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Examining the Correlations of School Counseling Support and Family Well-Being with Student Mental Health among Madrasah Ibtidaiyah Students

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Abstract

This study aims to examine the relationships between school counseling support, family well-being, and student mental health. This study employed a quantitative correlational design to examine the relationships between school counseling support, family well-being, and student mental health among sixth-grade students in Madrasah Ibtidaiyah in Serang Regency, Indonesia. The population comprised 1,887 students enrolled in Madrasah Ibtidaiyah schools in Serang Regency, Indonesia. From this population, a sample of 330 students was selected using Slovin's formula with a 5% margin of error. sampling technique using simple random sampling The first finding demonstrates a significant relationship between school counseling support and student mental health ($r = 0.555$, $p < .01$). The second finding establishes a significant relationship between family wellbeing and student mental health ($r = 0.439$, $p < .01$). The third finding provides a broader understanding of student mental health by demonstrating that school counseling support and family wellbeing are simultaneously and significantly associated with student mental health (F-value of 151.121 and a significance value of $p < 0.001$), highlighting the importance of examining school-based and family-based support within an integrated analytical framework. The regression analysis indicates that school counseling support and family well-being are jointly associated with student mental health, suggesting that students' psychological well-being should be understood in relation to multiple social and institutional contexts rather than a single source of support. The study contributes to the literature by examining school counseling support and family well-being simultaneously in relation to student mental health. This integrated approach provides a basis for understanding how support across school and family environments may be associated with students' psychological conditions.

Keywords: Madrasah Ibtidaiyah students; counseling support; family well-being; student mental health

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1. Introduction

Student mental health constitutes a fundamental dimension of children's psychological development, social adjustment, and educational engagement. Elementary schools should provide supportive environments that enable children to develop emotional regulation, psychological resilience, positive social relationships, and adaptive coping skills. These responsibilities become particularly important during childhood because children experience substantial developmental changes that influence their emotional, behavioral, and interpersonal functioning. Schools therefore need to integrate academic instruction with systematic efforts to promote students' psychological well-being. School counseling support should provide accessible guidance, emotional assistance, early identification of psychological difficulties, and appropriate referral services according to children's developmental needs. Previous research demonstrates that school-based counseling can contribute to improvements in children's psychological functioning, with evidence of sustained benefits following counseling interventions in primary schools (Finning et al., 2022). Furthermore, systematic evidence indicates that school-based mental health interventions can produce measurable improvements in students' mental health and well-being (Cohen et al., 2024). However, schools cannot fulfill these responsibilities independently because children's psychological development also depends on the quality of their family relationships. Families should provide emotional security, parental attention, constructive communication, and consistent support to strengthen children's psychological adjustment. Research on family functioning demonstrates that family relationships and the quality of family interactions are

associated with children's happiness and subjective well-being (Izzo et al., 2022). Consequently, school counseling support and family well-being represent complementary dimensions of the social environment that may be associated with children's mental health. These expectations establish the importance of integrating school-based psychological support and family-based emotional support within elementary education, including Madrasah Ibtidaiyah.

Despite these normative expectations, educational institutions do not always provide the psychological support required to address children's mental health needs. School counseling services encounter limitations in professional competencies, institutional resources, service accessibility, and the capacity to identify children's psychological difficulties. The importance of school-based interventions in improving mental health literacy and reducing stigma, suggesting that schools need more comprehensive approaches to psychological support. These challenges become particularly relevant in elementary education because children may have limited abilities to recognize, articulate, and independently communicate their emotional difficulties. Consequently, teachers and school counseling personnel need to recognize behavioral and emotional changes that may indicate psychological distress. Family environments also present challenges because parental stress, inadequate emotional communication, and unstable family relationships influence children's psychological adjustment (Ma et al., 2023). Through a systematic review and meta-analysis involving 31,183 participants, identified significant associations between parental stress and children's emotional and behavioral problems. This evidence indicates that children's mental health cannot be adequately understood through school-related factors alone (Ribas et al., 2024). Within Madrasah Ibtidaiyah, the integration of educational guidance, family involvement, and children's psychological development therefore requires particular attention.

