



“Falling at the First Hurdle” : Phenomenological Analysis of Students Suicide in Indonesia from the Perspective of Developmental Psychopathology and Its Implications for School Counseling

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Abstract: This research aims to analyze the phenomenon of student suicide in Indonesia in 2023 from the perspective of developmental psychopathology and suggest its implications for school counseling. This qualitative research employed a phenomenology approach. The data sources were secondary, obtained from suicide news articles on national and regional online news sites, and analyzed using reflexive thematic technique. The research results indicated 15 cases with 5 themes depicting the phenomenon of student suicide, including 1) accessible places and methods, 2) leaving messages or signs, 3) the severity of family conditions, 4) internalizing many things, and 5) dangerous peer influences. The concept of equifinality could be illustrated from the analyzed phenomena. The internalizing problems experienced by the victims may stem from the relationship patterns between parents and students and/or students and peers, which appear to dominantly underlie these cases. The research findings recommend implications for strengthening holistic counseling programs involving various members in the school environment.

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Introduction

In the year 2023, the online community was shocked by the death of a sixth-grade student in South Jakarta, who was reported to have fallen from the fourth floor. However, after investigation and confirmation from surveillance camera recordings, it was revealed that the child intentionally jumped over the building barrier, using a bench for support (Friastuti & Devin, 2023; Kumparan, 2023). This incident is deeply concerning, considering that the student deliberately engaged in a highly dangerous act, ending her life as she was about to enter adolescence. This case is just one example of many suicide incidents occurring in the country. While Indonesia is not among the countries with a high suicide rate (WHO, 2019), suicide cases in Indonesia have been increasing each year (Pusiknas Polri, 2023). In the year 2023 until October, there were a total of 971 recorded suicide cases (Muhammad, 2023; Pusiknas Polri, 2023). Specifically, the Deputy for Special Child Protection revealed at least 20 cases of child suicide by early November, while the Indonesian Child Protection Commission (KPAI) recorded even more cases, totaling 37. It's challenging to identify the exact causes of these cases due to the complexity of the behavior, but some contributing factors include bullying, mental health issues such as depression and anxiety, teenage romance, and family economic problems (Astunggoro, 2023; Puspa, 2023).

In the mentioned case of the elementary school girl jumping from the school building, bullying and advice from teachers were suspected as contributing factors (Kumparan, 2023). Bullying in the educational environment is a social phenomenon that is challenging to



eradicate, often occurring due to complex relationships among students and contextual factors (Colpin et al., 2021; Thornberg, 2018). The characteristics of bullying are reflected in the power imbalance between the bully and the victim, deliberate aggressive actions, and repetitive behavior, making it difficult for the victim to defend themselves. Teachers, as educational facilitators, have significant potential to prevent bullying and maintain a positive learning environment in the classroom (Colpin et al., 2021).

Peer victimization, both in the short and long term, is associated with negative outcomes for students, such as dropping out of school (due to the school becoming an unsafe and uncomfortable place to learn), externalizing and internalizing behavior problems, and suicidal ideation and attempts (Abdillah et al., 2020; Colpin et al., 2021; Neal & Veenstra, 2021). Specifically, chronic bullying as a stressor can increase internalizing problems in child and adolescent victims (Neal & Veenstra, 2021). Internalizing problems involve an individual's reactions or behaviors in response to stressors, characterized by anxiety (including rumination or repetitive negative thoughts), depression, withdrawal, and more. Generally, internalizing problems are more common in girls than boys (APA, 2013; Lewis & Rudolph, 2014). Furthermore, persistent internalizing problems (depression) over six months can be a risk factor for suicidal behavior in teenagers and young adults (Piqueras et al., 2019).

