

The Relationship Between Family Support And Leisure Time Utilization With Mental And Emotional Conditions In Children

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Abstract.

Children's mental and emotional state is influenced by family support and the use of free time. This study aims to analyze the relationship between these two factors with the mental and emotional state of junior high school students. This quantitative study with a correlational design and a cross-sectional approach involved 284 eighth-grade students as the population and 57 respondents as the sample through two-stage cluster sampling. The instruments included a family support questionnaire, the Leisure Time Activity Questionnaire (LTAQ), and the Strengths and Difficulties Questionnaire (SDQ). Data were analyzed using the Spearman Rho test. The results showed that family support ($r = -0.592$; $p = 0.001$) and the use of free time ($r = -0.311$; $p = 0.019$) were significantly related to mental and emotional state. In conclusion, increased family support and positive use of free time contribute to better mental and emotional state of children.

Keywords: Child Mental Health, Cross-Sectional Study, Family Support, Leisure Time and School Children.

I. INTRODUCTION

Children's mental and emotional health is a global health issue that is receiving increasing attention. According to a report by the World Health Organization (WHO), approximately 14% of children aged 10 to 19 years experience mental health problems, but most of them are undetected and have not received appropriate treatment, which can have an impact into adulthood [1]. This issue is important considering that the number of children in Indonesia has reached 79,489,510 people or approximately 28.82% of the total national population. Childhood is a period of development that cannot be repeated, where each child has different physiological, psychological, social, and spiritual needs according to their age stage, thus requiring optimal attention to support their overall growth and development [2].

Emotional mental disorders in children are quite high in Indonesia. According to the National Institute of Mental Health (NIMH), the prevalence of emotional mental disorders in children worldwide ranges from 10–15%. The Indonesia National Adolescent Mental Health Survey (I-NAMHS) report shows that one in three children aged 10 to 17 years experiences mental health problems, with 15.5 million children affected and 2.45 million of them experiencing mental disorders [3]. In Indonesia, the prevalence of emotional mental disorders increased from 6.0% in 2013 to 9.8% in 2018 [4], while in Kudus Regency it reached 5.12% [5].

Children are a group that is vulnerable to experiencing emotional mental disorders because they are at a complex stage of physical, cognitive, social-emotional, and moral development. As each individual ages, they will experience a growth and development process characterized by various changes, especially in biological aspects which then affect psychological and social aspects [6]. At this stage, children's abilities to manage emotions and deal with environmental pressures have not yet developed optimally [7]. If left untreated, these disorders can hinder a child's development and increase the risk of deviant behavior, violence, and bullying.

One of the factors that plays a role in a child's mental and emotional condition is family support. The family, as the child's closest environment, plays an important role in shaping the child's character, habits, and mental and emotional development [8]. The family is the smallest unit in society, consisting of the head of the family and family members who live in one house and interact and influence each other to create optimal family health conditions [9]. Lack of family support, less harmonious relationships, and minimal parental knowledge about child development can increase the risk of mental and emotional problems. Research by

Fitria and Maulidia shows that family social support has a significant relationship with adolescent mental health [10].

In addition to family support, the use of free time can also affect children's mental and emotional state. Positive activities such as playing, exercising, pursuing hobbies, and creative activities can help children manage stress and improve their mood. Research by Iriyani et al. shows that positive use of free time can improve children's skills, strengthen parental support, and create a conducive learning environment [11]. These problems were also found in junior high school students through deviant student behavior, such as bullying, fighting, and theft of a charity box at the Nurul Hikmah Mosque in Purwosari Village, Kudus [12]. The results of initial interviews with guidance and counseling teachers showed indications of emotional mental disorders in students that were suspected to be related to family support and less than optimal use of free time. Research by Karokaro et al. showed a significant relationship between family emotional support and children's emotional mental health ($p = 0.008$) [13], while Tualaka found a significant relationship between the use of free time and children's emotional mental state [14].