Existing research provides an important foundation for understanding school and family influences on children's psychological well-being, but several gaps justify further investigation within an integrated framework. The evidence gap concerns the limited direct empirical examination of school counseling support and family well-being simultaneously in relation to the mental health of students specifically enrolled in Madrasah Ibtidaiyah. Cohen et al. (2024) examined the outcomes of brief school-based mental health interventions, whereas Ribas et al. (2024) investigated the relationship between parental stress and children's emotional and behavioral problems. These studies provide complementary evidence but do not establish the combined statistical relationships among the three constructs in the present educational context. The knowledge gap concerns the need to clarify how school counseling support and family well-being are independently and jointly associated with children's mental health during elementary-school development. Although previous studies have established the relevance of school-based interventions and family-related factors, their combined association within an Islamic elementary-school environment requires further empirical examination. The methodological gap concerns the need for quantitative correlational research that estimates the strength and direction of the relationships among the three variables within one analytical framework. Previous intervention-based research, systematic reviews, and qualitative investigations provide valuable explanations but do not necessarily address the specific correlational objectives of the present study. The contextual gap concerns the limited direct application of existing findings to Madrasah Ibtidaiyah, where children's psychological development takes place within an educational environment that integrates general academic instruction and Islamic religious education. Research conducted in other elementary-school systems cannot automatically represent the educational and institutional characteristics of Islamic elementary schools. The novelty of this research therefore lies in its integrated examination of school counseling support, family well-being, and student mental health among Madrasah Ibtidaiyah students through a quantitative correlational framework. Rather than claiming that these variables have never been investigated, this study extends previous evidence by examining their individual and simultaneous statistical relationships within a clearly defined educational population.

The investigation of these relationships is important because children's mental health reflects the interaction between their educational experiences and family environments. School counseling support deserves particular attention because counseling personnel and teachers can provide early identification, developmental guidance, emotional assistance, and appropriate responses to children's psychological difficulties. Nevertheless, the availability of counseling services does not necessarily indicate that students experience adequate support or benefit equally from existing services. Research on primary-school counseling demonstrates the potential contribution of structured counseling to children's psychological improvement. However, the effectiveness and relevance of school support also need to be understood alongside the emotional resources available within children's families. Family well-being deserves equal consideration because supportive relationships, constructive parenting practices, and positive family interactions may strengthen children's emotional security and psychological adjustment. Empirical support for the relevance of parental psychological conditions by demonstrating associations between parental stress and children's emotional and behavioral problems. These findings suggest that school counseling support and family well-being should be examined as complementary factors rather than independent educational concerns. The present investigation is therefore necessary to establish whether students who experience more favorable counseling support and family well-being also demonstrate more favorable mental health conditions. Such evidence can help educational stakeholders identify the relative and combined relevance of school and family support in children's psychological development. The findings may also inform schools, counseling personnel, parents, and educational policymakers when evaluating existing support systems and designing more coordinated approaches to student well-being. Importantly, the correlational orientation of this investigation allows the researchers to identify statistical relationships without manipulating students' family circumstances or school counseling experiences.

This study primarily aims to examine the relationships between school counseling support, family well-being, and the mental health of students in Madrasah Ibtidaiyah. The expected contribution of this research extends beyond identifying separate relationships because it also examines the combined relevance of school and family support for children's mental health. This distinction is important because elementary-school children have developmental characteristics and psychological support needs that differ from those of older students. The research also provides an empirical basis for understanding how school-based counseling and family well-being correspond to children's psychological conditions within an integrated educational environment. From a theoretical perspective, the study enriches the literature on child mental health by examining educational and family support factors within a single correlational framework. From a methodological perspective, the study provides quantitative evidence concerning the direction and strength of the relationships among the investigated constructs. From a practical perspective, the findings may help counseling personnel strengthen student support practices and encourage parents to maintain supportive family relationships. The results may also assist Madrasah Ibtidaiyah administrators in developing more coordinated communication between schools and families when addressing students' psychological needs. Instead, the investigation evaluates whether the observed relationships provide empirical support for the relevance of both support environments. Accordingly, the research addresses three central questions: (1) Is there a significant relationship between school counseling support and the mental health of students in Madrasah Ibtidaiyah? (2) Is there a significant relationship between family well-being and the mental health of students in Madrasah Ibtidaiyah? (3) Is there a significant simultaneous relationship among school counseling support, family well-being, and the mental health of students in Madrasah Ibtidaiyah?