Suicide, in general, is defined as the act of intentionally ending one's own life, often occurring in the context of depression. It can also be caused by substance use or other disorders, and sometimes it happens without any psychiatric disorder (APA, 2013). However, suicide is viewed as a complex construct comprising suicide ideation, attempts, and completed suicide (Lee et al., 2019). Various news articles describe the chronology of different student suicide cases in Indonesia. However, previous scientific studies related to these cases have focused on specific characteristics or actions of victims towards the end of their lives, such as leaving a "will" (Juanda, 2016), the pattern of suicide phenomena in a region, for example, Bali (Sudhita, 2009), or suicidal ideation in lonely teenagers (Ainunnida & Hartini, 2018). Therefore, it can be understood that there are still few studies addressing fatal (completed) suicide cases among students in Indonesia, especially with an analysis of phenomena involving various interacting factors between the victim and their environment. One crucial perspective that can comprehensively explain such behavior is developmental psychopathology.

Developmental psychopathology is a discipline in psychology that studies the mechanisms or processes of psychological disorders, such as depression, anxiety, behavioral disorders, and others. This encompasses risk factors, protective factors, and the impact of such disorders on individuals (Centifanti & Williams, 2017). The relevance of developmental psychopathology to the cases of victims in this study can be seen in the factors of suicidal behavior, the patterns or dynamics among interrelated factors, including the adjustment process or responses within students, and the mental health outcomes until the occurrence of such actions (Lewis & Rudolph, 2014). The perspective of developmental psychopathology is crucial for understanding the phenomenon of student suicide integratively so that all parties involved with students can more effectively prevent such behavior. In this study, developmental psychopathology includes risk and protective factors for suicidal behavior in students, the general characteristics of the victims, and the dynamics of the relationship between the victims and their closest environment, namely family and peers (Lewis, 2018).

Furthermore, various behaviors related to student suicide cases such as bullying and teacher responses reflect interactions that occur within the school environment involving the victims. The interconnectedness of various parties can be a crucial key in building effective counseling in schools (Cross et al., 2021). Therefore, this research aims to



phenomenologically analyze student suicide cases in Indonesia in 2023 based on news published by online newspapers, according to relevant aspects of developmental psychopathology, and to recommend its implications for school counseling programs.

Research Method

This qualitative research employed a phenomenological approach based on secondary data regarding student suicide in Indonesia. Data retrieval is conducted online using keywords such as "child suicide," "student suicide," "suicide cases," "suicide rate in Indonesia," and "chronology of student suicides in 2023." The study focuses on student suicide behavior directly leading to death, considering that relevant news articles are relatively easy to trace. Subsequently, each news article on the chronology of relevant cases is further investigated to obtain a general overview of student suicide behavior in Indonesia. The terms "student," "victim," and "child" in this study can be interchangeable depending on the context of the sentence but still revolve around the substance describing the actor of suicide, namely students ranging from children to adolescents.

Chronological case data and general statistics were obtained from various verified national online news channels such as Republika, Kumparan, Media Indonesia, and others. Additionally, online regional news channels like Fajar Papua, Radar Pekalongan, Radar Yogya, and others were included as chronological sources, considering that many of these cases occurred in remote areas of Indonesia and were easily accessible to local media. Furthermore, more detailed statistical data was obtained from information releases by relevant institutions such as the Indonesian Child Protection Commission (Komisi Perlindungan Anak Indonesia - KPAI), Pusiknas Polri, Indonesian Association for Suicide Prevention (INASP), Katadata, and the WHO. Data collection continued until saturation was reached, indicating the absence of new information regarding the selected cases.

The selected case articles represent events that occurred during 2023, because that year witnessed a higher number of suicide cases in Indonesia compared to the previous years (Pusiknas Polri, 2023). The analysis conducted on the corpus data (selected articles) is inductive, utilizing the reflexive thematic analysis technique (Braun & Clarke, 2006). Subsequently, based on each data corpus, data sets covering expressions from the victims or their families and significant statements are examined more deeply to extract keywords (coding). These codes are then organized into main themes for analysis based on the aspects of developmental psychopathology. The discussion of these themes will refer to indexed journal articles in Google Scholar, Scopus, or Sinta, developmental psychopathology textbooks, and the Diagnostic and Statistical Manual-V (DSM-V).

