

In the Faith dimension, religious education plays a role in strengthening beliefs and helping adolescents navigate internal conflicts. Religious beliefs and religious practices provide a solid foundation in supporting adolescents' mental health, providing resilience in the face of stress and pressure in their lives. The concept of Ihsan emphasizes perfection in worship and daily behavior. Islamic education that emphasizes the concept of Ihsan not only focuses on religious knowledge but also encourages the application of these values in daily life. Thus, Islamic education provides tools for adolescents to achieve mental and spiritual perfection, propelling them toward a solid psychological balance. The concepts of Islam, Faith, and Ihsan are the foundation for Islamic education, which guides teenagers toward strong mental balance, solid beliefs, and perfection in their spiritual aspects.

In dealing with this problem, Islamic education needs to optimize mental health services in madrassas through the role of Islamic teachers and Counseling Guidance, as well as utilize social media as an educational tool to fulfill religious values and teachings in this digital era. With its principles, Islam is considered a relevant solution to today's challenges, so Islamic education must be responsive and adaptive to changing times, ensuring the relevance of religious values in guiding students to face the complexity of mental health problems.

Recognition of the link between depression and lack of faith is an important part of this context. Rejection of suicide is often associated with a lack of awareness of *tawakal* and a strong connection with the Creator. The belief in God's decree and the strict prohibition against suicide, as reflected in religious teachings, affirms that every test will end with goodness. Immunity to depression and stress is strengthened by a strong faith, and the role of state responsibility in ensuring people's well-being is also an important part of maintaining mental health. In addition, social improvement that emphasizes mental health services and strengthening faith-based self-love is an important strategy in suppressing extreme acts such as suicide. Thus, through an integrated understanding of religion in a social context, especially in Islam, the existence of good individual qualities, liberation from various shackles of ignorance, and a better understanding of the relationship between

depression and faith are encouraged as important steps in preventing suicide and improving people's mental well-being (Sudrajat, 2023; Qurtuby, 2023).

Conclusion

The conclusion of this journal is that social integration in society has experienced a detrimental decline, especially in view of the depressive conditions experienced by young people. Social solidarity, which should be built on the basis of collective awareness of mental health problems, is now threatened by the bad stigma attached to this topic. Ignorance and lack of understanding of mental health in Indonesia are the main factors behind the low level of treatment and the high rate of attachment to mental disorders. This negative stigma causes individuals to be reluctant to seek help. At the same time, a lack of emotional stability and social support is a major factor in suicidal thoughts, especially among college students.

This problem stretches social integration, limiting individuals with mental disorders to their objective reality that is alienated from subjective reality. As emotional connectedness and concern for others decline, society loses solidarity and interpersonal engagement, opening the door for suicidal thoughts as a last resort. Ironically, this phenomenon can trigger an increase in the suicide rate in a community or society.

The importance of understanding religion, especially in Islam, integrated into a social context is key to preventing suicide. The concept of social piety in Islam combines man's relationship with God and his social responsibility, which in turn can form a healthy social order. Acknowledging the link between depression and lack of faith has been a focus in encouraging prevention efforts by affirming a strict prohibition on suicide in religious teachings.

Islam, Faith, and Ihsan play a crucial role in religious education and adolescent mental health. Islam provides basic values, while faith strengthens beliefs and helps to overcome stress and inner conflict. Ihsan emphasizes perfection in daily behavior. Overall, Islamic religious education guides adolescents to a solid mental and spiritual balance, applying these values in their daily lives.

Through an integrated understanding of religion in a social context, along with a better understanding of the relationship between depression and Islamic education, collaborative efforts are needed to strengthen social integration and improve mental well-being in society. In this context, it is important to promote good individual qualities, liberation from the shackles of ignorance, and a faith-based approach to overcoming stigma and preventing suicide.

References

- Fuady, M. A. S. P. R. A., & Idham, A. F. (2019). Ide dan Upaya Bunuh Diri pada Mahasiswa. *Intuisi Jurnal Psikologi Ilmiah*, 3, pp. xx-xx.
- Johnson, D. P. (1994). *Teori Sosiologi Klasik dan Modern*. Jakarta: PT Gramedia.
- Psikolog Paparkan Penyebab Maraknya Kasus Bunuh Diri di Kalangan Mahasiswa. (2023, October 4). *Republika.co*.
- Berger, T. L., & Luckmann, P. (2013). *Tafsir Sosial Atas Kenyataan: Risalah tentang Sosiologi Pengetahuan*. Jakarta: LP3ES.
- Hidayat, M. A. (2017). *Menggugat Modernisme: Mengenali Rentang Pemikiran Postmodernisme Jean Baudrillard*. Yogyakarta: Jalasutra.
- Camus, A. (2021). *Mitos Sisifus*. Yogyakarta: Circa.
- Susanto, A. (2022). *Kompas Moral Bangsa: Catatan Pemikiran Buya Syafii Maarif*. Yogyakarta: PT Litera Cahaya Bangsa.
- Sudrajat, A. (2023). Kontribusi Pendidikan Agama pada Kesehatan Mental Remaja. *Jurnal Tinta*, 5, pp. 83–93.
- Rachmawati, A. A. (2020, November 27). *Darurat Kesehatan Mental bagi Remaja*. Egsaugm.
- Umah, A. (2023, February 20). Mahasiswa UMBY Diduga Bunuh Diri Karena Biaya Kuliah, Ini Kata APTISI. *Harian Jogja*.
- Dumbi, S. K. F. (2023, June 7). Apa Benar Pelajar Masa Kini Gampang Kena Mental? *Fakultas Psikologi*.
- Azkara, A. (2023, June 7). Mental Health Lemah, Angka Bunuh Diri Makin Bertambah. *Generasi Peneliti*.
- Wibriani, N. A. P. (2023, September 6). Fenomena Bunuh Diri di Kalangan Mahasiswa Indonesia. *JurnalPost*.
- Salsabila, R. (2023, September 13). Mahasiswa Cenderung Nekat Melakukan Aksi Bunuh Diri. *Alinea.id*.
- Putri, R. (2023, October 12). Sederet Kasus Mahasiswa Bunuh Diri di Indonesia, Ada Masalah Apa? *TEMPO.CO*.
- Iskandar. (2023, October 12). Kasus Bunuh Diri Marak, Berikut 11 Kejadian Kasus Bunuh Diri Mahasiswa. *Radar Semarang*.

- S. N. S. K. (2023, October 13). Mental Gen Z Lebih Lemah dari Milenial Cuma Mitos, Pakar Ungkap Faktanya. DetikHealth.
- Muhamad, N. (2023, October 18). Ada 971 Kasus Bunuh Diri sampai Oktober 2023, Terbanyak di Jawa Tengah. Databoks. Retrieved from <https://databoks.katadata.co.id>
- Asia, A. U. S. (2023, November 1). Bunuh Diri di Kalangan Mahasiswa. Universitas Siber Asia.
- Supriyatno, H. (2023, November 12). Mengapa Mahasiswa Bunuh Diri? Bhirawa Online.
- EL-Qurtuby, U. (2023, December 5). Pendidikan Islam Kontekstual Bagi Gen Z. Republika.