2. Methodology

This study employed a quantitative correlational design to examine the relationships between school counseling support, family well-being, and student mental health among sixth-grade students in Madrasah Ibtidaiyah in Serang Regency, Indonesia. The correlational approach was selected because it enables the systematic examination of the strength and direction of relationships among variables within their natural educational and family environments without manipulating participants' experiences or introducing experimental interventions. School counseling support and family well-being were designated as the independent variables, whereas student mental health was treated as the dependent variable. The analysis examined the individual relationships between each independent variable and student mental health, as well as their combined statistical association with the outcome. Multiple linear regression was employed to examine the joint explanatory contribution of school counseling support and family well-being to student mental health.

The study population comprised 1,887 students enrolled in 136 Madrasah Ibtidaiyah in Serang Regency, Indonesia. From these 136 institutions, 10 Madrasah Ibtidaiyah were selected using a simple random sampling technique, ensuring that each institution had an equal opportunity to be included in the study. The selected institutions served as the research sites for recruiting sixth-grade students as the target respondents. The sample size consisted of 330 students, determined using Slovin's formula with a 5% margin of error. Following the selection of the 10 participating madrasahs, individual student respondents were also selected using simple random sampling. The sixth-grade student lists from each selected madrasah served as the sampling frames, from which eligible students were randomly selected to obtain the required sample of 330 respondents. The allocation of respondents across the 10 madrasahs was determined proportionally according to the number of sixth-grade students enrolled in each institution. This procedure ensured that students from each participating madrasah had an opportunity to be represented in the sample. Sixth-grade students were selected because they had accumulated substantial experience within the elementary-school environment and were generally capable of understanding age-appropriate questionnaire statements concerning school counseling support, family well-being, and mental health. The respondents were generally expected to be between 11 and 12 years old, although their actual age distribution was determined through demographic information collected during the survey.

The study employed a structured questionnaire consisting of 45 items distributed equally across three research variables. Each variable was measured using 15 questionnaire items, covering school counseling support, family well-being, and student mental health. A five-point Likert scale was used to measure respondents' answers, allowing students to indicate the extent to which each statement represented their experiences and perceptions. The school counseling support questionnaire examined students' perceptions of the guidance, emotional assistance, accessibility, and support provided by teachers responsible for guidance and counseling services at their respective madrasahs. In the participating institutions, these responsibilities were performed by guidance and counseling teachers. The family well-being questionnaire assessed students' perceptions of family support, emotional relationships, communication, and the quality of their family environment. The student mental health questionnaire measured relevant dimensions of students' psychological well-being and emotional functioning. The questionnaire items were reviewed by experts to evaluate their relevance, clarity, and alignment with the intended constructs and research objectives. The validity and reliability of the research instruments were assessed before conducting the main statistical analyses. Item validity was examined using the Pearson Product-Moment Correlation to determine the relationship between each questionnaire item score and the corresponding total construct score. This procedure was applied to all items measuring cybergogy, critical thinking, and English writing proficiency. The validity assessment employed a significance level of 0.05 ($\alpha = 0.05$). An item was considered statistically valid when its

Pearson correlation coefficient was positive and its corresponding significance value was below 0.05. Instrument reliability was evaluated using Cronbach's alpha to assess the internal consistency of the items within each construct. A Cronbach's alpha coefficient of 0.70 or higher was adopted as the reference criterion for acceptable reliability. The experts examined each item to verify that it accurately represented the intended construct while satisfying the criteria of relevance, clarity, and consistency with the research objectives (Kania et al., 2024; Nurjanah et al., 2023), demonstrating that the instrument was sufficiently reliable for quantitative data collection and analysis (Sürücü & Maslakçı, 2020; Taber, 2018).