Results and Discussion

Indonesia is categorized as one of the countries with a low suicide rate globally (ranked 151 out of 176 countries), with estimated cases ranging from 2.6 to 3.4 per 100,000 population. However, the actual number of cases likely surpasses the data published in the media. This is because families often choose not to report suicide incidents, considering them as shameful, to the authorities (Onie, 2023; WHO 2019; World Population Review, 2023). A drastic increase occurred in the reported suicide cases received by the Indonesian National Police (Polri) in 2023, indicating a figure of 1,204 cases, whereas the previous year recorded 826 cases. There are five provinces with the highest suicide rates: Central Java with 430 cases, East Java with 224 cases, Bali with 124 cases, West Java with 72 cases, and Yogyakarta Special Region with 56 cases (Muhammad, 2023; Pusiknas Polri, 2023). According to the Ministry of Women's Empowerment and Child Protection (KPPPA), the



number of suicides among children fluctuates each year, but by early November 2023, there were already 22 cases, surpassing the 2022 figure of 20 cases (Media Indonesia, 2023).

Based on the search for news on student suicides this year, hundreds of thousands of articles from various sources emerged. However, after filtering titles and examining each one, dozens of relevant news articles were found. The articles were then refined further to find a complete chronology, resulting in obtaining news about 15 victims from several articles, as detailed in Table 1.

Table 1. General Profile of Student Suicide Cases in Indonesia Year 2023

Number	Victim's Initials	Sex	Age (years)	Education Level	Parental Presence	Region/City	Alleged Motive
1	SR	Female	13	Elementary School (Grade 6)	Alive	South Jakarta	Offended by teacher's advice
2	BSN	Male	15	Junior High School (Grade 8)	Alive	Makassar	Unknown
3	PA	Male	-	High School (Grade 2))	Alive	Bali	Unknown
4	FF	Male	12	Junior High School (Grade 7)	Orphan, lives with father	Cirebon	Longing for mother and economic burden
5	AW	Male	14	Junior High School	-	Cirebon	Unknown
6	NP	Male	19	Vocational School (Grade 12)	-	Sleman	Unknown
7	NT	Male	17	Vocational School	-	Kupang	Heartbreak
8	XY	Male	-	High School	-	Sleman	Unknown
9	MAW	Male	16	High School	Alive	Jayapura	Offended by advice, mental health issues
10	YS	Female	17	High School	Alive	Jayapura	Unknown
11	RY	Male	15	Islamic Boarding School	Alive, not living with parents	Sidenreng Rappang	Depression
12	RD	Male	13	Junior High School	Divorced, not living with parents	Kutai Barat	Family & love problems
13	SCS	Male	-	Vocational School	Alive, not living with parents	Kutai Barat	Family & love problems
14	MRAK	Male	16	Vocational School (Grade 10)	Alive	Pekalongan	Depression, rejected love & bullying
15	MR	Male	11	Elementary School (Grade 4)	Orphan, lives with mother	Banyuwangi	Depression, bullying

Note: (-) victim's age or parental presence is unknown.

According to the profile description, it is known that 87 percent of the victims are male, with only two females. In addition, the average age of the victims is almost 15 years, classified as in the adolescent developmental stage, except for MR (11) and FF (12), who are in late childhood or transitioning to adolescence stage. The majority of the victims live with



their parents in rural areas. Additionally, there are alleged motives for suicide among these child victims. However, in general, the mental disorders experienced by the victims are not known, except for MAW (16 years old), whose condition is mentioned by the parents. Quotations from interviews with parents, family members, and statements from the police in these 15 articles were then analyzed to identify common themes. Five general themes were obtained to explain the phenomenon of student suicide and the related factors.