Based on these issues, this study aims to analyze the relationship between family support and leisure time utilization with emotional mental health in junior high school students. This research is important because emotional mental health disorders that are not addressed early can impact a child's development and quality of life. The novelty of this study lies in the simultaneous analysis of both factors, as previous research has primarily examined family support or leisure time utilization separately and has been limited to junior high school students.

II. METHOD

This study used a quantitative design with a correlational and cross-sectional approach. Correlational research aims to determine the relationship between variables without manipulating the research variables. The independent variables in this study are family support and use of free time, while the dependent variable is the child's mental and emotional state. Research variables are characteristics that have different values and can be measured in a study [15].

The research instrument used a questionnaire. The family support variable was measured using a questionnaire adapted from Manalu [16] with 25 statements and a Cronbach Alpha value of 0.890. The leisure time utilization variable used the Leisure Time Activity Questionnaire (LTAQ) adapted from Przepiorka and Blachnio [17] with 14 statements and a Cronbach Alpha value of 0.825. The children's mental and emotional condition was measured using the Strengths and Difficulties Questionnaire (SDQ) which consists of 25 statements to assess the mental and emotional condition of children aged 4 to 17 years [18].

Data processing was carried out through editing, coding, processing, and cleaning stages. Data analysis consisted of univariate analysis to describe the frequency distribution of research variables and bivariate analysis using the Spearman Rho test to determine the relationship between family support and leisure time utilization with children's mental and emotional conditions. The significance level used was $\alpha = 0.05$, with the hypothesis accepted if the $p\text{-value} \leq 0.05$.

This research was conducted at SMP X with a population of 284 students in grade VIII. The sample was determined based on Arikunto's opinion in Tarigan et al. [19], which was 20% of the population, resulting in 57 respondents. Sampling used the two-stage cluster sampling method through random class selection and continued with simple random sampling. The respondent criteria were active students in grade VIII, willing to participate in the research, and able to understand the questionnaire.

The research procedure began with obtaining research permits, identifying respondents according to criteria, and obtaining informed consent. Next, respondents completed questionnaires on family support, leisure time utilization, and emotional well-being with the assistance of the researcher. The collected data was then checked for completeness and processed using SPSS.

III. RESULTS AND DISCUSSIONS

Respondent Characteristics

Table 1 Distribution of Respondent Characteristics by Gender

Gender	Frequency	Presentation
Woman	27	47%
Man	30	53%
Amount	57	100%

Source: Primary Data, 2025

Based on table 1, it is known that the majority of respondents are male with a total of 30 respondents (53%), while 27 (47%) of the other respondents are female.

Respondent Characteristics Based on Age

Table 2 Distribution of Respondent Characteristics by Age

Age (years)	Frequency	Presentation
13	1	2%
14	43	75%
15	13	23%
Amount	57	100%

Source: Primary Data, 2025

Based on table 2, it is known that the majority of respondents were aged 14 years, amounting to 43 respondents (75%), respondents aged 15 years amounted to 13 respondents (23%), while respondents aged 13 years amounted to 1 respondent (2%).

Univariate Analysis

Table 3 Frequency Distribution and Percentage of Family Support

Category	Frequency	Presentation
Low	8	14%
Currently	43	75%
Tall	6	11%
Amount	57	100%

Source: Primary Data, 2025

Based on table 3, the analysis results show that the majority of respondents are in the medium category, namely 43 respondents (75%), while the minority of respondents are in the high category, namely 6 respondents (11%).

Table 4 Family Support Indicator Score

Indicator	Mean	Presentation
Emotional Support	30.29	39.36%
Instrumental Support	9.78	12.71%
Information Support	20.71	26.92%
Award Support	16,17	21.01%
Amount	76.95	100%

Source: Primary Data, 2025

Based on table 4, the analysis results show that the highest indicator in the family support variable is emotional support (39.36%), while the lowest indicator is instrumental support (12.71%).

Table 5 Frequency Distribution and Percentage of Leisure Time Utilization

Category	Frequency	Presentation
Low	12	21%
Currently	35	61%
Tall	10	18%
Amount	57	100%

Source: Primary Data, 2025

Based on table 5, the analysis results show that the majority of respondents are in the medium category, namely 35 respondents (61%), while the minority of respondents are in the high category, namely 10 respondents (18%).