Table 1
Validity and Reliability test Instrument

No.	School Counseling Support		Family Well-Being		Student Mental Health	
	Validity	Reliability	Validity	Reliability	Validity	Reliability
1.	0.618		0.719		0.517	
2.	0.654		0.605		0.521	
3.	0.667		0.664		0.637	
4.	0.623		0.617		0.521	
5.	0.717	0.815	0.614	0.850	0.582	0.817
6.	0.675		0.550		0.663	
7.	0.667		0.662		0.646	
8.	0.715		0.697		0.520	
9.	0.713		0.553		0.586	
10.	0.718		0.663		0.571	
11.	0.745		0.760		0.756	
12.	0.678		0.750		0.685	
13.	0.705		0.714		0.674	
14.	0.657		0.732		0.654	
15.	0.615		0.630		0.671	
	Valid	Reliable	Valid	Reliable	Valid	Reliable

Data collection was conducted after obtaining formal research authorization from the relevant educational authorities and permission from the principals of the 10 selected Madrasah Ibtidaiyah. Before administering the questionnaire, the researchers provided parents or legal guardians with information concerning the research objectives, participation procedures, confidentiality arrangements, and voluntary nature of the study. Written informed consent was obtained from parents or legal guardians before their children were invited to participate. The researchers also explained the study to the students using age-appropriate language and obtained their assent before questionnaire administration. Students were informed that participation was voluntary, that they could decline to answer any question or withdraw from the study, and that their decisions would not affect their academic standing. The questionnaire was administered under appropriate supervision to ensure that students understood the instructions without being influenced by teachers or other participants. All responses were treated confidentially, and identifying information was protected throughout data processing and reporting.

The collected data were analyzed using SPSS version 26 through descriptive and inferential statistical procedures. Descriptive statistics, including means, medians, modes, minimum and maximum values, variances, standard deviations, frequencies, and percentages, were calculated to describe the

respondents and the distributions of the three research variables. The Kolmogorov–Smirnov test was employed to examine the normality of the data. Pearson product-moment correlation analysis was subsequently conducted to determine the strength and direction of the relationship between school counseling support and student mental health, as well as between family well-being and student mental health. Multiple linear regression analysis was then performed to examine the combined statistical association of school counseling support and family well-being with student mental health. Individual regression coefficients were evaluated using t-tests, while the overall model was assessed using an F-test. The coefficient of determination (R^2) was calculated to estimate the proportion of variation in student mental health statistically explained by the two independent variables. All statistical tests employed a significance threshold of 0.05.in addition to assessing the model's comprehensive explanatory capability (Bazdaric et al., 2021). The R^2 statistic offers an assessment of the explanatory capacity of the regression model by revealing the fraction of variability in the dependent variable that can be accounted for by the independent variables (Chicco et al., 2021).

3. Results

This segment delineates the findings from the statistical examination aimed at exploring three research inquiries: the corellation between school counseling support and student mental health. Before conducting hypothesis testing, descriptive statistics and normality assessments were executed to characterize the data distribution and ascertain the data's appropriateness for parametric analysis. The dataset includes feedback from 330 students Madrasah Ibtidaiyah schools in Serang Regency, Indonesia and was examined utilizing SPSS version 26.

Table 2
Descriptive Statistics and Normality Test

Variable	N	Min	Max	Mean	SD	Median	Mode	K-S Sig.	Tolerance	Vif
Counseling support	330	20	70	45.21	9.484	46.00	48	0.822	.984	1.016
Family wellbeing	330	20	70	44.70	9.984	44.50	44	0.842	.986	1.004
Student mental health	330	27	72	45.64	7.808	46.00	46	0.854	.981	1.019

Table 2 presents the descriptive statistics and assumption-test results for the three research variables: school counseling support, family well-being, and student mental health. The analysis involved 330 sixth-grade students from Madrasah Ibtidaiyah in Serang Regency, Indonesia, and was conducted using SPSS version 26. The descriptive statistics provide information about the distribution, central tendency, and variability of the research variables, while the Kolmogorov–Smirnov test evaluates data normality and tolerance and VIF values assess multicollinearity. First, school counseling support recorded a minimum score of 20 and a maximum score of 70, with a mean of 45.21 and a standard deviation of 9.484. The median score was 46.00, while the mode was 48. The mean being slightly lower than the median and mode indicates that the distribution is relatively concentrated around the middle-to-upper score range, although this observation alone does not establish the distribution's shape. The standard deviation indicates moderate variation in students' perceptions of counseling support. The Kolmogorov–Smirnov significance value of 0.822 exceeds the 0.05 threshold, indicating that the variable does not show a statistically significant departure from normality.

Second, family well-being obtained a minimum score of 20 and a maximum score of 70, with a mean of 44.70 and a standard deviation of 9.984. The median was 44.50, while the mode was 44. The

relatively small difference between the mean, median, and mode suggests that the scores are centered around a similar range. Compared with the other variables, family well-being has the highest standard deviation (9.984), indicating the greatest variability in respondents' reported family well-being. The Kolmogorov–Smirnov significance value of 0.842 is greater than 0.05, suggesting that the data do not significantly deviate from a normal distribution. Third, student mental health recorded a minimum score of 27 and a maximum score of 72, with a mean of 45.64 and a standard deviation of 7.808. The median and mode were both 46.00 and 46, respectively. The close correspondence between these three measures of central tendency indicates that student mental health scores are concentrated around the average. Furthermore, its standard deviation is the lowest among the three variables, indicating comparatively less variation in students' mental health scores. The Kolmogorov–Smirnov significance value of 0.854 exceeds 0.05, indicating no statistically significant departure from normality.

Regarding multicollinearity, the tolerance values for school counseling support and family well-being were 0.984 and 0.986, respectively, while their VIF values were 1.016 and 1.004. Both tolerance values exceed the commonly applied minimum criterion of 0.10, and both VIF values are substantially below the threshold of 10. These results indicate that multicollinearity is not a concern in the regression model. The two independent variables therefore demonstrate sufficient statistical independence for inclusion in the same multiple regression analysis.

Table 3
Pearson Correlations among the Variables

Variable	Counseling support	Family wellbeing	Student mental health
Counseling support	1		
Family wellbeing	.555**	1	.534**
Student mental health	.439**	1	1

Note: ** p < .01

Table 3 presents the Pearson correlation coefficients among school counseling support, family well-being, and student mental health. The results indicate that all three variables are positively and significantly correlated, with correlation coefficients significant at the 0.01 level ($p < .01$). These findings suggest that stronger school counseling support and better family well-being tend to be associated with more favorable student mental health conditions. First, the correlation between school counseling support and family well-being is positive and statistically significant ($r = 0.555$, $p < .01$). This coefficient indicates a moderate-to-strong positive relationship between the two variables. The finding suggests that students reporting higher levels of counseling support at school also tend to report better family well-being. This association may reflect the interconnected roles of school-based support and the family environment in students' educational and personal development.

Second, the relationship between school counseling support and student mental health is also positive and statistically significant ($r = 0.439$, $p < .01$). This result indicates a moderate positive relationship, suggesting that higher levels of perceived counseling support are associated with better student mental health. The finding highlights the relevance of school counseling support as part of the broader support system surrounding elementary school students. Third, the correlation between family well-being and student mental health is positive and statistically significant ($r = 0.534$, $p < .01$). This coefficient indicates a moderate-to-strong positive relationship. It suggests that students who experience better family well-being also tend to report more favorable mental health conditions. The result underscores the importance of the family environment as a context associated with students' psychological well-being. Taken together, these findings demonstrate that school counseling support and family well-being are both positively and significantly associated with student mental health. Among the three relationships, the correlation between school counseling support and family well-being

is numerically the strongest (r = 0.555), followed by the relationship between family well-being and student mental health (r = 0.534). The correlation between school counseling support and student mental health is comparatively lower (r = 0.439).