Theme 1: “Easy” Places & Methods

Based on the articles found, almost all victims ended their lives in familiar locations. The incidents commonly occurred at their homes, but in some cases, student suicides happened in public facilities they frequently visited, such as schools and bridges. In these places, the victims took "simple" actions that could be done independently and had an immediate fatal impact, without being noticed by others due to the familiar situation. For example, a school principal in South Jakarta, where the case of SR (13 years) occurred, stated:

*“(She) asked for permission to **go to the toilet**. So, at that time, she was studying. So, the teacher did not see (the incident)”* (Friastuti & Devin, 2023).

This statement indicates that the chosen location for the incident was well understood by the student. Another common case of suicides happening at home is exemplified by a quote from FF's (12 years) father, a student who ended his life at the long-time residence of relatives, where he lived with his father and late mother, is as follows:

*“He said he wanted to go to our **relatives' house**, where we used to live when my wife was still alive. He even asked for money for phone credit.”* (Rakisa, 2023).

Furthermore, descriptions of how victims ended their lives with easily accessible tools and without arousing suspicion from others are revealed in statements like:

*“... The witness was shocked to see the victim hanging using **a long pants cloth wrapped around the neck, with one end tied to the window frame...**”*

This statement, made by AKP Frengky Rumbiak, pertains to the case of YS (17 years), who was found dead in his room (Redaksi FP, 2023). Hanging was the method chosen by 80 percent of the victims to end their lives, while three other victims - SR, BSN, and PA - jumped from heights in school buildings and near school bridges.

Theme 2: Leaving Messages or Signs

This theme describes specific characteristics or behaviors exhibited by victims, either unusual actions not typically performed or continuous actions, before ending their lives. Most victims seemed to be facing issues some time before the incident that were noticed by parents, friends, or teachers. For instance, a friend of PA's stated,

*“We were surprised when asked about his whereabouts. Because as far as we know, since last Wednesday, he **hasn't been to school** until yesterday. So, we really don't know what happened to him.”* (Statement from PA's school friend after he was found falling from a bridge) (Krista, 2023).

Explicit messages were even clearly conveyed by NP (19), who wrote the WhatsApp status *“**See you, my friends,**”* accompanied by a photo of a rope, known by his school friends (Lantiva, 2023). Unfortunately, when they immediately went to his house, the incident had already occurred.

Theme 3: The Severity of Family Conditions

Depressing family economic conditions, complicated relationships between students and parents, or the separation of families from students feature in some cases in this study.



Economic limitations combined with family separation occurred in the case of FF (12). The victim lived with his father in a 3x4-meter rented room since his mother's death, and it was mentioned by the father:

*"I decided to **live on my own**, to leave my sister-in-law's house after my wife passed away"* (Rakisa, 2023).

Additionally, discord in parent-student relationships, as seen in PA's case in Bali, where the victim left home after being scolded by parents, resulting in missing school and unknown whereabouts (Krista, 2023). Another case, RY (15), shows implicit parental rejection expressed in the victim's will:

*"I apologize, Mom, for never making you happy and always causing disappointment. I want to leave this world so that **Mom can live happily here...**"* (Armandika, 2023).

Theme 4: Internalizing Many Things

Most victims do not appear to have serious issues according to those around them. The ambiguity of these issues is hard to trace because they often tend to be private about personal matters. Families are often unaware that the victims are dealing with romantic problems, rejection from friends, or other dissatisfaction, making these issues typically speculative rumors within the school environment. For example, it is reflected in the statement of AKP Giyarto, the police chief handling the MRAK case, when asked about the speculation that the victim was depressed because his love expression was rejected by a woman:

"The motive is still unclear." (Waluyo, 2023)

In the case of FF, who was known in his school environment to be friendly and high achieving, he was also secretive about her personal life. However, the rumination and melancholic expressions, indicative of internalization issues, were clearly expressed by FF to his father in relation to her deceased mother, as stated below:

"He became melancholic after his mother's death. Always expressed a desire to meet Umi (her late mother), even often asked me to join Umi." (Rakisa, 2023).

