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Analysis Risk Factors For Suicidal Thoughts Among Students In Surakarta: A Case Study Approach

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ABSTRACT

The design of this study was a qualitative case study with eight respondents who were selected using the purposive sampling technique. The inclusion criteria were students with a positive risk of suicide and high scores at the screening phase. Data were obtained by semi-structured interviews and analyzed thematically using the Colaizzi method. This study showed that the exploration of the risk factors for suicidal thoughts consisted of two themes, eight sub-themes, 25 categories, and 50 keywords. Two themes are suicide, and spiritual. Eight sub-themes namely Causes, Response to problems, Family attitude, Efforts that have been made, Obstacle factors, Supporting factors, Meaning of the problem faced, A feeling that arose spiritually. The risk factors for suicidal thoughts among students in Surakarta are that they have no interest in entering higher education, have difficulty in attending lectures, disappointing academic scores, broken home families, problems with a partner, financial issues, sadness, and disappointment in God, and they face problems repeatedly.

Keywords: Risk Factors, Suicidal Thought, College Students



BACKGROUND

Students should have a fighting mentality and tremendous enthusiasm as agents of social change to make improvements for the better while avoiding the detrimental consequences of modernization (Bestari, 2015). At this time, the highest prevalence of suicide is among young adults, including students. Suicide is the second global major cause of death for people aged 15-29 years (young adults), and most students are in this age range (WHO, 2016). The young adulthood process is the phase of the transition of a person from puberty to adulthood. Someone who typically focuses on himself, becomes someone who can think and prepare for the future. This young adulthood process varies from facing external and internal challenges such as mental health issues (Viora, 2018). This adulthood phase is also considered as an adaptation to life and a new social expectation. Being adaptable to a social expectation means developing and changing new attitudes, desires, and values to fulfill their roles. Difficulty to adapt in this young adult phase is somewhat challenging (Pieter and Lubis, 2017). Suicide risk is the risk of attempting to harm oneself to end life (PPNI, 2016).

Based on the phenomenon in the Higher Education Department of Nursing and Midwifery in Ghana, a primary study said there were reports of suicide among college students (Nii *et al.*, 2019). The study of (Wolitzky-taylor *et al.*, 2019) revealed that worldwide suicides in 2018 resulted in 800,000 deaths. World Health Organization (WHO) in 2016 showed that the suicide rate in Indonesia continues to increase, from 4.3% in 2012 to 5.2% in 2016. In 2019, a student at a university in Surakarta committed suicide (Ryantono, 2019), and another one in Bandung (Anonim, 2019). Apart from these two cases, there were still many suicides that occurred among students. Nationally, Central Java is the province with the highest number of suicides with 331 cases, followed by East Java with 119 cases. A preliminary study on students at the Health Polytechnic of Surakarta in 2019 showed 32% of individuals in high suicide ideas and 68% in low suicide ideas.

Based on the preliminary study, which showed that the idea of suicide among students is still high, it should be well-considered because it will affect the students' fighting mentality. It is important to keep them working and studying productively, and early detection of risk factors of suicidal thoughts in students should be initiated. Hence, it is necessary to explore the overview of the risk factors for suicidal thoughts among students so that suicide prevention efforts can be conducted accordingly. Aim; The purpose of this study was to discover the risk factors for suicidal thoughts and desires among students in Surakarta, Indonesia.

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METHODS

This study used a qualitative case study design. The study participants consisted of first-year students at the Health Polytechnic of Surakarta who were young adults aged 17-21. Eight participants were selected using a purposive sampling technique with a positive risk of suicide and high scores at the screening phase. Interviews were conducted from December 2019 to January 2020 with semi-structured interviews. The data collection tool was a recording device, and data were analyzed thematically using the Colaizzi method. Ethical feasibility for this research was carried out at the ethics committee at the Faculty of Nursing, Airlangga University on December 9, 2019, Ethics certificate number 1854-KEP.

