



Psychological Disorders in the World of Education: Examining the Relationship between Behavioral Disorders and Learning Disorders on Mental Health

Asmarani Majid

Sekolah Tinggi Agama Islam Al Furqan Makassar, Indonesia

Corresponding Author ✉ asmaranimajidpsi@gmail.com

ABSTRACT

The world of education is not free from various challenges, one of which is psychological disorders that can have an impact on the academic development and mental well-being of students. Behavioral disorders and learning disorders are two aspects that are often found in educational environments and have a complex relationship with mental health. Behavioral disorders such as ADHD, oppositional defiant disorder (ODD), and social anxiety disorder can affect students' social interactions and discipline at school. Meanwhile, learning disorders such as dyslexia, dysgraphia, and dyscalculia are often obstacles to academic achievement, which in turn can increase the risk of stress and low self-confidence in students. This study aims to examine the relationship between behavioral disorders and learning disorders with mental health in the world of education. The method used is a qualitative approach with literature studies and empirical analysis of various related studies. The results of the study show that behavioral disorders and learning disorders not only affect academic achievement, but also the psychological condition of students, including the emergence of anxiety, depression, and feelings of helplessness. Therefore, a comprehensive approach is needed from various parties, including educators, psychologists, and parents, to create a supportive learning environment and effective intervention strategies to minimize the negative impact of psychological disorders in the world of education.

Keywords: : *Psychological Disorders, Behavioral Disorders, Learning Disorders, Mental Health, Education.*

ARTICLE INFO

Article history:

Received

September 28,
2024

Revise

November 28,
2024

Accepted

December 30,
2024

Journal Homepage <https://ojs.staialfurqan.ac.id/IJoASER/>

This is an open access article under the CC BY SA license

<https://creativecommons.org/licenses/by-sa/4.0/>

INTRODUCTION

Education plays a crucial role in shaping quality individuals, both in terms of cognitive, emotional, and social aspects. However, in the learning process, not all students are able to adapt well to academic demands and the school environment. Some of them experience psychological disorders that have implications for their academic development and mental well-being. Two forms of psychological disorders that are often found in the world of education are behavioral disorders and learning disorders, both of which are closely related to students' mental health.

Behavior is an action or activity of humans that has a very broad meaning, behavior can be limited as a state of mind to express opinions, think and so on which is a reflection of various aspects, both physical and non-physical. In general terms, behavior is all actions or actions carried out by living things. Conduct disorders are a group of behavioral and emotional problems that usually begin in childhood or adolescence.

Children and adolescents with this disorder have difficulty following rules and behaving in socially acceptable ways. They may exhibit aggressive, destructive, and deceptive behavior that may violate the rights of others. Adults and other children may perceive them as “bad” or naughty rather than as having a mental illness. When a child has conduct disorder, they may appear tough and confident. However, in reality, children with conduct disorder often feel insecure and mistakenly believe that others are being aggressive or threatening. only occurs when there is something needed to cause a reaction, called a stimulus. This means that certain stimuli will produce certain behaviors (Sunaryo, 2004). Individual behavior does not arise by itself, but as a result of stimulation (stimulus) both from within oneself (internal) and from outside the individual (external). In essence, individual behavior includes visible behavior (overt behavior) and invisible behavior (inert behavior or covert behavior). Visible behavior is behavior that can be known by others without using tools, while invisible behavior is behavior that can only be understood by using certain tools or methods, for example thinking, sadness, fantasizing, dreaming, fear (Purwanto, 1999).

Conduct disorder is an emotional disorder in children that causes disruptive, aggressive, rude behavior patterns, and difficulty following rules. This condition can be experienced before the child is 10 years old, but is more common in adolescents aged 10–19 years. In addition, conduct disorder is also more common in boys. Conduct disorder is a behavioral disorder in children that is also included in impulse control disorder (ICD). In addition, this condition also often occurs together with other mental disorders, such as: Learning disorders, Attention-deficit hyperactivity disorder (ADHD), depression in children.

Behavioral disorders such as Attention Deficit Hyperactivity Disorder (ADHD), Oppositional Defiant Disorder (ODD), and social anxiety disorder often affect students' social interactions and discipline in the school environment (American Psychiatric Association, 2022). Children with ADHD tend to have difficulty maintaining attention and controlling impulsivity, which affects their academic performance and social relationships (Barkley, 2021). Meanwhile, ODD is characterized by a defiant and aggressive attitude towards authority, which can lead to conflicts with teachers and peers (Kazdin, 2019). In addition to behavioral disorders, learning disorders such as dyslexia, dysgraphia, and dyscalculia are also often obstacles for students in achieving optimal academic achievement. Dyslexia, for example, causes difficulties in reading and understanding texts, while dysgraphia affects writing skills, and dyscalculia hinders understanding of mathematical concepts (Shaywitz, 2020). These disorders not only impact academic achievement but can also increase the risk of stress, anxiety, and low self-confidence among students (Snowling & Hulme, 2021).