Table 6 Leisure Time Utilization Indicator Score

Indicator	Mean	Presentation
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Socializing	8.38	23.15%
Using the Internet	7.22	19.95%
Time Management	9.08	25.08%
Relax	11.52	31.82%
Amount	36.2	100%

Source: Primary Data, 2025

Based on table 6, the analysis results show that the highest indicator in the variable Utilization of free time is the relaxing indicator (31.82%), while the indicator with the lowest percentage is the internet use indicator (19.95%).

Table 7 Respondent characteristics based on emotional mental conditions

Category	Frequency	Presentation
Normal	13	23%
Borderline	43	75%
Abnormal	1	2%
Amount	57	100%

Source: Primary Data, 2025

Based on the analysis results in Table 7, it is known that the majority of respondents are in the threshold category (*borderline*) namely 43 respondents (75%), while the minority of respondents were in the abnormal category, namely 1 respondent (2%).

Table 8 Emotional Mental State Indicator Score

Indicator	Mean	Presentation
Emotional Symptoms	3.52	16.94%
Behavioral Problems	2.75	13.24%
Hyperactivity	3	14.42%
Peer Problems	3.28	15.77%
Prosocial Behavior	8.24	39.63%
Amount	20.79	100%

Source: Primary Data, 2025

Based on table 8, the analysis results show that the highest indicator in the emotional mental condition variable is the prosocial behavior indicator (39.63%), followed by the emotional symptoms indicator (16.94%), while the lowest indicator is behavioral problems (13.24%).

Bivariate Analysis

Table 9 Hypothesis Testing of the Relationship between Family Support and Mental Emotional Conditions

Family Support	Emotional Mental Condition						Total		P-value
	Normal		Threshold		Abnormal		F	%	
	F	%	F	%	F	%			
Low	0	0	7	87	1	13	8	100	0.001
Currently	9	21	34	79	0	0	43	100	
Tall	4	67	2	34	0	0	6	100	
Total	13	23	43	75	1	2	57	100	
Spearman Rho Statistical Test Value 0.001 (p=0.05), r = -0.592									

Source: Primary Data, 2025

The results of the Spearman rho correlation analysis showed that family support had a significant negative relationship with children's emotional mental condition with a moderate correlation strength ($r = -0.592$; $p = 0.001$). Respondents with low family support were mostly in the borderline emotional mental condition category (87%) and were still found in the abnormal category (13%). In moderate family support, the majority were also in the borderline category (79%), while in high family support, most had normal emotional mental conditions (67%) and no abnormal categories were found. It can be concluded that there is a negative and significant relationship between family support and emotional mental conditions in children at SMPN X. This shows that the better the family support, the better the emotional mental conditions in children at SMPN X.

Table 10 Hypothesis Testing of the Relationship between Leisure Time Utilization and Mental and Emotional Conditions

Utilization	Emotional Mental Condition	Total	P-value
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of Free Time	Normal		Threshold		Abnormal				0.019
	F	%	F	%	F	%	F	%	
Low	0	0	12	100	0	0	12	100	
Currently	10	29	24	69	1	3	35	100	
Tall	3	30	7	70	0	0	10	100	
Total	13	23	43	75	1	2	57	100	
Spearman Rho Statistical Test Value 0.019 ($p=0.05$), $r = -0.311$									

Source: Primary Data, 2025

Based on the results of bivariate analysis using Spearman rho correlation test, respondents with low leisure time utilization all had a mental emotional condition in the borderline category (100%). In moderate leisure time utilization, the majority were in the borderline category (69%), followed by the normal category (29%) and abnormal (3%). Meanwhile, in high leisure time utilization, most were in the borderline category (70%) and the rest were in the normal category (30%) without any abnormal category found. The test results showed a p-value of 0.019 (<0.05) with a correlation coefficient of $r = -0.311$, which indicates a significant relationship with a weak correlation strength and a negative direction between leisure time utilization and the mental emotional condition of children at SMPN X. This indicates that the better the utilization of leisure time, the better the mental emotional condition of children at SMPN X.