RESULTS

Based on the results of semi-structured interviews with eight students, it was found that both internal and external factors caused a suicidal thought or idea. This study was a qualitative case study design with the characteristics of the respondents as follows:

Table 1 Characteristics of respondents in phase one

No	Code	Gender	Age	Level of education
1	M1	Male	17	Diploma III
2	M2	Female	18	Diploma IV
3	M3	Female	20	Diploma IV
4	M4	Female	20	Diploma III
5	M5	Female	20	Diploma IV
6	M6	Female	21	Diploma III
7	M7	Female	19	Diploma III
8	M8	Female	18	Diploma III

Table 1 describes the characteristics of the respondents. There were male and female first-year students with an age range of 17-21 years old involved in the study. A purposive sampling technique was used to select the participants with a positive risk of suicide and high scores at the screening phase. The majority of respondents were female.

Based on the analysis, there were two themes, eight sub-themes, 25 categories, and 50 keywords. The themes were identified from sub-themes, the sub-themes were concluded from the categories, and the categories were summarized from the keywords. The overall themes, sub-themes, categories, and keywords are as follows:

Theme 1: Suicide with a sub-theme of 1 cause; category 1 does not match specialization, keywords; I don't like being forced, not according to my passion. Category 2 damaged houses, keywords; disappointed, sad, parents are not in the same house, one parent is cheating, the family is not harmonious often quarrels, one house with the stepfather and the relationship is not good. Category 3 lover, keywords; abandoned by a lover, an authoritarian lover, afraid of losing. Category 4 economy, keywords; has to help a lot, withstand the lack of conditions, limited facilities. Category 5 academic, the keyword is difficulty in understanding the lesson, the value is not as expected. Category 6 Bullying, keywords; embarrassed to be embarrassed in front of the crowd. Sub-theme 2 Changes in behavior/response to problems; 7 moody categories, keywords; prefers to be alone, away from parents, to be more introverted. Category 8 speak as needed, keywords; in trust, disappointed with the parents. Category 9 Crying, keywords; sad about related problems. Category 10 is not passionate in any way, keywords; lazy to go to college, have no appetite, have trouble sleeping or sleep a lot. Sub-theme 3 Efforts made; category 11 confide in friends, keywords fear of being scolded by parents, feeling grown-up, more comfortable. Category 12 confide in family, keywords; to convey it to parents. Category 13 confide in spiritual mentors, keywords; got strength spiritually. Sub-theme 4 family attitudes; category 14 do not care, keywords are often angry, insinuating, comparing with relatives or other people. Sub-theme 5; obstacle factor; 15 categories, friends, keywords; insult, Category 16 family, keywords; less harmonious. Category 16 Thoughts, keywords; negative thoughts arise. Sub-theme 6 Supporting factors; category 17 motivation, keywords; self-motivation, family motivation, lover motivation, friend motivation.

Theme 2; spiritual with sub-theme 1 feeling that arises spiritually; category 1 disappointed, keywords; let go, be grateful. Category 2 sad, keywords; patient. Category 3 angry, keywords; forgive, start loving yourself, don't judge yourself. Sub-theme 2 the

meaning of the problem, category 4 have considered as punishment, keywords; there have been mistakes in the past. Category 5 feels God is unfair, keywords; was given a problem in a row. Category 6 considers it a disaster, keywords; in life, there must be trials from God.