Table 4
Partial Significance Test of Predictors

Predictor	t-value	t-table	Sig.	B	Standar Error	Beta	Interpretation
Counseling support	13.876	1.967	.000	.413	.030	.501	Significant
Family wellbeing	10.233	1.967	.000	.287	.028	.367	Significant

Note:** p < .01

Table 4 presents the results of the partial significance test (t-test), which examines the individual relationships of school counseling support and family well-being with student mental health while controlling for the other predictor in the regression model. The results indicate that both predictors have positive and statistically significant regression coefficients. School counseling support demonstrates a positive and statistically significant relationship with student mental health, as indicated by a t-value of 13.876, which exceeds the critical t-value of 1.967, with a significance value of $p < .001$. The unstandardized regression coefficient (B) is 0.413, with a standard error of 0.030, while the standardized beta coefficient is 0.501. These results indicate that school counseling support is a statistically significant predictor of student mental health when family well-being is held constant. Specifically, a one-unit increase in the school counseling support score is associated with a 0.413-unit increase in the predicted student mental health score, assuming family well-being remains constant. The standardized beta coefficient further indicates a positive association between counseling support and student mental health.

Family well-being also shows a positive and statistically significant relationship with student mental health. Its t-value of 10.233 exceeds the critical t-value of 1.967, with a significance value of $p < .001$. The unstandardized regression coefficient (B) is 0.287, with a standard error of 0.028, and the standardized beta coefficient is 0.367. This finding indicates that family well-being is a statistically significant predictor of student mental health after controlling for school counseling support. A one-unit increase in the family well-being score is associated with a 0.287-unit increase in the predicted student mental health score, holding school counseling support constant. Comparing the standardized beta coefficients, school counseling support ($\beta = 0.501$) has a larger coefficient than family well-being ($\beta = 0.367$). This suggests that school counseling support has a stronger relative association with student mental health than family well-being within the regression model. However, this comparison describes the magnitude of the standardized coefficients and does not establish that the difference between the two predictors is statistically significant.

Table 5
Regression Model Summary

Model	R	R^2	Adjusted R^2	F	Sig.	Std. Error
Counseling support and family wellbeing → student mental health	.763	.582	.578	151.121	.000	5.073

The results indicate that the multiple correlation coefficient (R) is 0.763, demonstrating a strong positive relationship between school counseling support and family wellbeing collectively and student mental health. This finding suggests that the two predictor variables are strongly associated with variations in students' mental health. Furthermore, the coefficient of determination (R^2) is 0.582, indicating that school counseling support and family wellbeing simultaneously explain 58.2% of the

variance in student mental health. The remaining 41.8% is attributable to other factors not included in the current regression model. The adjusted R^2 value of 0.578 confirms that the model maintains a relatively stable explanatory capacity after adjustment for the number of predictors and sample size.

The ANOVA results further demonstrate that the regression model is statistically significant, with an F-value of 151.121 and a significance value of $p < 0.001$ (reported by SPSS). This result indicates that school counseling support and family wellbeing, when considered simultaneously, have a statistically significant relationship with student mental health. Therefore, the null hypothesis is rejected, while the alternative hypothesis is supported. Additionally, the standard error of the estimate is 5.073, indicating the average prediction error of the regression model in estimating student mental health scores.

4. Discussion

The first finding demonstrates a significant relationship between school counseling support and student mental health, indicating that the psychological wellbeing of students in Madrasah Ibtidaiyah (MI) in Serang is associated with the support and guidance available within the school environment. This finding is particularly relevant to the MI context because counseling at the primary education level involves more than responding to students who experience psychological or behavioral difficulties. It also encompasses developmental guidance, emotional support, social adjustment, character formation, and the prevention of emerging psychological problems. At this educational stage, children are still developing their emotional regulation, interpersonal skills, self-confidence, and ability to communicate personal difficulties. Consequently, accessible and developmentally appropriate counseling support represents an important component of a supportive learning environment.