IV. RESEARCH DISCUSSION

Respondent Characteristics

The results of the study indicate that the characteristics of the respondents in this study include the gender and age of the children who are respondents. The number of respondents in this study was 57 respondents. Based on Table 1, it is known that the majority of respondents were male, namely 30 respondents (53%), while female respondents were 27 respondents (47%). These results indicate that the distribution of respondents' gender is relatively balanced, providing an illustration that the conditions of respondents found in the study are not only dominated by one particular gender group, but are expected to represent the conditions of respondents in general.

Based on Table 2, the characteristics of respondents based on age show that the majority of respondents were 14 years old (43 respondents) (75%), followed by 15 years old (13 respondents) (23%), and 1 13 years old (2%). This indicates that most respondents are in the early adolescent phase, which experiences various physical, psychological, and social changes. In this phase, adolescents are vulnerable to mental emotional problems such as anxiety, mood swings, and difficulty controlling emotions if they do not receive adequate support [20]. In addition, utilizing free time through positive activities can also help reduce stress and improve children's psychological well-being [21]. Thus, the age characteristics of the respondents are in accordance with the objectives of the study regarding the relationship between family support and the use of free time with mental emotional conditions in children.

Univariate Analysis

Family Support

Based on the results of data processing and analysis conducted on all respondents, an overview was obtained regarding the level of family support received by students at SMPN X. The results of the analysis showed that the majority of respondents, namely 43 respondents (75%), had a level of family support in the medium category. Meanwhile, as many as 8 respondents (14%) were included in the low family support category, while 6 respondents (11%) were in the high family support category.

The findings of this study indicate that family support for students at SMPN X is generally in the "moderate" category. These results indicate that the support provided by the family has been implemented quite well, but is not yet fully optimal, so that improvements are still needed so that all forms of support can be provided more optimally and consistently. This condition indicates that there are still aspects of support that need to be improved so that children's developmental needs can be met optimally. This is in line with research conducted by Rosyidah et al. who stated that family support in the moderate category tends to place adolescents in an emotional state that is still unstable and difficult to control, due to a lack of optimal attention, affection, and motivation from the family [22].

Based on Friedman's theory, which is the basis for the questionnaire, family support is measured through four aspects, namely emotional support, informational support, esteem support, and instrumental support. Based on the analysis of each indicator, it is known that emotional support obtained the highest percentage of 39.36%, followed by informational support at 26.92%, esteem support at 21.01%, while instrumental support obtained the lowest percentage of 12.71%. The high score on the emotional support indicator indicates that the family has played a good role as a safe and comfortable place for children. Most students feel attention, affection, care, and empathy from parents and other family members. This finding is in line with research by Salawali et al., which states that emotional support is one of the most frequent forms of family support given to adolescents through parental attention, motivation, and concern for children's activities. This form of support helps adolescents feel more appreciated and cared for in their daily lives [23].

On the other hand, low scores on the aspects of appreciation support and instrumental support indicate that there are still children who have not fully received appreciation in the form of praise, recognition of abilities, trust, and real help from the family. This condition indicates that the family has not been optimal in providing positive reinforcement or direct involvement according to the child's needs. This is supported by research conducted by Wahyuningsih and Purbaning which states that giving appreciation in the form of praise, motivation, and trust from parents can increase the self-confidence and motivation of adolescents, while the lack of appreciation support causes adolescents to feel less appreciated and less confident in their abilities [24].

In addition, the low score on the instrumental support aspect indicates that the real assistance provided by the family, such as learning assistance, provision of facilities, assistance when facing difficulties, and parental involvement in daily activities has not been fully felt by all children. This condition can hinder the fulfillment of children's needs for direct assistance so that children tend to receive less assistance when facing problems or difficulties in daily life. The results of this study are in line with the research of Akbar et al. who stated that instrumental support is a form of direct parental involvement through assistance, provision of facilities, and real assistance that plays an important role in supporting child development [25].

The level of family support can be influenced by several factors, including the level of education and knowledge of parents, the family's socioeconomic conditions, communication patterns, the closeness of the relationship between parents and children, and the availability of time for parents to interact with their children. Parents who are able to build good communication, provide consistent attention, and involve children in daily life tend to be able to provide more optimal family support. Conversely, if family support is less than optimal, this can hinder the child's psychosocial development, such as decreased self-confidence, motivation to learn, ability to adjust, and the child's ability to face various problems. This is supported by research by Ndruru and Ides which states that family support has an important role in increasing motivation, ability to adjust, and psychological well-being of adolescents [26].

Thus, the results of this study indicate that family support for children at SMPN X is in the moderate category. These results indicate that families have provided adequate support to children, especially in the aspects of emotional and informational support. However, aspects of support in the form of appreciation and instrumental support still need to be improved so that children not only receive attention, affection, and direction, but also receive appreciation for their abilities and real assistance according to their needs. Therefore, parental involvement in providing appreciation, trust, guidance, and direct assistance needs to be continuously improved so that all forms of family support can be provided in a balanced manner according to the needs of the child's development.

1. Utilization of Free Time

Based on the results of research on 57 respondents at SMPN X, it was found that the majority of respondents had a moderate utilization of free time, namely 35 respondents (61%), while the high category was 10 respondents (18%) and the low category was 12 respondents (21%). This finding shows that in general, children at SMPN X have utilized their free time quite well, although the utilization is not yet fully optimal. The moderate category illustrates that most respondents have used their free time to do various useful activities, but have not done it consistently and balanced in all aspects of free time utilization.

The results of this study are in line with the research of Yolani et al. which stated that the utilization of free time in the moderate category indicates that students have utilized their free time for useful activities, but not all of their free time is used productively because it is still influenced by the habit of procrastinating work and choosing less than optimal activities. This shows that the quality of free time utilization is an important aspect, because the activities chosen during free time can contribute to the physical, social, and mental emotional development of adolescents [27].

If we look more deeply based on the four indicators of free time utilization according to Przepiorka and Blachnio, it was found that based on the score of the free time utilization indicator, the highest indicator was the relaxing indicator (31.82%), indicating that most children use their free time to rest, reduce fatigue after participating in learning activities, and do activities that provide a sense of comfort and pleasure. Using free time to relax is one way that can help children restore physical and psychological energy so that they are better prepared to participate in the next activity. This result is supported by research conducted by Anggiana and Indahwati regarding physical activity and mental health of junior high school students which shows that managing free time through healthy activities contributes to a better mental condition [28].

However, on the other hand, two indicators recorded the lowest scores. The indicator of internet use had the lowest score at 19.95%, followed by the indicator of socializing (23.15%). These results indicate that respondents' use of free time for internet activities and direct socializing with friends or social circles is still relatively lower compared to leisure time management and relaxation activities. This condition may be influenced by differences in each child's habits in filling their free time, where some respondents prefer calming activities or do it independently rather than social activities or internet use.

The low score on the internet usage indicator indicates that internet use in leisure time is relatively lower compared to other indicators. This finding indicates that respondents do not make internet-based activities their primary choice in utilizing their leisure time. Although the internet has various benefits, its use needs to be done wisely and in a balanced manner because excessive use can impact adolescents' mental health. This finding is in line with research by Lovyana and Indahwati which states that high screen time duration is related to the mental health conditions of junior high school students [29]. In addition, Ayuanda et al. also reported that excessive social media use is related to increased symptoms of anxiety, depression, and psychological disorders in adolescents [30].

Meanwhile, the low percentage of the socialization indicator in this study is likely influenced by differences in the patterns of free time use among each respondent. Each respondent has a different tendency in choosing activities to fill their free time, so that socializing activities can have a lower proportion than other activities. This finding is supported by research by Yolani et al., which explains that the patterns of free time use among adolescents vary according to the characteristics of each individual [27].