The relationship between behavioral disorders, learning disorders, and mental health in education is a major concern for educators, psychologists, and parents. Studies show that students with these disorders are more likely to experience

depression and feelings of helplessness, especially if they do not receive adequate support from the school environment or family (Hinshaw, 2020). Therefore, comprehensive efforts are needed to identify, prevent, and treat psychological disorders in students through an intervention approach involving educators, psychologists, and social support from family and peers. This study aims to examine the relationship between behavioral disorders and learning disorders with mental health in the world of education. By understanding the relationship between these three aspects, it is hoped that more effective solutions can be found in creating an inclusive and supportive educational environment for students with psychological disorders.

METHOD

This study uses a qualitative approach with a literature study method (library research) and empirical analysis of various studies that discuss the relationship between behavioral disorders, learning disorders, and mental health in the world of education. This approach was chosen to gain a deep understanding of the phenomenon studied through analysis of published secondary data (Creswell, J. W., 2018).

This study is descriptive-analytical, which aims to describe and analyze the relationship between behavioral disorders, learning disorders, and students' mental health. The data collected are analyzed to understand how these factors interact and affect the Education process (Neuman, W., 2020).

RESULTS AND DISCUSSION

Psychological disorders in education, particularly behavioral disorders and learning disabilities, have a significant impact on students' mental health. Behavioral disorders, such as Attention Deficit Hyperactivity Disorder (ADHD) and Oppositional Defiant Disorder (ODD), often affect students' ability to follow classroom rules and interact with peers. This inability to conform to behavioral expectations in school can lead to feelings of low self-esteem, anxiety, and prolonged stress. Students with behavioral disorders tend to have challenges navigating stressful social and academic environments, which can ultimately worsen their mental health (Kline, F. 2006).

On the other hand, learning disabilities such as dyslexia, dyscalculia, and dysgraphia also have a major impact on students' mental well-being. Students with learning disabilities often feel left behind compared to their peers, which can lead to feelings of frustration and hopelessness. Difficulty in understanding lesson material can trigger feelings of inadequacy, which can potentially lead to depression or anxiety. It is not uncommon for students with learning disabilities to also face discrimination or be considered less intelligent by their surroundings. This condition further worsens the mental state of students, especially if they do not get adequate support from teachers and parents.

The relationship between behavioral disorders, learning disabilities, and mental health highlights the importance of a holistic approach to education. This approach involves early identification and appropriate interventions to help students overcome their challenges. Teachers and educators need to be equipped with the knowledge and skills to recognize the signs of these disorders and provide appropriate support.

In addition, schools should provide counseling and therapy services that can help students manage their stress and emotions. By providing holistic, mental health-focused support, education can help students cope with the challenges they face and create an inclusive and psychologically healthy learning environment (*Santrrock, JW 2007*).

Psychological disorders

Conditions that affect a person's mental functioning, emotions, and behavior. These disorders include conditions such as depression, anxiety disorders, bipolar disorder, schizophrenia, personality disorders, and many others. Psychological disorders are often caused by a combination of genetic, biological, environmental, and psychological factors. These conditions can affect the way a person thinks, feels, acts, and their ability to carry out daily activities. Individuals with psychological disorders often require medical support or therapy to manage symptoms and improve quality of life.

The impact of psychological disorders on students is very diverse and can affect various aspects of their lives, both academically, socially, and emotionally. Here are some of the main impacts of psychological disorders on students:

1. **Decreased Academic Performance:** Psychological disorders, such as anxiety, depression, or ADHD, often hinder students' ability to learn and concentrate. Difficulty focusing and maintaining concentration can lead to difficulty understanding course material, decreased memory, and ultimately decreased academic performance. Additionally, students with psychological disorders may have difficulty completing assignments on time or taking exams, resulting in suboptimal performance.
2. **Problems with Social Relationships:** Psychological disorders often affect how students interact with peers and the social environment.
3. For example, students with social anxiety may find it difficult to participate in group activities or interact openly with their peers. This can leave them feeling isolated and lacking in social support, which can worsen their psychological condition and make them feel even lonelier or have lower self-esteem.
4. **Decreased Physical and Emotional Health:** Psychological disorders often cause physical symptoms, such as headaches, sleep disturbances, digestive problems, and chronic fatigue. These conditions can reduce students' energy and motivation to do activities. Emotionally, they may often feel anxious, sad, or irritable, which affects their emotional balance and makes it difficult for them to carry out daily life. In the long term, impaired mental health can lead to burnout, which can hinder students' personal and social development.