In Indonesian madrasahs, counseling services are institutionally recognized as an integral component of education. The Ministry of Religious Affairs' Operational Guidelines for Counseling Services in Madrasahs emphasize that counseling should facilitate students' physical, intellectual, emotional, moral, social, and spiritual development. The guidelines also position counseling within the distinctive Islamic educational framework by integrating values derived from the Qur'an and Hadith into students' character development. However, the implementation of counseling services at the MI level requires particular attention to institutional capacity and the availability of qualified personnel. Ideally, services are delivered by qualified guidance and counseling teachers or professional counselors. Nevertheless, the availability of dedicated counseling personnel may differ across madrasahs. In settings without specialized counseling staff, the principal's coordination and the involvement of teachers, particularly classroom teachers, become important in identifying students' difficulties, providing initial guidance, communicating with parents, and referring cases requiring more specialized assistance. This arrangement makes classroom teachers particularly relevant because they interact with students regularly and can observe changes in learning engagement, peer relationships, emotional expression, and classroom behavior. Nevertheless, providing initial educational guidance should not be confused with replacing the professional responsibilities of qualified counselors.

This institutional distinction is important when interpreting the present findings. The relationship between counseling support and student mental health may reflect students' experiences of being understood, monitored, supported, and treated fairly by adults in their educational environment. In MI settings, counseling may be integrated into everyday educational interactions rather than delivered exclusively through formal individual counseling sessions. Nevertheless, this potentially accessible arrangement also presents challenges. When counseling responsibilities are distributed among teachers without adequate preparation, time, confidentiality procedures, or systematic assessment, the quality of support may become inconsistent. The presence of supportive teachers therefore does not automatically indicate the availability of comprehensive counseling services. These findings complement Alexander

et al. (2022), who examined counselors' roles and institutional challenges in providing school-based mental health support, and Butler et al. (2022), who emphasized the importance of supportive interpersonal relationships in children's wellbeing. They also correspond with Raniti et al. (2022), whose review highlighted the relevance of school connectedness to depression and anxiety, and Lin et al. (2025), who examined outcomes associated with structured group counseling interventions. However, the present study contributes a distinct perspective by examining school counseling support in relation to student mental health within the MI context. Unlike research primarily concerned with adolescents or formal counseling interventions, this study emphasizes the relevance of school-based support within primary Islamic education. An important implication is that MI institutions in Serang should not evaluate counseling provision solely through the existence of a counseling program or the presence of designated personnel. Greater attention should be given to the accessibility, continuity, developmental appropriateness, confidentiality, and responsiveness of services. The findings support the importance of strengthening counseling capacity through teacher preparation, principal supervision, systematic identification of students' needs, and appropriate referral mechanisms.

The second finding establishes a significant relationship between family wellbeing and student mental health, reinforcing the argument that children's psychological experiences cannot be adequately understood independently of their family environment. For MI students in Serang, the family represents an important context in which emotional security, religious values, interpersonal behavior, discipline, and social attitudes are developed. Unlike older students, primary-school children generally depend more heavily on parents and other family members for emotional regulation, daily supervision, problem-solving assistance, and interpretation of their social experiences. Accordingly, the quality of family relationships may be associated with how children respond to academic demands, interpersonal conflicts, and emotional challenges. Within the sociocultural context of Serang, family wellbeing can also be interpreted in relation to the community's religious and social traditions. This context provides a relevant perspective for understanding family wellbeing among MI students, particularly because Islamic educational institutions and family environments may share religious and moral reference points in shaping children's development.

In this context, parental involvement may extend beyond providing financial and educational resources. It may also involve accompanying children in religious activities, reinforcing moral values, monitoring daily behavior, maintaining communication with teachers, and providing emotional reassurance when children encounter difficulties. Such interactions can create continuity between the values promoted at home and those reinforced at school. When children experience consistent emotional support and guidance across these environments, they may have greater opportunities to develop a sense of security, belonging, and confidence. This interpretation is consistent with Purnomo & Basuki (2024), who emphasized the importance of supportive relationships across family, school, and peer environments in children's and adolescents' mental wellbeing.

