Suicide Ideation Prevention Among University Students Through the Workshop: "I've Given Up!! What Should I Do??"

Rizqiariq Arrofiq Meirendra [a], Ma'rifatullillah Destiana Cahyati [b], Ricky Alejandro Martin [c], Fitriani Rahma Ramadhani [d], Fanny Anggraini Jati Pertiwi [e]

[a,b,c,d,e]*Department of Psychology, Universitas 17 Agustus 1945 Surabaya*

Corresponding Author:

[c]*rickymartin@untag-sby.ac.id*

ABSTRAK

WHO notes that Indonesia ranks eighth among ASEAN countries with high suicide rates. Increased suicidal ideation among students is a serious issue that requires immediate action. This study aims to evaluate the effectiveness of the "I have Grown Up! What Should I Do?" workshop in reducing the level of suicidal ideation in college students. The study employed a pre-experimental design with a one-group pretest-posttest approach. The research subjects consisted of 75 students in Surabaya, selected through a purposive sampling technique. Data were collected using the survey method with instruments Revised-Suicide Ideation Scale (R-SIS). Data analysis was conducted using a paired sample t-test. The analysis showed a significance value of 0.000 ($p < 0.05$), indicating a significant difference between the pretest and posttest scores. This finding proves that the workshop "I have Grown Up! What Should I Do?" workshop is effective in reducing the tendency of suicidal ideation in college students.

Keywords: Suicide, Mental Health, Students, Suicide Prevention, Workshop

INTRODUCTION

Determination of the theme "Suicide Prevention" by *World Health Organization* (WHO) on World Mental Health Day shows the importance of attention to this issue. Based on data from symposiums and workshops "*Working Together to Prevent Suicide,*" WHO noted that nearly 800,000 people lose their lives each year to suicide. This means that an individual dies by suicide every 40 seconds, and for every death, there are an estimated 25 others who attempt the same behavior (Nurchayanti, 2019). According to the APA (the parent organization of world psychology), suicide is the act of an individual to end his or her own life, often influenced by depression or other mental disorders. Suicide is the second leading cause of death among individuals aged 15-29 years, with 79% of cases occurring in low- and middle-income countries (WHO, 2018).

Suicide is also the third leading cause of death among young people. Three decades ago, the phenomenon of suicide among adolescents and productive age groups tripled. Indonesia occupies the 8th position among ASEAN countries with high suicide rates. As a developing country, Indonesia is also facing this phenomenon. Data shows that suicides in Indonesia reached 30,000 cases in 2005, 5,000 cases in 2010, 10,000 events in 2012, and 840 events in

2013 (Idham et al., 2019). However, there are still many suicides that go unrecorded due to social stigma, shame, or efforts to maintain family reputation.

The most common methods of suicide in Indonesia include hanging, overdose, and insecticide consumption. Based on the infographic, men are recorded to complete suicide four times more often than women, while women are four times more likely to attempt suicide than men. Triggering factors identified include mental health disorders such as depression due to breakups, economic pressure, family conflict, social isolation, stigma, and educational problems. Suicidal ideation is an increasing problem among university students in recent years. This condition is often the beginning of a suicide attempt, especially in the midst of academic, social, and psychological pressures experienced by students.

Based on research in Jakarta, 34.5% of 284 students aged 18-24 years reported having thoughts of ending their lives in the last 12 months. Another study at a university in Surabaya revealed that 58.1% of students experienced suicidal ideation and belonged to a vulnerable group to commit such acts (Karisma & Fridari, 2022). (Adinda and Prastusi 2021) also reported that during higher education, 12% of students had suicidal thoughts, while 2.6% of them admitted to experiencing the idea continuously. Data from the American College Health Association showed that in the past 12 months, 3.7% of college students attempted a life-threatening act, and another 1.5% reported having thoughts of ending their lives in the last two weeks of data collection.

A suicide case was also reported in an academic environment in Surabaya, East Java. According to (kompas.id), a student of a private university in the city of Heroes was found dead in the courtyard of Building Q, Siwalankerto, on Tuesday, October 1, 2024 at 10.45 am. Initial suspicions stated that the student committed suicide by jumping from the building. This incident was only two weeks after a similar case occurred at Ciputra University, where a female student reportedly committed suicide on Wednesday, September 18, 2024, by jumping from the 22nd floor of the UC Center Building. Based on surveillance camera (CCTV) footage, this action was carried out without the intervention of other parties. Previously, the victim had sent a WhatsApp message to her ex-boyfriend on Tuesday night, September 17, 2024, before committing the act in the morning (Manumoyoso, 2024).

Another case was reported at Brawijaya University, Malang, East Java. Based on information from (kompas.com), a woman with the initials LD, aged 24, was found dead after allegedly attempting to end her life by free falling from the 12th floor of the Computer Faculty Building to the 4th floor on Thursday, December 14, 2023. The victim was known to have previously tried several times to end her life by slashing her wrists (Rosa, 2023). A similar case was also reported by (detik.com), where a student with the initials MAS, a 24-year-old resident of Kepanjen, Malang Regency, allegedly carried out an attempt to end his life by drowning himself in the Brantas River. Based on information obtained, the action was allegedly triggered by depression experienced by the victim (Aminudin, 2024).

The term suicide or in English known as *suicide* was first introduced in literature in the 17th century. The word is derived from the Latin sui meaning "self" and *caedere* which means "to kill." The term was introduced through the book "*Religio Medici*" by Sir Thomas Browne, a physician and philosopher, which was first published in 1643. Suicide is used to distinguish the behavior of killing oneself from others. *Suicide attempt* and *suicide* are two concepts that

are interrelated but have fundamental differences. Both concepts fall under the category of *suicidal intent*. Additionally, suicidal ideation and suicide plans are part of the *suicidality*, which is often referred to as suicidal behavior.

Suicidal ideation refers to thoughts of harming or ending one's own life. Theorist Emile Durkheim classified suicide into four categories, namely egoistic, anomic, altruistic, and fatalistic. This suicidal behavior is a social event that requires in-depth research. Given the high rate of suicide among university students, this study focuses on exploring *suicide ideation* and *suicide attempts* among university students. This study used a retrospective approach to measure the experiences of individuals who have had suicidal thoughts or attempted suicide in the past.

Signs that are easily recognized cognitively include perceptions related to the burden felt, contemplation of committing suicide, feeling helpless, feeling that they have no solution in solving problems, a sense of worry that comes continuously, easily angered and showing hostility, feeling a failure and alienated in the environment. Emotionally, students feel *self-hate*, *feeling down*, *depression, fear, shame, loneliness, feeling empty, irritability* and *mixed feeling*. Meanwhile, physical signs are stomach upheavals, frequent pain and discomfort in the body. The vulnerability of students to suicidal ideation and suicide attempts requires preventive interventions aimed at reducing the number of suicides in the younger generation.

Prevention of suicidal ideation can be done through various activities that are promoted to boost awareness of the importance of mental health and understand the patterns of suicide that occur in the surrounding environment. The first step in prevention involves assessment to identify students who are in high-risk groups based on certain factors. The implementation of an effective prevention program has been proven to reduce the occurrence of suicidal ideation in college students. Furthermore, this journal will discuss various forms of preventive programs that can be implemented to address the issue of suicide among the younger generation.

Given the urgency of this issue and the high rate of suicidal ideation among university students, systematic psychoeducative interventions are needed. Therefore, this study aims to examine the effectiveness of the workshop 'I've Gone! What Should I Do?” workshop in reducing suicidal ideation among university students in Surabaya.

METHODS

Methods: This research employs a pre-experimental design with a one-group pretest-posttest approach. The independent variable is the suicide prevention workshop program, while the dependent variable is the level of student suicidal ideation. The study population consisted of university students in Surabaya who attended a workshop entitled "I've Grown Up! What Should I Do?"—the workshop, which had approximately 75 participants. The sampling technique employed is purposive sampling, a sample selection method based on predetermined characteristics or criteria established by the researcher (Sugiyono, 2019). The criteria for participants in this study include:

1. Active student in Surabaya;
2. Aged between 18-25 years old;
3. Male and Female.

The survey method was used as a data collection technique, with the instrument being a scale designed to measure the level of suicidal ideation in respondents. The scale used as a pre-test and post-test was the Revised Suicide Ideation Scale (R-SIS). This scale consists of 10 statements covering two main dimensions, namely:

1. *resolved plans and preparations*
2. *suicidal desires*

Table 1. Suicidal Ideation Instrument

Dimension		Indicator	Aitem
Overt	*Resolved plans and preparations*	history of suicide attempts or near attempts	4. i have tried to commit suicide
			10. i came close to ending my own life
		belief that life will end in suicide	3. i believe my life will end in suicide
		belief that there are no solutions to problems	9. i feel there is no solution to my problems other than ending my own life 9.
		planning, communicating, that will die by suicide	1. i think of various ways to commit suicide
			2. i have told other people that i want to kill myself 3.
Covert	*Suicidal desires*	hopes/wants life to end	7. i wished my life was over
		feels like giving up	5. i feel that life has no meaning anymore
			6. life is so bad, i feel like giving up
		feeling a burden	8. it would be better for the people in my life if i died 8.

Respondents were asked to rate the subject's suicidal ideation using a Likert scale, which has a score ranging from 0 (never) to 4 (always). The R-SIS scale demonstrated high reliability, both in the original version ($\alpha = 0.91$) and in the Bahasa Indonesia adaptation ($\alpha = 0.936$-0.943). This value is slightly higher compared to the original version of the R-SIS as well as the version adapted to Malay.

Based on the results of the discrimination test on the pre-test, which consisted of 10 items, the scale Revised-Suicide Ideation Scale (R-SIS) stated to have 10 valid items after one validity test. The analysis shows that the index corrected item-total correlation is in the range of 0.043 to 0.812, with no items falling (<0.3). Scale reliability measurement Revised-Suicide Ideation Scale (R-SIS) in this study using the Cronbach Alpha method, which resulted in a reliability value of 0.924. This value indicates that the Revised Suicide Ideation Scale (R-SIS) has a high level of accuracy with a total of 10 valid items. Furthermore, the results of the discrimination test on the post-test showed that the index-corrected item-total correlations are in the range of 0.628 to 0.851, without any items being dropped (<0.3), with an Alpha Cronbach reliability value of 0.943.

The data analysis model uses a paired t-test to test the hypothesis that has been set. The data were analyzed by comparing the results of the pre-test and post-test, which were then

processed using the SPSS version 26.0 application media. This technique was chosen because it enables the measurement of changes that occur within the same group before and after treatment, thereby providing a more in-depth and focused analysis of the treatment effect.

RESULTS

Based on the demographic data that has been collected through Google Form, including information on gender and age, the data is then processed into a table and recapitulated with the following results.

Table 2. Demographic data

Variables	N=75	percentage (%)
Gender		
Male	17	23%
Female	58	77%
Age		
18	2	3%
19	9	12%
20	13	17%
21	16	21%
22	15	20%
23	6	8%
24	6	8%
25	5	7%
26	1	2%
29	1	1%
36	1	1%

The results in the study obtained from demographic data show that 75 participants with an age range of 18 years to 36 years with a percentage of each, namely age 18 years as many as 2 participants with a percentage of 3%, age 19 years as many as 9 participants with a percentage of 12%, age 20 years as many as 13 participants with a percentage of 17%, age 21 years as many as 16 participants with a percentage of 21%, age 22 years as many as 15 participants with a percentage of 20%, age 23 years as many as 6 participants with a percentage of 8%, age 24 years as many as 6 participants with a percentage of 8%, age 25 years as many as 5 participants with a percentage of 7%, age 26 years as many as 1 participant with a percentage of 2%, age 29 years as many as 1 participant with a percentage of 1%, and age 36 years as many as 1 participant with a percentage of 1%. It can be concluded that most participants are 21 years old, with 16 participants at 21%.

Table 3. Normality Test

Variables	Shapiro-Wilk		
	Statistic	df	Sig.
Suicide Idea	0,969	75	0,081

In this study, the *Shapiro-Wilk* method was used to test the normality of the suicidal ideation variable. Based on the results above, the *Shapiro-Wilk* test shows that the data is normally distributed (p = 0.081 > 0.05).

Tabel 4. Uji Homogenitas Uji Homogenitas

Levene Statistic	df	Sig.	Description
0,944	58	0,515	Homogen

Based on the homogeneity test table using ANOVA, it is known that the significance value is 0.515 (p> 0.05). This indicates that the distribution of data in the compared groups is homogeneous.

Table 5. Statistical Description

Variables	N	Mean	SD
Pre-Test	75	34,05	5,699
Post-Test	75	16,97	4,185

Statistical results showed a significant decrease in suicidal ideation scores after the intervention. The *pre-test* mean score of 34.05 (SD = 5.699) indicates a fairly high level of suicidal ideation before the intervention. However, after the intervention, the *post-test* mean score decreased significantly to 16.97 (SD = 4.185). Percentage-wise, this decrease in mean score amounted to about 50.2%, indicating that the intervention successfully reduced more than half of the participants' suicidal ideation level. In addition, the standard deviation (SD) in the post-test was also smaller than the *pre-test*, indicating that after the intervention, the variation or spread of scores between participants became more homogeneous, or in other words, the results were more consistent between individuals.

Table 6. Paired t-test

Suicide Idea	N	Mean	SD	Sig. (2-tailed)
Pre-Test – Post-Test	75	17,080	6,392	0,000

Based on the hypothesis test conducted to evaluate the effectiveness of the "I have Grown Up! What should I do?", the pretest and posttest results showed a significant value of 0.000, which means the P-value <0.05, so there is a significant difference. Significant changes in suicidal ideation in college students resulted in pretest mean scores indicating greater levels of suicidal ideation compared to posttest scores, then significantly decreased after the intervention. This suggests that the program had a positive impact on increasing participants' understanding and ability to manage stress and seek appropriate support, which in turn directly contributed to the decrease in suicidal ideation among university students, as well as indicating a consistent increase in understanding after the training. The workshop focused on developing participants' ability to recognize signs of suicide risk, understand the importance of social support, and strategies for coping with emotional crises. The success of this training supports the importance of implementing similar programs on an ongoing basis in higher education settings to boost awareness of the importance of self-love and mental health and reduce the risk of suicide among students.

DISCUSSION

This research examines the issue of suicide experienced by university students, focusing on understanding the causes and factors that can trigger such acts among the younger generation. Findings from (Karisma & Fridari, 2022) suggest that students, especially those in college, are more prone to suicidal ideation. Their research revealed that students often experience mental crises that trigger thoughts of ending their lives. This research focuses on university students as subjects who are most affected by the emotional and social pressures prevalent during this phase of their lives.

Suicide is the act of an individual taking their own life, often influenced by depression or other mental health disorders. Thoughts of attempting suicide are not a new phenomenon among university students and have even shown an increase in recent years. Generally, individuals who attempt to end their lives share similar thoughts. Students are more prone to suicide because students, the younger generation, often suffer from mood disorders in the form of depression. Depression is a condition of deep sadness that makes individuals lose hope, have sleep disturbances, and tend to be unable to solve problems effectively. Another characteristic is the tendency to commit suicide in individuals who have been diagnosed with depression because there are suicidal ideas that keep arising.

The decrease in mean scores from the pre-test to the post-test indicates the success of the intervention in significantly reducing the intensity of suicidal ideation, both statistically and practically. At the pre-test stage, the R-SIS mean score of 34.05 (SD = 5.699) was in the high category, indicating that participants had a serious level of suicidal ideation before the intervention. After the intervention, the post-test mean score dropped to 16.97 (SD = 4.185), which can be categorized as moderate. In other words, the intervention succeeded in reducing the level of suicidal ideation from the high category to moderate, which practically means that the participants experienced a decrease in the intensity of suicidal urges or thoughts by more than half (about 50.2%).

In addition, the decrease in standard deviation from 5.699 to 4.185 also shows that in addition to a decrease in the mean score, the results among participants became more uniform. This indicates that the intervention was not only effective on some participants but had a relatively even effect across the group. Thus, the change in R-SIS score practically illustrates that the intervention has a real and meaningful impact on reducing the risk of suicidal ideation in participants, not just a change in statistical numbers, but also a change in the severity of the problem in real terms in the lives of participants.

The results of this study also show that suicide prevention conducted through psychoeducation programs in the form of workshops is very relevant in helping students recognize and handle emotional distress. Suicide prevention programs carried out through workshops involve participants and are accompanied by two resource persons. This activity is carried out based on educational material, question and answer, and reflection based on data and facts that occur in the field. This activity can be implemented for all participants and is expected to be implemented also for the wider community, especially for the younger generation of the nation's successors, in order to help them overcome the pressure felt every day and be able to reduce the risk of suicide. Similar results have also been shown in previous research conducted by Patel et al. (2021), which emphasized the importance of psychoeducation programs in reducing suicide rates among adolescents and university students. Participants may also find that mental education programs that involve active participation from participants can reduce the risk of suicide attempts. On the other hand, the success of the intervention was also influenced by the active participation of participants in the reflection and sharing of experiences. In addition, the participants also realized that every problem has a solution and that it is possible to find a way out. However, focusing on the impact of the problem and mourning it can make the individual worse and more trapped in

the problem. (Martin 2021) emphasizes in the results of his research that no matter how remarkable an individual's resilience is, if he does not focus on solving the problem but instead focuses on the impact of the problem, then over time, the individual will experience fatigue both physically and psychologically and will eventually be trapped in the problem.

Based on the results of existing research, the "I've Grown Up! What Should I Do?" workshop proved to be effective in reducing suicidal ideation among university students in Surabaya. This is due to the use of relevant and easy-to-understand psychoeducational material as the introductory material for the workshop. In addition, participants were also provided with various relaxation techniques, as well as emotional and stress management strategies. On the other hand, the workshop concluded with Hawaiian "Ho'oponopono" therapy, inviting workshop participants to release negative emotions, make peace with themselves, increase self-acceptance, and learn to love themselves.

This study has some necessary limitations. The main weakness lies in the study's limited geographical scope, cultural diversity, and small sample size, so the results may not fully represent the diversity of cultures and ethnic groups in Indonesia. Future research is recommended to involve participants from more diverse geographical and cultural backgrounds, thereby increasing the generalizability of the findings. In addition, this study lacked a control group, making it difficult to determine whether the decrease in scores observed was solely due to the intervention or was influenced by other external factors. This study also did not measure the long-term impact, so it is unknown whether the positive effects of the intervention can be sustained for a specific period after implementation.

Additionally, this study did not consider moderator variables, such as baseline depression levels, which may affect the effectiveness of the intervention in each individual. Considering these limitations, it is hoped that future research will employ a more methodologically robust design to strengthen the validity of the findings and address the unanswered questions in this study.

Therefore, addressing the problem of suicide among university students needs to involve a holistic and sustainable approach, including through mental education programs that are accessible to all young people. In addition, policies that support mental health on campus also need to be prioritized to condition a safer and more supportive academic climate from the student's perspective.

CONCLUSION

The implementation of the workshop "I've Gave Up! What should I do?" workshop on the prevention of suicidal ideation in university students can be concluded to be successful in helping students overcome feelings of hopelessness and reduce suicidal tendencies. The effectiveness of this workshop is reflected in the decrease in suicidal ideation scores after the intervention was given. This workshop uses a holistic approach to provide understanding, emotional support, and practical coping skills in managing stress and life challenges. Participants are educated to recognize and change negative thought patterns, increase self-confidence, and strengthen social support so that they can handle problems more positively and constructively to reduce the risk of suicide. Therefore, workshops like this are essential for continuing to develop a prevention program that can help students.

The following research findings can serve as a reference for future researchers and contribute to the existing research literature. For future research, it is recommended that the sample size be expanded to enhance the validity and reliability of the results. Research should also include participants from more diverse geographical and cultural backgrounds to generalize the findings. Additionally, it is essential to include a control group to determine the effect of

the intervention accurately. Future research is also expected to measure the long-term impact to assess the sustainability of the intervention effect, as well as consider moderator variables such as initial depression level, which may affect the effectiveness of the intervention in each individual. Practically, higher education units are expected to improve counseling center services and provide special telephone numbers for students who need psychological assistance in order to prevent and reduce suicide rates among students. The findings of this study are also expected to serve as a reference for future researchers and contribute to the enrichment of the related research literature.

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