Overall, the results of this study indicate that the utilization of free time among children at SMPN X is in the moderate category. This indicates that most children are able to utilize their free time quite well, but efforts are still needed to optimize its use through more productive, educational, and healthy activities. Therefore, good use of free time is expected to help develop personal potential, enhance social interaction, and optimally support children's mental health and well-being.

2. Mental Emotional Condition

Based on the results of research on 57 respondents at SMPN X, it was found that the majority of respondents had emotional mental conditions in the borderline category, namely 43 respondents (75%), while 13 respondents (23%) were in the normal category and 1 respondent (2%) was in the abnormal category. This finding indicates that in general the emotional mental conditions of children at SMPN X are in the borderline category. The borderline category describes that children have not experienced severe emotional mental disorders, but have shown several symptoms of emotional and behavioral difficulties that require further attention and monitoring. This condition indicates that children are in a group at risk of experiencing emotional mental disorders if they do not receive adequate guidance and support.

The emotional mental condition in this study was measured using the Strengths and Difficulties Questionnaire (SDQ) questionnaire which consists of five indicators, namely emotional symptoms, behavioral problems, hyperactivity, peer relationship problems, and prosocial behavior [18]. Based on the

results of the analysis of each indicator, prosocial behavior obtained the highest score of 39.63%, followed by emotional symptoms of 16.94%, peer relationship problems of 15.77%, hyperactivity of 14.42%, while behavioral problems obtained the lowest score of 13.24%.

High scores on the prosocial behavior indicator indicate that most children have good abilities in demonstrating positive behaviors, such as helping friends, working together, respecting others, and having concern for their surroundings. Prosocial behavior is an aspect of strength in the SDQ that plays an important role in forming healthy social relationships and supporting children's adjustment in the school environment. These results are in line with the research of Warsito and Ayubi [31]. Thus, these high scores indicate that SMPN X students generally have good social skills and empathy towards others. This is an important protective factor for their emotional mental health.

Furthermore, scores on indicators of emotional symptoms, peer relationship problems, and hyperactivity indicate that some children still experience difficulties in managing emotions, establishing social relationships with peers, and controlling their attention and activities. Although most children have good prosocial skills, there are still problems in the emotional and social relationship aspects. A relatively high score on emotional symptoms indicates that some children still experience anxiety, sadness, or emotional tension, while a score on peer relationship problems indicates obstacles in interacting and building positive friendships. If these conditions do not receive attention early on, it is feared that they can affect the social adjustment process, reduce self-confidence, and affect the child's mental and emotional development [31].

Conversely, low scores on the behavioral problem indicator indicate that most respondents relatively rarely exhibit deviant behavior, such as breaking rules, being aggressive, or engaging in actions that disturb others. This indicates that behavioral problems are not a primary difficulty experienced by respondents. Nevertheless, behavioral problems still require attention because if they recur, they can impact a child's social adjustment, academic achievement, and mental and emotional development.

Overall, although respondents' prosocial behavior was considered good, the overall mental-emotional state, which remained in the borderline category, is thought to be influenced by relatively higher scores on indicators of emotional symptoms and peer relationship problems. Therefore, the problems experienced by students tend to be emotional and social, rather than directly visible behaviors. This condition indicates that mental-emotional problems in adolescents are not always easily recognized through everyday behavior. Some students may appear fine and exhibit positive behavior, but still experience emotional distress, such as anxiety or feelings of loneliness. Therefore, this condition is a concern for schools and families to be more sensitive in recognizing signs of emotional difficulties that are not always visible, and to create an environment that can support mental health and the development of positive social relationships in students.

Bivariate Analysis

1. The Relationship between Family Support and Mental Emotional Conditions

The results of the Spearman rho correlation test showed that there was a significant relationship between family support and emotional mental conditions in children at SMPN X, with a correlation coefficient (r) of -0.592 and a p -value of 0.001 ($p < 0.05$). The negative correlation value indicates that the relationship between the two variables is moderate and in the opposite direction, so that the higher the family support received by the child, the lower the emotional mental condition score, which means the better the emotional mental condition. Conversely, the lower the family support received, the higher the risk of children experiencing emotional mental problems. These results indicate that family support has an important role as a protective factor for children's emotional mental health [27].

Based on the distribution of respondents in Table 9, the group of children with high family support mostly had normal emotional mental conditions (67%), while in the group with low family support, respondents were still found to have abnormal emotional mental conditions (13%). These findings indicate a tendency that increased family support is followed by improved emotional mental conditions. Adequate family support provides a sense of security, acceptance, and opportunities for children to develop the ability to cope with the psychological stress that arises during early adolescence [27].

The results of this study are in line with the research of Ndruru and Ides who found a very significant relationship between family support and adolescent mental health ($p = 0.000$), where adolescents who received good family support had a healthier psychological condition than those who received less family support [27]. Similar results were also reported by Devita et al. (2025) who showed that family support was significantly related to the low incidence of emotional mental disorders in adolescents ($p < 0.001$). These various studies confirm that the family is the main support system that plays a role in providing psychological protection, helping children deal with stress, and reducing the risk of developing emotional mental disorders.

The findings of this study are also supported by Irawan and Nuryawati who stated that emotional family support is an important factor in maintaining adolescent mental health [13]. The presence of a family that provides attention, affection, acceptance, and opportunities for children to express their feelings and problems can increase psychological resilience and help children develop more adaptive coping strategies. Conversely, a lack of family support can cause children to feel neglected, have difficulty managing emotions, and be more vulnerable to psychological stress. Family support as a form of interpersonal relationship manifested through attention, actions, and acceptance provides a sense of security so that it can prevent the emergence of various mental health problems in adolescents [13], [27].

Theoretically, the results of this study can be explained through Friedman's concept of family social support, which states that family support consists of emotional, informational, esteem, and instrumental support. These four forms of support function as psychological resources that help individuals cope with various stressful situations. During early adolescence, when children are experiencing quite complex biological, psychological, and social changes, the presence of the family as a primary source of support is crucial in developing adaptive skills, increasing self-confidence, and developing healthy emotional regulation. Emotional support in the form of affection and attention will increase a sense of security, while informational support helps children understand how to solve problems. Esteem support increases self-esteem, while instrumental support helps meet children's real needs in daily life. The combination of these four forms of support contributes to the creation of a better mental and emotional state.

The results of this study also illustrate that families play a strategic role as the primary environment shaping a child's psychological development. In the context of junior high school students, early adolescence is a transitional period marked by increased academic demands, changes in social relationships, and emotional changes that can become a source of stress if not balanced with adequate support. Families that foster open communication, consistently provide attention, respect children's opinions, and participate in daily activities will help children face these developmental challenges more adaptively. Thus, family support not only serves as a protective barrier against mental and emotional disorders but also strengthens children's psychological resilience in the face of various life pressures.

Based on the overall results, it can be concluded that there is a significant negative relationship between family support and emotional mental health in children at SMPN X. The strength of the relationship is in the moderate category indicating that family support is one of the important factors in maintaining children's emotional mental health. Therefore, families need to continue to improve the quality of support through open communication, providing attention, respect for children's abilities, and active involvement in daily activities. These efforts are expected to help children face various challenges of adolescent development and reduce the risk of developing emotional mental disorders.

2. The Relationship between Leisure Time Utilization and Mental Emotional Condition

Based on the results of the analysis using the Spearman rho correlation test, a p-value of 0.019 (< 0.05) was obtained with a correlation coefficient (r) of -0.311. These results indicate that there is a significant relationship between the use of free time and the mental emotional condition of children at SMPN X. The correlation coefficient value (r) of -0.311 indicates that the relationship between the two variables is in the weak category with a negative relationship direction. This means that the better the use of free time by children, the lower the mental emotional condition score or the better their mental emotional condition. Conversely, the less optimal the use of free time, the higher the mental emotional condition score which indicates a greater risk of mental emotional problems.

This finding is in line with research by Fachrandini and Febriani, who found that family involvement in leisure activities has a significant positive relationship with adolescent psychological well-being, with a correlation value (r) between 0.237 and 0.294 and a p -value <0.01 . These results indicate that leisure activities filled with positive social interactions can improve adolescent mental health [5].

Research on children's use of free time in Dauh Puri Kauh Village during the COVID-19 pandemic also shows that children who engage in positive activities to fill their free time are better able to cope with boredom and fatigue while at home. Creative activities, such as making crafts from used materials, not only increase creativity but also help reduce stress and improve children's mental well-being [21].

In addition, other studies have shown that families who spend more quality time together, such as eating together, playing, and communicating, have children with better mental health indicators. The study reported that quality family time contributed 50.7% to children's mental health, with family communication as the most dominant factor. This finding is relevant to the results of this study which showed that the leisure indicator had the highest percentage (31.82%) in the use of free time by SMPN X students. Leisure activities carried out with the family can be a means of building warm communication thus supporting children's mental health.

Research on time and emotional management in adolescents in the digital age also shows that time management and emotional control training has a positive impact on students' behavior in using digital media. After participating in the training, students become better able to prioritize between learning, rest, and entertainment activities, and are more aware of the importance of limiting device use so that it does not interfere with academic activities. The study also explains that excessive digital media use can lead to decreased concentration, disturbed sleep patterns, and increased stress, so good free time management contributes to adolescent mental health [17].

The findings of this study are also supported by research by Setyaningsih et al., which confirms that utilizing free time through positive and productive activities can foster a healthier lifestyle. Conversely, the habit of procrastinating and poor time management skills can lead to a loss of rest and reduce an individual's ability to fulfill their responsibilities. Therefore, the ability to manage free time productively is one factor that supports adolescent mental well-being [32].

Theoretically, positive use of free time provides children with opportunities to fulfill recreational needs, develop social skills, increase physical activity, and reduce psychological stress caused by academic and environmental demands. Activities such as exercising, interacting with family and friends, participating in extracurricular activities, and pursuing hobbies can improve psychological well-being by helping children develop emotional regulation skills, boosting self-confidence, and expanding social support. Conversely, free time spent passively or without proper management has the potential to increase sedentary behavior, excessive social media use, and the risk of developing mental health problems.

Based on the overall results of the study, it can be concluded that there is a significant negative relationship between the use of free time and the mental emotional condition of children at SMPN X. The better the use of free time, the better the child's mental emotional condition. Although the strength of the relationship obtained is relatively weak, the results of this study indicate that the use of free time remains a factor that contributes to adolescent mental health. Therefore, schools and families need to play an active role in encouraging children to fill their free time with educational, productive, recreational, and social activities, as well as limiting the use of social media and excessive sedentary behavior so that children's mental emotional health can be maintained optimally.

V. CONCLUSION

This study shows that there is a significant relationship between family support and leisure time utilization with emotional mental condition in children at SMPN X. Family support has a negative relationship with moderate correlation strength to emotional mental condition ($r = -0.592$; $p = 0.001$), while leisure time utilization has a negative relationship with weak correlation strength ($r = -0.311$; $p = 0.019$). This finding indicates that the better the family support and the more positive the leisure time utilization, the better the emotional mental condition of the child. Descriptively, most respondents have family support and

leisure time utilization in the moderate category, while the emotional mental condition of the majority is in the borderline category, thus indicating the need for attention to children's mental health from school age.

This study has limitations because it used a cross-sectional design, which can only describe relationships between variables at a single point in time and cannot explain causal relationships. Furthermore, the study was conducted in a single school with a limited sample size, so the results cannot be widely generalized. Future research is recommended to involve a larger number of respondents, use more diverse research locations, and use a longitudinal design or more comprehensive analysis methods to obtain a more in-depth picture of the factors influencing children's mental and emotional states. Practically, the results of this study can serve as a basis for schools and families to increase family support and encourage positive use of free time through educational, social, and recreational activities as a promotional effort to maintain children's mental and emotional health.

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