Theme 5: Dangerous Peers

Many victims experienced bullying or problems with their peers in the educational environment. Some allegations of bullying were related to the economic conditions of the victims, such as the case of MRAK, which was still difficult to confirm. However, real bullying occurred in the case of MR, the youngest victim this year. MR always cried to his mother, saying that he was often bullied at school because he was an orphan and once refused to attend religious lessons because of it. Here is a statement from MR's mother after her son took his own life:

"He said he wasn't accompanied by his friends at school. If he wasn't accompanied, he wouldn't go to school; just let it be, then go to school again tomorrow. It's been a month (being bullied), there's nothing more. If he didn't want to attend the religious lesson, he was bullied; he didn't go to study." (Rinanda, 2023).

Suicide is an act of self-harm to end one's life and can be classified into stages of ideation, attempts, and completion, with complex psychological explanations related to the individual and environmental factors of the victim (Lewis & Rudolph, 2014). Data exploration results show that completed suicide is not only committed by adolescent students but also by children in elementary school. This aligns with previous findings that children can engage in such actions, even though their cognitive abilities may seem limited, making it seemingly impossible. Moreover, children in the 7-12 age range do not fully understand the permanence of death, so they may take dangerous actions threatening their lives only because



of small problems (Lewis & Rudolph, 2014). An example is reflected in SR's case, who jumped from an elementary school building during class after being advised by a teacher.

In developmental psychopathology, the terms equifinality and multifinality are recognized with the development of trauma that affects the behavioral outcomes of individuals. Equifinality refers to various developmental backgrounds that can exhibit the same disorderly behavior. Conversely, multifinality explains that the same background can lead to different behavioral disorders (Lewis, 2018; Lewis & Rudolph, 2014). The concept of equifinality is demonstrated by the findings of this study, showing that not all students who commit suicide share the same developmental background. For instance, cases of students with deceased or divorced parents compared to cases of students living with both parents, surprisingly, resulted in victims taking the same life-ending actions.

Similarly, with economic conditions, although the majority of victims come from less affluent backgrounds, a small number of other victims live in sufficiency, even in cases like BSN's, who is the son of a fairly well-known official. However, some experts also argue that the multifinality model can explain some of these phenomena, considering that the same vulnerability factors experienced by the victims (such as family issues) result in different outcomes in their responses or behavioral adjustments. Nevertheless, the equifinality concept more accurately describes the broad risk factors in these cases that lead to the same endpoint, their decision to end their lives (Lewis & Rudolph, 2014).

Based on the 15 cases, themes depicting the phenomenon of student suicide in this study were identified, namely 1) "easy" places and methods, 2) leaving messages or signs, 3) the severity of family conditions, 4) internalizing many things, and 5) dangerous peers. For theme 1, it can be generally understood that these child and adolescent victims chose familiar locations and relatively easy methods for their suicides. This aligns with previous studies, indicating that hanging and jumping from heights are the two most common methods of child suicide in Australia (Lee et al., 2019).

The theme of "leaving messages or signs" was carried out by the victims before the incidents, both implicitly, such as doing something unusual (like disappearing from school), and explicitly, such as writing a special letter (will). Writing letters or messages (in the case of RY), and even updating statuses on social media (victims PA and NP) before the act, involved short writings reflecting a clear desire for death, direct expression, and not indicating a clear situational context. This is consistent with the findings of Juanda's study (2016), which analyzed suicide letters from several students in Indonesia in terms of language. According to the study, these suicide messages have relatively short sentences, direct delivery, and unclear comprehensibility. Moreover, these message findings can serve as an "alarm" for people around the victims, especially family, teachers, and peers, to be more responsive and attentive to prevent harmful actions after the message is written.