Overall, psychological disorders in students negatively impact their learning process, physical health, social relationships, and emotional well-being. Proper support from teachers, parents, and mental health professionals is essential so that students with psychological disorders can get the support and treatment they need.

Learning Disorders

Learning disabilities, such as dyslexia (difficulty with reading), dyscalculia (difficulty with math), and dysgraphia (difficulty with writing), often impact students' mental health. Individuals with learning disabilities often face challenges in understanding or following the same course material as their peers. These difficulties can lead to feelings of low self-esteem, frustration, and hopelessness. When their academic performance does not match the effort they have put in, students with learning disabilities often feel inadequate, which can lead to long-term stress and anxiety (Abdurrahman, M. 2003)

The mental health of students with learning disabilities can also be affected by treatment from their surrounding environment. Some students with learning disabilities may experience discrimination or stigma from classmates, teachers, and even family. This often worsens their mental condition, especially if they feel they are considered different or less intelligent. This stigma can cause them to feel isolated, which reduces their motivation to interact socially or engage in learning activities. This unsupportive environment can lead to feelings of shame or reluctance to try harder, for fear of being ridiculed or feeling like a failure.

Therefore, supporting the mental health of students with learning disabilities requires an inclusive and empathetic approach. Educators and parents can play a major role by providing an understanding that each individual has a unique way of learning and their own potential. Providing specific interventions, such as cognitive therapy or tutoring sessions, can help students manage the learning challenges they face. In addition, providing a supportive environment at school and at home will greatly help students feel accepted and confident in the learning process. With the right support, the negative impact of learning disabilities on mental health can be minimized, so that students can thrive academically and emotionally.

Behavioral Disorders

Behavioral disorders in students, such as ADHD (Attention Deficit Hyperactivity Disorder), ODD (Oppositional Defiant Disorder), or aggressive behavior disorders, can have a significant impact on their academic achievement. Here are some of the main impacts of behavioral disorders in students on achievement:

1. **Difficulty Concentrating and Focusing:** Behavioral disorders often affect a student's ability to focus on learning activities. Students with ADHD, for example, tend to be easily distracted by stimuli, have a short attention span, and often switch from one activity to another without completing a given task. This inability to focus hinders their understanding of the subject matter and makes it difficult for them to follow the lesson properly, which can result in lower test scores or grades.
2. **Problems Completing Tasks and Managing Time:** Students with conduct disorders may have difficulty managing time and completing assignments on time. Disorders such as impulsivity and lack of planning skills cause them to often procrastinate or forget to complete assignments. This can lead to a

backlog of unfinished schoolwork, leaving students feeling overwhelmed and negatively impacting their grades and academic performance.

3. Disturbances in Relationships with Teachers and Peers: Behavioral disorders can cause students to have difficulty adapting to classroom rules and have strained relationships with teachers or classmates.

Causes of Behavioral Disorders

1. Psychobiological factors.

Psychobiological factors are usually due to: Family genetic history that occurs in cases of mental retardation, autism, childhood schizophrenia, conduct disorder, bipolar disorder, and anxiety disorders. Abnormal brain structure. Studies have found abnormalities in brain structure and changes in neurotransmitters in patients with autism, childhood schizophrenia, and ADHD. Prenatal influences, such as infections during pregnancy, lack of care during the baby's pregnancy, and maternal substance abuse, can all cause abnormal neurodevelopment associated with mental disorders. Birth trauma associated with a significant reduction in oxygen supply to the fetus during pregnancy and causes mental retardation and other neurodevelopmental disorders.

2. Family dynamics.

Unhealthy family dynamics can result in deviant behavior that can be described as follows: Child abuse. Children who are continuously abused in early childhood, their brain development becomes inhibited (especially the left brain). Abuse and its effects on brain development are associated with various psychological problems, such as depression, memory problems, learning difficulties, impulsivity, and difficulties in building relationships (Glod, 1998). Dysfunction of the family system (eg lack of parental nurturing nature in children, poor communication) accompanied by poor coping skills between family members and poor role models from parents. Thus causing disorders in the development of children and adolescents.

3. Environmental factors.

Unfavorable environment and social life will also be the main cause, such as: Poor prenatal care, poor nutrition, and lack of fulfillment of needs due to insufficient income can have a negative effect on the normal growth and development of children. Homeless children have various health needs that affect their emotional and psychological development. Various studies have shown an increase in the number of minor childhood illnesses,

developmental delays and psychological problems among homeless children when compared to control samples (Townsend, 1999).

4. Family culture.

Parental behavior that is dramatically different from the surrounding culture can result in children being less accepted by their peers and

psychological problems. The factors that cause behavioral disorders in children are as follows: Every child, during their development, will experience behavioral problems. The form of these behavioral problems is different for each child. These behavioral problems will usually decrease and can disappear before the child is 3 years old or a few months after the age of 3 years. The increase or decrease in

children's behavioral problems is greatly influenced by the interaction between parents and the environment.

