ABSTRACT
Many things cause mental health problems when children are at school. It is not known by both parents and the school. Therefore, it harms student behavior and academic achievement. These impacts can be addressed through education and training for teachers, staff, parents, and students on promotive and preventive measures for mental health problems. The earlier all people know about mental health, the sooner the child's condition will return to normal. This effort is carried out through collaboration among schools, parents, students, and health workers continuously. The results of the activity showed that most parents, teachers, staff, and students did not know about mental health problems, especially in school-age children, as well as prevention and early handling efforts that could be carried out. Some teachers still have the old paradigm of mental health problems, so the prevention and treatment in overcoming deviant student behavior are still focused on short-term outcomes. The results of this activity can be used as a reference for parents and school to be aware of any signs of actual mental health problems around them. The School Mental Health Unit as a new program in the school is expected to be able to carry out its role as a center for handling mental health problems. Teacher councils and staffs can work together to carry out counselling to parents and students to deal with problems experienced by students. It must be a team that can help students improve their mental health status.

KEYWORDS
Mental Health Problems; School-Age Children; Alert School

INTRODUCTION
The physical, cognitive, psychosocial, moral, and spiritual dimensions are aspects that continue to develop in individuals occurring simultaneously. Each dimension has an equally important role in forming a complete personality. Community Mental Health Nursing explains that psychosocial development occurs at eight stages of development, namely infants, children, preschool, school age, adolescents, adults, and the elderly. The optimal development process will be achieved if the individual is given stimulation or certain activities that stimulate the development of psychosocial abilities [4]. Psychological imbalance can occur when a person is unable to adapt to demands internally or externally in achieving certain developmental tasks according to age stages. One of them, also occurs at the school-age stage. Development in school-age children (6-12 years) has experienced various improvements in both cognitive and psychosocial aspects. Cognitive development during this period is when the child's mind develops gradually. If in the previous period, the child's thinking power still likes to fantasize and focus only on himself (egocentric), then in this period, the child's thinking power has developed in a more real, rational, and objective direction. The child's memory also becomes very strong so that the child is really at the learning
stage. To understand their surroundings, they no longer rely too much on information that comes from the five senses. This is because children begin to have the ability to distinguish things which is visible from real reality [7].

Psychosocial development at this stage, children can cope and accomplish tasks that can produce results, making the child's psychosocial world more and more complex. The child is prepared to leave the home and the parents for a limited period of time, when the child is in school. Through this educational process, children learn to compete (competition), to cooperate (cooperation) with others, to give and receive one another, to be loyal to their friends and to learn the rules. The socialization process, in this case, is heavily influenced by teachers and peers. The identification process is no longer for parents, but towards teachers and friends and the environment around the school. Also, children have a competitive spirit so that they can sort out something good for themselves, can solve their problems, and begin to identify certain figures that catch their attention [8]. Developments that occur at school age require positive stimulation so that the various behavioral deviations that are rife today do not occur. Physical and psychological violence, such as bullying, behavior that is not under regulations such as truancy, stealing, are forms of deviance that occur in schools today. Bullying comes from the word bully, which is a word that refers to the meaning of a “threat” that a person makes to another person (who are generally weaker or “lower” than the perpetrator). This can cause psychological problems for the victim (the victim is called a bully boy or bully girl) in the form of stress (which appears in the form of physical or psychological disorders, or both; for example, difficulty eating, difficulty sleeping, physical pain, fear, low self-esteem, depression, anxiety, and so on). To avoid and overcome the impact of these deviations, a forum is needed that can create healthy individuals physically, mentally, and socially and have optimal productivity. This can be realized through continuous efforts to maintain and improve mental health with mentoring and mentoring in school mental health efforts [5].

Cemorokandang I Primary school Malang, located in Kedungkandang District, Malang City, is 1 of 4 public primary schools in Cemorokandang. Kedungkandang sub-district is an area in the boundaries of Malang Regency and City, with a fairly high crime rate, one of which is cases of violent behaviour. Violent behaviour is one of the top-ranking mental health problems that is often found in the last 5 years. If this is not detected early, it will have negative consequences, namely, the individual victim of violent behaviour becomes helpless, unproductive, so that it has an impact on the quality of life afterward. Cemorokandang I Primary school, as one of the schools in the region, does not yet have teachers or staff who have special knowledge about early detection and handling of mental health problems. Therefore, teachers and staff of Cemorokandang I Primary school Malang need education on the prevention and early detection of mental health problems in school-age children and then can be given training on how to prevent and detect mental health problems among school-age children to create a mental health alert school.

**METHOD**

The location of the activity is Cemorokandang I Primary school, Kedungkandang, Malang City. The method of this activity is by educating and training through lectures, discussions, case studies, and role-play. Teachers and staff were given mental health cases and trained by using mental health prevention and early detection tools of mental health modules. We also monitored the early detection, and prevention of mental health problems skills which was done by the teachers and staffs. We also educated the student of Cemorokandang I Primary school Malang City by socializing the mental health concepts (definition, risk factors, causes, the process of occurrence, signs, and symptoms, first handling of each problem) among children through lectures, discussions, case studies, and role-plays and the importance of mental health
for optimal growth, development, and quality of life in the future. We educate, trained and monitored the parents to prevent and detect earlier mental health problems through lectures, discussions, case studies, and role plays.

RESULT AND DISCUSSION

Teachers and staff have the knowledge and skills to carry out early detection and prevention of mental health disorders among the children in schools and understand the importance of mental health education for school-age children. Moreover, it can be included in the curriculum if necessary. Employees and staff can set up a psychology consultation center for students in primary school. Students understand mental health problems (definition, early detection, risk factors, causes, the process of occurrence, signs, and symptoms, first handling of each problem) and the importance of mental health for optimal growth, development, and quality of life in the future. Pupils can practice mental health behavior both at school, at home, and in the community. Students together with teachers and parents can form a mental health unit at school. Parents understand mental health problems (definition, early detection at home, risk factors, causes, process of occurrence, signs and symptoms, first treatment of each problem). Parents can carry out, early detection and prevention of mental disorders at home both with children and other family members.

The prevalence of parents reporting mental health problems among their children in primary school varies considerably depending on regional and sociodemographic factors. Treatment is usually based on these conditions and health-related factors. Schools provide many services that their students need apart from the educational aspect, such as physical activity in a natural environment, and counseling performed by health professionals [2]. The role of the school is to provide school mental health services for students by participating in the Community Health Services Program. The current school closures will limit children's access to these mental health services in schools. Children with special needs are more likely to have mental health issues at school. Conventional educational strategies in this group are definitely not enough. The school subsequently changed it with outdoor activities [6].

The Center for Disease Control and Prevention (CDC, 2020) reports that one in six students develop signs and symptoms of mental health problems in school-aged children. There have been frequent reports of anxiety disorders among school-aged children. In addition, opposition deviant disorder (ODD) and attention deficit hyperactivity disorder (ADHD). It is additionally imperative for parents and schools to continuously inquire approximately the mental well-being of children amid a widespread like this time. Subsequently, the mental well-being of parents is enormously influenced by the mental well-being of their children [3]. The well-being of mental teachers can moreover be influenced by the mental well-being of their students. Activity which can be done is to empower parents to assess their child's mental well-being condition and look for offer assistance for their child in case they are stressed approximately their child's mental well-being condition. Teachers are required to assess their students, not as it were from the perspectives of physical and scholarly well-being but also assess the mental well-being of students [10].

Mental health problems in children can be described as a serious change. This can be shown by several things, including in children's learning activities, behavior, or controlling their emotions which cause pressure and problems in living their daily lives. Many children experience occasional fears and worries, or behavior that are disruptive to their lives, both at home and at school [9]. If the symptoms get worse, persist or persist, and interfere with school, home, or play activities, the child may be diagnosed with chronic mental health problems. Among these mental disorders that commonly occur in childhood are ADHD, anxiety, and behavioral disorders, such as ODD. Therefore, it is
important that parents work with teachers to pay attention to the mental health of children and understand how they should be assisted and handled appropriately as this can have a significant effect on physical health and academic achievement and on their future lives. This closely related as an entirely all through the child’s life cycle. The capacity of parents and teachers, as well as school to recognize mental well-being issues from an early age, can offer assistance as before long as they require it [1].

CONCLUSION
a. The socialization of early detection and prevention of mental health problems among school age children provides benefits to parents, teachers and students in the Cemorokandang Primary School in Malang City
b. Early detection and prevention training for mental health problems among school age children, improves the skills and participation of parents, teachers and students in overcoming mental health problems in school-age children

Through mental health education and training, mental health alert schools can be formed in the Cemorokandang I primary school in Malang City and provide tremendous benefits for the mental health of students, parents and teachers.

ACKNOWLEDGMENT
Our gratitude is conveyed the University of
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Brawijaya. We were allowed to get a community service competition grant through the Faculty of Medicine, and we also thank the head of the School of Nursing, Faculty of Medicine, the University of Brawijaya who provided support to us, and we did not forget to say to all participants who are involved in this community service (teachers, parents, students, staffs) in Cemorokandang 1 Primary School, Malang.

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