Furthermore, the theme of "the severity of family conditions" reflects that the victims had psychological burdens arising from significant events in the family, such as the death of a mother or father or divorce. The dynamics of members in this family ecosystem can significantly influence the child's adjustment (Lewis & Rudolph, 2014). For students FF and MR, who are still in elementary school, difficulties arose for the victims in adjusting to grief and loss due to the mentioned deaths. Previous studies have shown that exposure to the death of a parent (especially due to suicide) in children can be a long-term risk factor for suicide in children with certain psychiatric disorders (Wilcox et al., 2010). Unfortunately, the news articles did not provide specific backgrounds of the victims and their family histories, making it challenging to directly link certain mental disorders to this behavior. Cases like student RD, who lives separately from both parents due to divorce, can illustrate another risk factor.



Previous studies have revealed that parental separation is significantly associated with suicide attempts in boys exposed to divorce at an early age and during adolescence (Lindström & Rosvall, 2015). Conversely, it has been found that a good-quality parent-child relationship can serve as a protective factor to prevent suicidal behavior in children (Nilassoff et al., 2023).

In the theme of "internalizing many things," many of the victims are portrayed as being closed about their issues, so those around them are unaware of the problems or burdens they face. Traits such as shyness and introversion, anxiety in social relationships, internalization issues like rumination behavior (repeating thoughts about negative emotions), anxiety, and depression can lead to maladaptive outcomes in children (Lewis & Rudolph, 2014). These factors are even associated with suicide attempts in children, especially in girls, and completed suicides in boys, when the family environment is unsupportive, lacks emotional validation, fails to provide support and warmth, and rejects the child (Fotti et al., 2006; Lewis & Rudolph, 2014).

Previous studies indicated that internalization issues (rumination, depression, anxiety) generally occur more frequently in females than males and serve as a risk factor for suicidal behavior in adolescents to early adulthood (Johnson & Whisman, 2013; Piqueras et al., 2019). In contrast, this study indicates that the majority of victims, who are male students, show signs of rumination, depression, or other internalization issues. These varied problems can be explained by several predictors experienced by the victims, such as burdensomeness (feeling like a burden), insomnia, and conflicts with family or romantic partners (Steele et al., 2017). Furthermore, this study focuses on fatal victims, so the findings are consistent with previous studies showing that males in the child and adolescent categories are 2-3 times more likely to complete suicide compared to their female counterparts (Fotti et al., 2006; Steele et al., 2017). Moreover, suicide trends in the United States indicate an increase in injuries among male high school students (especially those of Black ethnicity) due to suicide attempts. In other words, male students may engage in more lethal suicide attempts than females (Lindsey et al., 2019).

Furthermore, rumination can interact with other depression risk factors, such as major life events (Johnson & Whisman, 2013), as seen in the case of students who become orphans, intensifying rumination and potentially developing into major depression. Victims of suicide often experience major depressive disorder (APA, 2013); unfortunately, the news reports in this study do not specify the diagnosis or specific characteristics of the depression they may have experienced. Moreover, the victims generally did not receive psychological or medical intervention for their mental health issues. However, major depression is highly likely among the victims in this study, as evidenced by the case of FF, who experienced prolonged brooding for months and continuously urged his father to join his deceased mother.

The last theme, "dangerous peers," depicts the magnitude of issues experienced by the victims with their peers at school or in other environments. In MR's case, he was bullied and socially rejected due to his status as an orphan. This event can be termed as misfitting, which is social interaction among peers perceiving an individual as not fitting into their group (Thornberg, 2018). MR can be seen as a "target" for bullying by his peers because of the mismatch in his status as an orphan with a group of children who generally have fathers, causing him to be "rejected" in peer relationships in his environment.

Continuous bullying and rejection caused MR to experience internalization problems such as withdrawal, difficulty sleeping, and reluctance to attend school for some time. Unfortunately, this condition went untreated, escalating into suicidal behavior. Consistent with previous studies, peer victimization is associated with internalizing behaviors (anxiety,



rumination, depressive withdrawal, brooding) in both boys and girls and indicates a high likelihood of suicidal thoughts (Fotti et al., 2006; Lewis & Rudolph, 2014). Moreover, a significant relationship was found between adolescents involved in bullying, either as victims or perpetrators, and suicidal thoughts and behaviors. Thus, bullying can be considered a risk factor for suicidal behavior (Kwan et al., 2022). Conversely, positive friendships among students and accompanied by quality family relationships are expected to be protective factors that can prevent students from engaging in suicidal behavior (Niellsoff et al., 2023).

Based on these findings, it is known that the issues faced by the victims, whether originating from family or peer relationships, continue to circulate within the school environment and remain unresolved. Therefore, this analysis also has implications for counseling programs that need to be implemented in schools. From intervention programs like "Friendly Schools" and previous studies, it is evident that addressing issues among students, such as bullying, requires the involvement of not only counselors or counseling teachers but also the entire school community, including students, teachers, staff, and parents. The interconnectedness of these parties contributes significantly to building counseling programs that can prevent bullying (Cross et al., 2021). Additionally, teachers and education policymakers play a crucial role in fostering a positive social culture in schools, encouraging students to think more empathetically and promoting positive behavior in line with social norms, thus preventing issues like bullying (Colpin et al., 2021; Cross et al., 2021).

Furthermore, early intervention in issues like bullying is crucial to providing social support for victims, facilitating trauma healing, and ensuring fair guidance for the perpetrators (Cross et al., 2021), aiming to prevent the problem from escalating. This is understandable, considering that anyone involved in bullying is at risk of having suicidal thoughts or behaviors (Kwan et al., 2022). Therefore, there is a need for widespread suicide prevention awareness programs involving parents, communities, and specific counseling for student groups vulnerable to socio-emotional issues. Ultimately, these counseling programs are expected to encourage students to seek help if they become victims of bullying and to discourage those engaging in bullying behavior (Cross et al., 2021), preventing them from 'falling at the first hurdle' and committing suicide.

Conclusion

From the result, there are five themes depicting the phenomenon of student suicide in Indonesia, namely: "easy" places and methods, leaving messages or signs, the severity of family conditions, internalizing many things, and dangerous peers. In general, these themes portray the internalization issues experienced by the victims and the poor quality of relationships between the victims and their immediate environment, such as family and peers. A more holistic or integrative counseling program involving students, teachers, and parents is needed to prevent student suicide behavior in Indonesia.

Recommendation

Recommendations based on this research are addressed to education policymakers, school teachers, and parents. For education policymakers, it is suggested to create policies that promote a positive school environment for peer interactions and interactions between students and educational staff while supporting parental involvement in students' education. Additionally, there is a recommendation to conduct training or education on bullying prevention and intervention for all education staff, not just counseling teachers. Furthermore, each school should relate to counseling facilities and professional mental health services.



Recommendations for schools, especially for teachers or staff, include being more responsive to bullying and unusual student behavior and reporting about such incidents. Teachers must intervene early in cases of bullying or significant internalization behavior issues in students, at least by facilitating victims with counseling teachers or mental health professionals, in the hope of preventing suicidal ideation or behavior. Furthermore, teachers can raise awareness about bullying and socio-emotional issues and teach students empathetic thinking habits. This awareness should also be disseminated in parent or community forums with the school so that parents can understand these phenomena and prevent their children from getting involved in peer victimization problems and more importantly, suicidal behavior.

Furthermore, parents are advised to be more attentive to the socio-emotional condition of their children, for example, by regularly engaging in dialogue about their feelings and attitudes. Additionally, parents must actively communicate with teachers about their children and be aware of their sons' and daughters' peer behaviour. It is expected to prevent internalization problems in children that could develop into suicidal behavior. It is also crucial for parents to know how to seek help from counselors if their children are involved in bullying, either as perpetrators or victims, and other behavioral issues.

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