Table 2 Risk factors for suicidal thoughts among students

Theme 1: Suicide

Subtheme	Significant Statements
Causes	"...I went to college not according to my interest, so it felt difficult to attend lectures" (P1, P2, P4, P5, P7, P8). "I have suicidal thoughts because I have a broken home family, Parents who are not in a harmonious relationship (P2, P4, P5, P6, P7), "...financial issues become a heavy burden and must be forced to many limitations so that it weighs on my mind ... (P2, P7, P8), "...withstand many limitations ..." (P7, P8), ... "Suicidal thoughts arise because of an authoritarian partner and a partner's abandonment" (P4, P6), ... "I cannot stand with the trauma of being bullied by friends..." (P3, P8), "... grades that do not match expectations, difficulty taking lessons and having low academic scores, and feeling depressed because of shame ..." (P5, P8). Each student has more than one problem simultaneously and repeatedly, resulting in frustration and triggering suicidal thoughts.
Response to problems	"...when disappointed with parents, I am lazy to talk to parents and family members, I become more moody, introverted, and not enthusiastic ... (P1, P2, P3, P5, P6, P7, P8), "...problems make me overthinking, lack of appetite, and having trouble with sleeping..." (P3, P4, P6), "...being lack of self-confidence and trust to others ..." (P3, P6), "...with the problem I have, I feel stuck so I prefer to be alone in the room..." (P1).
Efforts that have been made	"...the efforts made were playing to a friend's house and telling them" (P1, P2, P4, P5, P7), and "...told my aunt and told my parents but still felt that they did not provide a solution to continue studying even if it was being forced" (P8), "... the problem buried itself ..." (P6, P3).
Family attitude	"...families often get angry..." (P1, P5, P7, P8), "... the family does not care about the problems experienced by its children..." (P2, P6, P8), "... families often compare with other siblings..." (P1), "... the family often brings up and insinuates about the problems that exist in the family..." (P5).
Obstacle factors	"...friends who sometimes bully..." (P1, P8), "... family conditions that are not harmonious, parents who are often angry and often disputing..." (P2, P5, P8), "...always being overthinking..." (P3, P4, P6, P7), "...mistrust with friends..." (P3, P6, P8).
Supporting factors	"...personal motivation..." (P1, P6), "...motivation from siblings and cousins..." (P2, P8), "...motivation from partner..." (P4, P5).

Theme 2: Spirituality

Subtheme	Significant Statements
Meaning of the problem faced	"...assuming this is a punishment from God ..." (P1, P2, P4, P5), "...this problem is part of a trial for me..." (P3, P7), "...think that God is unfair..." (P6, P8).

purpose and meaning, provides comfort, and prevents suicide. Another research (Umma, 2017) defined a significant influence from the life events (stressors), opinions on suicidal treatment, social support, friendship, and religiosity to suicide ideation. Garrouette & Goldberg's research in (Shinde and Wagani, 2019) found that commitment to spirituality was significantly associated with decreased suicide attempts. Spirituality had the effect of converting negative thoughts into positive ones. Other related research by Walker, Shin, and Kaslow (2018) explained that spiritual well-being leads to a protective function against feelings of isolation that can reduce the risk of an individual's psychological negativity. As a result, it can increase spiritual sense and social connectivity (interpersonal relationships) and reduces suicidal ideation, hopelessness, and symptoms of depression. The risk factor for suicidal thoughts is not a single factor, but several factors cause suicide, and each factor is interrelated. Related research from (Blasco, Castellví, and Almenara, 2016) showed that it is vital to explore and identify factors that affect suicide risk to inform and improve further intervention strategies. Hence, interventions are more effective when they focus on risk factors and protective measures.

CONCLUSION

Students have a risk of suicide so that the risk factors for suicidal thoughts were identified among students, and two themes were found, namely suicide and spirituality. The risk factors for suicidal thoughts among students in Surakarta are that they have no interest in entering higher education, have difficulty attending lectures, disappointing academic scores, broken home families, problems with partner, financial issues, sadness and disappointment in God, and they face problems repeatedly.

NURSING IMPLICATION

Universities or nursing schools should prepare strategies in dealing with existing conditions to prevent suicide among students. Preventive efforts within the Educational Institution in the form of creating an environment that is conducive to mental health development, providing communication, education and providing psychosocial support by means of infrastructure, including sports facilities, worship facilities, counseling facilities so as to minimize psychosocial problems (Yusuf, Fitriyasari and Nihaayati, 2019).

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