This interpretation provides a more critical understanding of the relationship identified in the present study. Family wellbeing is relevant not merely because parents occupy an important position in children's lives, but because the quality of everyday family interactions may be associated with children's capacity to manage emotional and social challenges. The findings complement Ifdil et al. (2021) by emphasizing the importance of supportive relationships while extending the discussion to the context of primary Islamic education in Serang. They also broaden the interpretation of Raniti et al. (2022), whose research emphasizes school connectedness, by demonstrating the relevance of considering family-related conditions alongside school-based relationships.

From a practical perspective, MI institutions should recognize parents as partners in supporting students' psychological development rather than treating them exclusively as recipients of school information. Regular parent–teacher communication, constructive discussions about children's emotional and behavioral development, and consistent approaches to discipline may strengthen the

relationship between school and family environments. Importantly, parental engagement should be collaborative rather than judgmental, ensuring that families feel supported when discussing children's difficulties.

The third finding provides a broader understanding of student mental health by demonstrating that school counseling support and family wellbeing are simultaneously and significantly associated with student mental health. The importance of this simultaneous relationship becomes particularly evident within the MI context in Serang, where children's development takes place across interconnected educational, family, religious, and community environments. Madrasahs provide structured educational experiences that include academic instruction, religious learning, social interaction, and character development, whereas families reinforce children's everyday emotional experiences, behavioral expectations, and moral understanding. These environments may complement one another when students receive consistent support and guidance. For example, a classroom teacher who identifies changes in a child's emotional or social behavior may communicate with parents to obtain a broader understanding of the child's circumstances. Conversely, parents who recognize emotional or behavioral difficulties at home may communicate these concerns to the madrasah so that appropriate educational support can be considered.

This relationship suggests that student mental health should be understood through the continuity of support across educational and family environments. Counseling services that operate independently of family circumstances may overlook important information about children's emotional experiences outside school. Similarly, family support that is disconnected from the child's educational environment may provide insufficient information about difficulties emerging through classroom interactions, academic expectations, or peer relationships. Consequently, coordination between teachers, counseling personnel, school leaders, and parents represents a relevant institutional approach to understanding and responding to students' needs.

The cultural context of Serang further enriches this interpretation. In MI environments, religious and moral values may serve as shared reference points for communication between schools and families. Values such as mutual respect, compassion, responsibility, and concern for others can inform how adults respond to children's emotional and social difficulties. However, these values become meaningful for mental health support only when translated into supportive practices, including attentive listening, non-discriminatory treatment, constructive communication, and appropriate assistance. Religious and cultural affiliation alone should not be treated as evidence of psychological wellbeing.

5. Conclusion

This study examined the relationships among school counseling support, family well-being, and student mental health, emphasizing the importance of considering school-based and family-based support within an integrated framework. The findings indicate a significant positive correlation between school counseling support and student mental health, suggesting that stronger perceived counseling support is associated with better student mental health, higher scores indicate more favorable conditions across all variables examined in this study. The analysis also identified a significant relationship between family well-being and student mental health, Furthermore, the joint analysis suggests that school counseling support and family well-being are relevant correlates of student mental health. These findings reinforce the value of examining students' psychological well-being in relation to both institutional support at school and supportive conditions within the family, rather than treating these contexts as independent influences.

The study contributes to the literature by examining school counseling support and family well-being simultaneously in relation to student mental health. This integrated approach provides a basis for understanding how support across school and family environments may be associated with students'

psychological conditions. In practical terms, schools may strengthen counseling services, promote early identification of students' psychosocial needs, and develop constructive partnerships with families to create more supportive environments. Such initiatives should be understood as evidence-informed directions for practice rather than interventions whose effectiveness has been established by the present study.

Several limitations qualify these conclusions. First, the correlational design does not establish causal relationships or determine whether support precedes changes in mental health. Second, the findings may be affected by unmeasured factors, including socioeconomic circumstances, peer relationships, and individual differences. Future research should replicate the analysis across diverse student populations, report complete correlation and regression estimates with confidence intervals and effect sizes, and use longitudinal or intervention-based designs to investigate temporal relationships and potential mechanisms. Overall, this study underscores the relevance of school counseling support and family well-being as complementary contexts for understanding student mental health while highlighting the need for further rigorous research to clarify the strength, direction, and practical implications of these relationships.

6. References

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