Learning Disorder Theory

Learning disorders are conditions that affect an individual's ability to understand, process, or apply information obtained, thus disrupting their learning process. Several theories that discuss learning disorders include neurological, psychological, and environmental approaches. Here are some of the main theories:

1. **Neurological Theory:** According to this theory, learning disorders occur due to abnormalities or dysfunction in the brain. Disrupted brain structure or function can inhibit an individual's ability to process information. These disorders can be present from birth or the result of brain injury. For example, dyslexia (a reading disorder) is believed to be related to differences in brain activity and structure in areas associated with language processing.
2. **Information Processing Theory:** This theory focuses on how information is received, processed, stored, and retrieved by individuals. Learning disabilities occur when there is a problem in one or more stages of information processing, such as attention, short-term memory, or comprehension. For example, a child with difficulty with working memory may have difficulty following long instructions or understanding complex concepts.
3. **Developmental Theory:** According to developmental theory, learning disabilities occur due to delays or obstacles in certain stages of development, resulting in unpreparedness in learning. This theory sees that there are certain stages of development that must be achieved in order for a child to learn effectively. If there are obstacles in these stages of development, then the ability to learn will be impaired.

CONCLUSION

This study reveals that psychological disorders in education, especially behavioral disorders and learning disorders, are closely related to students' mental health. Behavioral disorders such as ADHD, ODD, and social anxiety disorder can affect social interactions and discipline at school, which ultimately impacts students' mental well-being. Meanwhile, learning disorders such as dyslexia, dysgraphia, and dyscalculia become obstacles to academic achievement, which often cause stress, anxiety, and low self-confidence. The results of the study show that students who experience behavioral disorders and learning disorders tend to be more susceptible to psychological problems such as anxiety, depression, and feelings of helplessness. Lack of appropriate intervention can worsen their condition and hinder academic and social development. Therefore, a holistic approach is needed in dealing with this problem, both through support from educators, psychologists, parents, and the school environment as a whole.

The implementation of effective intervention strategies, such as inclusive education programs, behavioral therapy, and appropriate psychological approaches, can help reduce the negative impact of these disorders. Thus, creating a supportive learning environment and understanding the psychological needs of each student are

crucial steps in improving the quality of education and the mental well-being of students. The findings in this study confirm that attention to students' mental health in the educational context is very important. Further research is needed to develop more specific and effective intervention methods to support students with behavioral disorders and learning disabilities so that they can develop optimally in the world of education.

REFERENCES

- American Psychiatric Association. (2022). *Diagnostic and Statistical Manual of Mental Disorders (5th ed., DSM-5-TR)*. American Psychiatric Publishing.
- Abdurrahman, M. (2003). *Education for Children with Learning Disabilities*. Jakarta: Rineka Cipta
- Creswell, J. W. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (5th ed.)*. SAGE Publications.
- Barkley, R. A. (2021). *ADHD in children and adults: Diagnosis and management*. Guilford Press.
- Hinshaw, S. P. (2020). Developmental psychopathology and the impact of childhood disorders on adolescent well-being. *Annual Review of Clinical Psychology*, 16, 345-370.
- Kazdin, A. E. (2019). *Parent management training: Treatment for oppositional, aggressive, and antisocial behavior in children and adolescents*. Oxford University Press.
- Lerner, J. W., & Kline, F. (2006). *Learning Disabilities and Related Disorders: Characteristics and Teaching Strategies*. Boston: Houghton Mifflin.
- Mash, E. J., & Wolfe, D. A. (2016). *Abnormal Child Psychology*. Belmont: Cengage Learning.
- Neuman, W. L. (2020). *Social Research Methods: Qualitative and Quantitative Approaches (8th ed.)*. Pearson.
- Rutter, M., Bishop, D., Pine, D., Scott, S., Stevenson, J., Taylor, E., & Thapar, A. (2008). *Rutter's Child and Adolescent Psychiatry*. Oxford: Blackwell Publishing
- Shaywitz, S. (2020). *Overcoming dyslexia: A new and complete science-based program for reading problems at any level*. Knopf.
- Snowling, M. J., & Hulme, C. (2021). *Children's reading and language difficulties: Insights from research and practice*. Wiley Blackwell.
- Santrock, JW (2007). Educational Psychology. Jakarta: Kencana.*
- Woolfolk, A. (2010). *Educational Psychology (11th ed.)*. New Jersey: Pearson Education.

Copyright Holder :

© Asmarani Majid (2024).

First Publication Right :

© International Journal on Advanced Science, Education, and Religion (IJoASER)

This article is under:

