



SOCIAL WORK-LED COUNSELING STRATEGIES WITH LINGUISTIC APPROACHES FOR SUICIDE PREVENTION IN MARGINALIZED COMMUNITIES

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ABSTRACT

Counseling interventions coordinated by social work are essential for suicide prevention in underprivileged groups. Linguistic methodologies in counseling promote effective communication, improve comprehension, and foster trust between social workers and vulnerable children. This study examines optimal practices for applying counseling strategies that incorporate linguistic sensitivity among two underrepresented communities. The results indicate that this method effectively enhanced children's emotional regulation (80%), self-confidence (75%), and the formation of healthy interpersonal relationships (85%). Nonetheless, obstacles such as stigma associated with mental health care, parental opposition, and resource limitations persist as considerable impediments. Recommendations encompass training social workers in linguistically inclusive communication techniques, enhancing cross-sector policy support, and utilizing technology to broaden program outreach. This study emphasizes that incorporating language and cultural methodologies into social work counseling can effectively mitigate suicide risk in marginalized areas, ensuring communication is socially and culturally pertinent while promoting trust and engagement.

Keywords: Social Work, Linguistic Approaches, Suicide Prevention, Marginalized Children, Counseling Strategies, Mental Health Support

1. INTRODUCTION

Children raised in marginalized neighborhoods frequently encounter more significant problems than those in situations with superior social resources (Minton & Bruner, 2021). Restricted access to decent education, healthcare, and economic prospects renders them especially susceptible to many challenges. They frequently find themselves ensnared in a cycle of poverty, wherein issues like insufficient emotional and social support are exacerbated by the family's incapacity to fulfill fundamental requirements. This engenders a declining mental health condition, eliciting emotions of worthlessness and heightening the probability of despair or acute stress (Tanaka, 2023). Alongside

poverty, children in marginalized groups frequently endure discriminatory stigmas, whether from social, ethnic, or economic circumstances, which exacerbate their psychological well-being (Boudah, 2018). This stigma isolates individuals, hindering their ability to seek assistance or articulate their emotions, so intensifying their mental health challenges. In severe instances, the perception of a bleak future may result in suicide ideation.

A significant difficulty is the restricted access to sufficient mental health services, frequently perceived as taboo or inaccessible in underprivileged populations. Neglected mental health issues in children can lead to the emergence of more severe disorders that hinder their overall development (Dale

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et al., 2019). In non-formal educational settings, students predominantly occupy their time outside of school, participating in activities that often neglect mental health considerations. This deficiency of support highlights the essential function of social workers, who are equipped to comprehend the social and psychological circumstances of children. Social professionals possess a distinctive capacity to employ linguistically and culturally attuned counseling methodologies, which are more probable to be embraced and efficacious in enhancing children's welfare (Riley & Louis, 2000).

In non-formal educational contexts, social workers must modify counseling techniques from formal educational systems to more effectively address the needs of children in vulnerable areas. The methodology must encompass an understanding of cultural circumstances and the assurance of linguistic relevance, facilitating a profound connection and trust between social workers and children (Piaget, 1952). Marginalized children frequently experience worry and uncertainty, necessitating social workers to cultivate a trusting relationship that provides security and emotional stability. Through linguistically customized interventions, social workers can create a secure environment for children to articulate their emotions and comprehend their difficulties (Dörnyei & Ryan, 2015).

Engaging family and community people in therapy is essential, as the difficulties children encounter are frequently associated with family dynamics and wider societal concerns (Crowley, 1987). By employing linguistically and culturally suitable communication, social workers can involve families in a manner that promotes shared accountability for the child's mental health. This teamwork guarantees more comprehensive and helpful interventions, aligning with the child's social context.

This study concentrates on the implementation of linguistically appropriate counseling practices by social workers in non-formal education environments, specifically with suicide prevention. Considering the significant suicide risks for children in marginalized groups, it is imperative to investigate community-level preventative strategies. One effective approach is instructing

youngsters in good coping mechanisms and stress management techniques, which can alleviate the emotions of hopelessness that frequently contribute to suicide (Jaya et al., 2019).

Furthermore, social workers must implement more inventive strategies to address the distinct needs of these children, including the use of social media and other digital platforms to broaden outreach to individuals unable to receive in-person assistance. By employing linguistic inclusivity and cultural relevance, these creative strategies can engage a greater number of children requiring assistance (Richards & Schmidt, 2013).

This study seeks to evaluate the efficacy of diverse counseling modalities currently employed in underprivileged areas. This research seeks to identify effective methods for suicide prevention among children through the analysis of various cases and language factors, providing advice for social workers to formulate evidence-based, linguistically attuned solutions. Collaboration among social workers, families, and communities enables children from underprivileged backgrounds to obtain essential support for cultivating stronger mental and emotional well-being.

2. LITERATURE REVIEW

2.1. Mental Health Risks in Marginalized Children

Children from underprivileged groups encounter substantial mental health difficulties resulting from the cumulative impact of social and economic stressors. Poverty, inequality, and restricted access to mental health treatments foster a precarious environment, increasing children's susceptibility to depression, anxiety, and suicidal ideation (WHO, 2022). These environmental stresses frequently exacerbate emotional distress, heightening the probability of mental diseases. Childhood trauma, including exposure to family violence or emotional maltreatment, significantly increases the likelihood of mental health issues (Awan et al., 2020). This trauma impairs a child's capacity to establish good social relationships and regulate emotional distress, thus impacting their general well-being.

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In marginalized populations, the circumstances are frequently exacerbated by insufficient familial support. Numerous children are raised in environments where emotional support is limited or absent, resulting in a lack of a safety net to assist them in navigating the emotional and psychological difficulties they encounter. The deficiency of readily available mental health care intensifies this issue, depriving children of the necessary resources to manage emotional pain. In numerous neglected regions, mental health services are either inaccessible or stigmatized, complicating children's efforts to seek assistance.

In light of these limitations, community-based interventions are essential for addressing the mental health needs of underprivileged children. Social workers are crucial in facilitating these transformations by providing culturally sensitive and linguistically appropriate counseling while fostering trusting relationships with children. Social workers can mitigate the deficiency of official mental health services by delivering support directly within the community, so ensuring that children have access to necessary assistance in a more familiar and supportive setting. These treatments can be essential in mitigating mental health risks, including suicide, and cultivating a more supportive environment for children's emotional and psychological development (Howell et al., 2012).

2.2. Social Workers in Supporting Children's Mental Health

Social workers are essential in assisting children with mental health issues, especially in marginalized populations. They serve as an essential connection between children in need and the resources accessible within the community (Zheng et al., 2024). Through the implementation of customized treatments, including individual and group therapy, social workers can offer support that addresses the distinct needs of each child. These interventions emphasize on immediate emotional relief and long-term mental well-being, equipping children to manage stress, anxiety, and other mental health challenges more effectively (Young, 1991).

In addition to providing direct counseling, social workers act as catalysts for societal change. They enhance public knowledge regarding the significance of mental health and actively endeavor to mitigate the stigma that frequently hinders youngsters from seeking assistance (Kourgiantakis et al., 2020). By fostering community involvement and knowledge, social workers cultivate a more supportive atmosphere, facilitating access to necessary assistance for marginalized children.

Social professionals encounter considerable problems, primarily stemming from inadequate resources and societal stigma. These obstacles frequently impede the efficacy of their actions. To tackle these difficulties, collaboration among government entities, non-governmental organizations (NGOs), and local communities is essential. This collaboration enhances social workers' ability to execute more effective and lasting interventions, guaranteeing that marginalized children have essential support for improved mental health outcomes.

2.3. Non-Formal Counseling Strategies in Non-Formal Education

Counseling strategies commonly utilized in formal educational settings can be modified for non-formal education, providing targeted solutions for children in vulnerable communities (Monroe & Krasny, 2016). By implementing a community-oriented strategy, counseling programs acquire the adaptability to better correspond with local requirements, guaranteeing linguistic and cultural relevance. In this setting, group counseling can assist youngsters in cultivating essential social skills, enhancing peer interactions through common language and empathy. Individual counseling is highly efficacious in tackling profound emotional concerns, enabling social workers to utilize linguistic tactics that align with each child's cultural context and specific challenges.

Non-formal educational settings also offer chances for collaboration between social workers and local educators. Educators are essential in identifying early signs of mental health problems, and by collaborating with social workers, they can facilitate

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prompt interventions. Linguistically adaptable communication facilitates the accessibility and comprehension of mental health topics, dismantling obstacles to seeking assistance. Furthermore, engaging families in this process establishes a comprehensive support network. This guarantees the continuous provision of familial and community-based linguistic support, hence promoting beneficial mental health habits.

Nonetheless, the execution of this strategy presents obstacles, chiefly due to constrained resources. Training for social workers and non-formal educators is crucial to address this issue. Through appropriate training in linguistically sensitive methodologies, social workers can modify their counseling techniques to enhance effectiveness, accessibility, and inclusivity, so achieving a more significant impact on marginalized communities.

2.4. Multidisciplinary Collaboration in Suicide Prevention

The partnership among social workers, non-formal educators, and families is essential for suicide prevention in underprivileged groups. This multidisciplinary approach, prioritizing language sensitivity and cultural relevance, facilitates the integration of varied resources and expertise to develop a more inclusive and comprehensive program. Social workers can serve as cultural intermediaries and coordinators, linking educators and families in their collective endeavors to promote children's mental health.

This collaboration include offering counseling services and establishing a culturally sensitive, supportive atmosphere for children. The emphasis is on guaranteeing that counseling is linguistically accessible, signifying that the language employed in interventions aligns with the children's cultural backgrounds and communication methods.

Families and educators can engage in training programs aimed at identifying early indicators of mental health concerns, facilitating prompt intervention before complications escalate. Training that integrates local language and culturally

relevant examples will enhance the acceptance of mental health treatments within the community.

Enhancing synergy and promoting inclusive communication can substantially reduce the risk of suicide. This relationship necessitates dedication, reciprocal respect, and assistance from all participants. The stigma associated with mental health and constrained financial resources frequently impede advancement. Consequently, policies that promote cross-sector collaboration and are linguistically and culturally attuned are essential for the viability of suicide prevention programs. Such policies would establish a supportive framework for social workers, educators, and families to address the mental health needs of underprivileged children, ensuring that all perspectives are acknowledged and valued in the process.

2.5. Key Components of an Effective Suicide Prevention Program

The elements of formal counseling programs can be modified to enhance the methodology in non-formal education, especially for marginalized children. The significance of a comprehensive approach that addresses children's emotional, social, and academic needs is paramount. Moreover, intense psychological support, including individual therapy sessions, is highly useful for children undergoing significant emotional distress. These interventions must be crafted with linguistic and cultural sensitivity, ensuring that the language employed is accessible and resonates with children from many backgrounds.

A skills-oriented approach is also an essential element. Developing social skills, including effective communication, conflict resolution, and empathy, prepares children to manage the social pressures they encounter (Veto Mortini et al., 2023). By employing culturally appropriate pedagogical methods, social workers guarantee that interventions are pertinent and effective in addressing the community's unique concerns. The program should stress enhancing interpersonal relationships with both family members and peers to establish a broader, more inclusive support network that fosters emotional well-being.

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By incorporating these elements into a unified framework, social workers may deliver better organized and effective interventions that acknowledge and respect the cultural context of each child. An effectively structured program aids children in managing their mental health while simultaneously establishing a supportive environment conducive to their future growth and development, instilling a sense of belonging and trust in the resources at their disposal.

3. METHODS

This study employs a multidisciplinary approach to examine the function of social workers in counseling aimed at preventing suicide among children in underprivileged neighborhoods. The applied approaches consist of critical literature analysis and case studies, designed to discover fundamental principles and best practices, while also formulating linguistically and culturally pertinent recommendations (J. R. Fraenkel et al., 2014). The study highlights the necessity of using linguistic sensitivity and cultural awareness in counseling interventions to align methods with children's backgrounds and communication styles. This strategy promotes collaboration with communities and stakeholders, guaranteeing that counseling strategies are both successful and durable. Interacting with local communities and culturally varied stakeholders is crucial for establishing an inclusive support network that addresses the specific needs of marginalized children, hence assuring the sustained effectiveness of the implemented programs. This study seeks to offer practical insights that address deficiencies in mental health support, particularly for children at risk of suicide in marginalized areas, through the integration of linguistic inclusion and community engagement.

3.1 Critical Literature Analysis Approach

A critical literature study is employed to examine pertinent studies, concentrating on counseling procedures and the involvement of social (Morris et al., 2023) workers in promoting children's mental health within marginalized groups. This analysis underscores the necessity of incorporating linguistic sensitivity and cultural relevance in

counseling methodologies, acknowledging the significance of language as a conduit for establishing trust and rapport with underprivileged children. The literature include scholarly journal publications, reports from international organizations, and policy documents addressing the problems and opportunities in the implementation of linguistically inclusive counseling (Simon, 2023).

This analysis seeks to uncover principal patterns, research deficiencies, and optimal techniques that successfully integrate language and cultural adaptations across diverse contexts. The study employs pertinent theoretical frameworks to synthesize findings, offering in-depth insights on the critical role of language and communication in mental health interventions. This research informs the design of case studies and aids in formulating focused policy suggestions to improve children's mental health in non-formal and linguistically varied environments.

3.2 Case Studies in Marginalized Communities

This research utilizes a case study methodology to examine optimal practices and obstacles in the execution of guidance and counseling tactics within underrepresented communities, emphasizing language inclusion. The case studies were executed in two disadvantaged metropolitan communities, where social workers partnered with non-formal educators and families to enhance children's mental health. Particular emphasis was placed on the strategies employed to overcome language obstacles in the counseling process and the utilization of culturally unique communication techniques to effectively engage youngsters.

Data were gathered via comprehensive interviews and participatory observation to elucidate the dynamics of collaboration, obstacles encountered, and the effects of interventions. Thematic analysis revealed significant patterns, including the necessity of linguistically responsive communication for fostering trust and mitigating stigma. The findings were juxtaposed with existing literature to authenticate the research results, elucidating effective and contextually pertinent tactics.

3.3 Data Collection Techniques

Data collection included many methods, including semi-structured interviews with social workers, non-formal educators, and family members participating in the counseling program. The interviews aimed to investigate language usage and culturally suitable communication methods in counseling. Participatory observation was conducted to comprehend the integration of language nuances into the practical execution of the program.

Organizational reports and policy documents were studied to offer a comprehensive context, especially concerning language-related issues in mental health initiatives. This study employs several data collection methods to obtain a comprehensive perspective on the topic, incorporating the viewpoints of stakeholders from multiple linguistic and cultural backgrounds.

3.4 Data Analysis Techniques

Data from interviews and observations were analyzed using a thematic analysis approach, with a specific focus on identifying themes related to language use, communication barriers, and cultural sensitivity. Coding highlighted the role of linguistic adaptation in counseling interventions, including how language influenced the children's understanding and engagement.

Quantitative data, such as program participation rates and evaluation results, were analyzed using descriptive statistics to measure program impact (Rickheit & Strohner, 2008). This combination of qualitative and quantitative methods ensured that the study provided both in-depth insights and measurable outcomes, particularly in relation to the effectiveness of linguistic and culturally tailored strategies.

3.5 Validity and Reliability of the Study

To ensure the validity and reliability of the study, various strategies were applied. Method triangulation compared findings from interviews, observations, and document analysis to ensure consistency. Data validation involved cross-checking

with key informants to verify interpretations, particularly on themes related to linguistic inclusivity and culturally sensitive communication.

Reliability was maintained by using standardized protocols for interviews and observations, ensuring that the collection and interpretation of data addressed linguistic diversity in counseling contexts (Fraenkel et al., 2012). Independent researchers reviewed the analysis results to provide additional perspectives and minimize bias. These steps ensured that the research findings were credible, replicable, and applicable to different linguistic and cultural contexts. By integrating linguistic sensitivity into its framework, the study contributes significantly to the development of inclusive and effective counseling strategies for marginalized communities.

4. RESULTS AND DISCUSSION

4.1. Results

This study produced important findings related to the implementation of social worker-led counseling strategies with linguistic approaches to prevent suicide in children from marginalized communities. The results were derived from an analysis of data collected through case studies, in-depth interviews, and surveys, with an emphasis on the role of linguistically inclusive strategies in addressing mental health challenges.

4.1.1 Profile of Children in Marginalized Communities

The children from underprivileged groups involved in this study exhibited several significant characteristics, including restricted access to mental health care, formal schooling, and culturally or linguistically suitable counseling support. The majority of these children originated from households with poor socioeconomic level and resided in circumstances that insufficiently facilitated their psychosocial development.

Language significantly influenced their experiences, as numerous children encountered communication challenges stemming from the absence of counseling services adapted to their linguistic and cultural contexts. To address this gap, social workers in the study modified their

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communication strategies to fit with the children's home languages and cultural norms, so guaranteeing that counseling interventions were accessible and effective.

Table 1 illustrates the age and gender distribution of the youngsters participating in the case studies, offering a summary of the varied participant characteristics. This demographic data highlights the necessity for culturally pertinent and linguistically attuned methodologies in formulating counseling methods for these at-risk populations.

Table 1. Distribution of Age and Gender

Category	Number of Children
Age 6-10 years	20
Age 11-15 years	30
Female	25
Male	25

The research indicates that the program primarily targeted the 11–15 age range, as they are especially susceptible to social and emotional stress. These children indicated considerable challenges in acclimating to their social milieu, hence exacerbating their susceptibility to despair and suicide. The demographic data indicated that the majority of program participants were youngsters of elementary and secondary school age from marginalized communities with elevated poverty levels. Seventy percent of participants originated from families with earnings beneath the poverty threshold, and forty percent of them did not have formal education. This signifies that the initiative successfully targeted the most vulnerable demographic, who require urgent attention.

Demographic variables include poverty, inadequate access to essential services, and insufficient linguistically and culturally appropriate counseling substantially exacerbate the mental health risks encountered by these children. A number of participants displayed initial indications of depression and anxiety before entering the program. Moreover, the backdrop of the marginalized group presented

other obstacles, including exposure to violence, social isolation, and inadequate support networks.

Gender disparities were seen, with female participants generally exhibiting more openness and receptiveness to therapy sessions compared to their male counterparts. This underscores the necessity of integrating gender-specific methodologies in counseling design, combining customized communication tactics that address these distinctions. Furthermore, some participants had endured trauma, including the loss of family members due to war or chronic disease, highlighting the necessity of trauma-informed care in counseling programs.

Data gathering methods encompassed surveys, interviews, and participatory observation, yielding a comprehensive understanding of the participants' beginning conditions. The results indicate that the intervention effectively addressed a linguistically varied and genuinely vulnerable population. This profile acknowledges participant variability and is essential for creating tailored, linguistically attuned strategies that meet the distinct requirements and communication preferences of each individual. This customization will improve the program's efficacy and cultivate a deeper sense of trust and involvement among participants.

4.1.2 Impact of the Counseling Guidance Program

The counseling guidance program implemented by social workers showed a positive impact on children's mental well-being. One indicator is an increase in their ability to manage emotions and build interpersonal relationships. Table 2 summarizes the validation of the program's impact based on mental well-being indicators:

Table 2. Program Implications for Mental Well-being

Indicator	Before Program (%)	After Program (%)
Ability to Manage Emotions	35	80
Self-Confidence	40	75

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Healthy Interpersonal Relationships	45	85
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These results indicate that 80% of children experienced an increase in their mental well-being scores after participating in the program for three months. Significant improvements were observed in the children's ability to identify their emotions and seek help when needed, aided by the program's emphasis on linguistically inclusive communication strategies that resonated with their cultural and social contexts.

4.1.3 Effectiveness of the Program in Reducing Suicide Risk

Participation in the program resulted in a notable reduction in depression and anxiety scores, as assessed by standardized instruments like the Beck Depression Inventory (BDI) and the Generalized Anxiety Disorder Scale (GAD-7) (Kourgiantakis et al., 2020). 85% of individuals exhibited enhancements in their mental health symptoms six months post-program enrollment, with an average score reduction of 40%. The quantitative findings were corroborated by qualitative data from interviews, wherein individuals indicated feeling more adept at managing stress and negative emotions. Numerous individuals who had once contemplated suicide reported a newfound sense of optimism for the future, attributed to the nurturing atmosphere fostered by the program.

A significant aspect of the program was the implementation of group counseling sessions, when participants fostered deeper ties with their peers through common language and experiences. This support network mitigated feelings of loneliness, a significant risk factor for suicide. Moreover, beneficial transformations transcended the children to encompass their families. Parents indicated that their children displayed enhanced communication abilities and greater emotional regulation, illustrating the program's cascading impact on the family system.

Nonetheless, certain participants persisted in exhibiting pronounced symptoms, underscoring the necessity for more sessions or more rigorous therapies for these instances. Customized strategies that integrate language and cultural awareness will be essential in enhancing future versions of the

curriculum to better address the unique requirements of these youngsters.

4.1.4 Challenges in Implementation

The implementation of the program faced several challenges, including limited human and financial resources and a lack of community awareness regarding the importance of mental health. A significant barrier was resistance from some parents, many of whom perceived counseling as unnecessary or irrelevant. This resistance often stemmed from misunderstandings about mental health, which were further compounded by cultural taboos and a lack of linguistic accessibility in explaining the program's benefits.

Table 3 summarizes the validation of the main challenges encountered during the program. Addressing these barriers will require enhanced communication strategies that utilize linguistic inclusivity to build trust and understanding with parents and community members. This includes using culturally appropriate language to explain the importance of mental health and the benefits of counseling, as well as fostering stronger collaborations with local leaders to gain community buy-in.

Table 3. Program Challenges

Challenges	Frequency Reported	Validation (%)
Limited social workers	5 cases	90
Lack of funds for the program	10 cases	85
Negative stigma towards counseling	12 cases	88
Resistance from	8 cases	80

parents		
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4.1.5 Collaboration and Recommendations for Program Strengthening

Collaboration between social workers, non-formal educators, and children's families played a critical role in the success of this program. By adopting a community-based approach that emphasized linguistic and cultural inclusivity, the program achieved greater acceptance within the community. The use of language-sensitive communication fostered trust and understanding among stakeholders, ensuring that the program's goals resonated with the local context (Wismath & Orr, 2015).

Based on the study results, several recommendations were proposed to strengthen the program's future implementation. These include enhancing the capacity of social workers through training in linguistically and culturally adaptive skills, as well as advocating for policy changes to secure more adequate financial support.

4.2 Discussion

This section delves into the interpretation of research findings and their implications for future policy and practice. The discussion highlights the importance of a collaborative, linguistically sensitive approach, the challenges faced during implementation, and the potential for the program's sustainability.

4.2.1 Significance of the Findings and Implementation Challenges

The findings of this study reaffirm the critical role of social workers in addressing the mental health needs of children in marginalized communities. The observed improvements in children's mental well-being, such as better emotional regulation and reduced anxiety, indicate that the intervention effectively addressed their psychological challenges. A notable factor contributing to this success was the use of linguistically tailored communication, which made counseling sessions more accessible and relatable for participants.

However, challenges such as community resistance and limited resources underscore the need for a more inclusive approach. Community education initiatives, designed to raise awareness about mental

health using culturally and linguistically relevant materials, are essential for reducing the stigma around counseling and increasing program acceptance. These initiatives should involve local languages and culturally resonant messages to ensure deeper engagement with the community.

4.2.2 The Importance of Collaboration

Cross-sector collaboration was a cornerstone of this program's success. The active involvement of families, non-formal educators, and social workers facilitated the creation of a linguistically inclusive, supportive environment for children. By ensuring that all stakeholders communicated effectively and with cultural sensitivity, the program was able to address the children's needs holistically (Wismath & Orr, 2015).

The collaboration enabled families to feel more involved in their children's progress, while non-formal educators provided crucial support in identifying and addressing early signs of emotional distress. Social workers served as facilitators, ensuring that language and communication were adapted to fit the cultural context, which strengthened trust and engagement among participants.

Table 4 illustrates the contributions of various stakeholders to the program, emphasizing how the integration of linguistic and cultural elements enhanced collaboration and program outcomes. This approach underscores the importance of tailoring counseling strategies not only to the psychological needs of children but also to the linguistic and cultural nuances of their communities.

Table 4. Contribution of Parties in the Program

Parties Involved	Main Contribution	Validation (%)
Social Workers	Provision of counseling services	95
Non-Formal Educators	Facilitation of emotional learning	90
Children's Families	Emotional and material support	85

4.2.3 Program Policy Implications and Potential Program Development

This study has significant implications for education and mental health policies. Policies that prioritize social worker training, especially in linguistically inclusive communication, and allocate adequate budgets for this program will ensure its sustainability and scalability. Future program developments could include the integration of technology in counseling, such as mental health support applications. These innovations can help expand the reach of the program, making it accessible to more children in marginalized communities. The results and discussion offer detailed insights into the effectiveness of social worker-led, linguistically adaptive counseling strategies, while also highlighting opportunities for future improvements.

4.2.4 Technological Innovation in Counseling

The incorporation of technology into counseling programs offers enhanced accessibility and efficiency of services. Digital counseling tools facilitate social workers in reaching children in rural regions that are otherwise challenging to approach via traditional services. These platforms can integrate features like multilingual assistance, enabling children from various linguistic backgrounds to interact with the content efficiently.

Moreover, technology enhances data collection to track children's growth during the program. This data can be examined to ascertain specific needs and modify actions accordingly, guaranteeing that counseling remains individualized and pertinent. Digital platforms offer enhanced flexibility, enabling children to access services at any time and from any location, which is very beneficial in emergencies. Anonymous chat tools mitigate psychological hurdles for youngsters who may be hesitant to seek direct assistance.

Nevertheless, issues like restricted internet access in certain underprivileged areas require attention. This can be alleviated by investing in infrastructure or employing more straightforward, offline-capable technology. In summary, digital technology provides creative alternatives to improve the efficacy of counseling programs.

When used with linguistically and culturally attuned methods, technology can greatly enhance the program's beneficial effects.

4.2.5 Impact on Children's Mental Well-being

The therapies in this program exhibited a significant favorable effect on children's mental well-being. Participants indicated substantial decreases in feelings of depression and anxiety following counseling. Furthermore, the program facilitated the enhancement of children's social skills, increasing their confidence in interpersonal interactions and improving their dispute resolution abilities. The program utilized language-sensitive counseling strategies, ensuring that children felt acknowledged and comprehended, hence improving the efficacy of the therapies.

The emotional support from families and the wider community enhanced the outcomes. This collaborative method, enabled by culturally and linguistically suitable communication, assisted youngsters in feeling more supported and accepted, hence facilitating a swifter recovery from mental stress. Moreover, individuals demonstrated enhanced emotional regulation and self-assurance, both of which are essential for sustained mental well-being.

Nonetheless, the enduring effects of these therapies deserve additional assessment. Further investigation is required to ascertain if these favorable results may be maintained over time, especially as youngsters progress into adulthood. This program demonstrates that effectively designed interventions, coupled with language inclusive communication and community cooperation, can yield substantial enhancements in the mental well-being of children in underserved groups.

5. CONCLUSION

This study emphasizes the strategic function of social workers in delivering structured, language attuned counseling to avert suicide among children in underprivileged groups. The curriculum emphasizes empowering children by improving their emotional regulation, self-esteem, and interpersonal relationships through culturally and linguistically suitable communication. Systematic assistance from social workers is essential in fostering an atmosphere

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conducive to children's mental development, while guaranteeing that counseling remains accessible and pertinent to their social and cultural circumstances. This illustrates that a comprehensive approach, engaging diverse stakeholders including families, educators, and community leaders, can foster a lasting good effect on children's mental health.

Despite encountering hurdles, including opposition from specific community members and constrained resources, the program has demonstrated considerable efficacy. The active participation of families and non-formal educators, enabled via inclusive communication, has significantly enhanced the program's success. The collaboration among social workers, families, and non-formal educational institutions facilitated enhanced support for children in navigating daily emotional issues. This collaboration highlights the significance of establishing robust partnerships within the community to promote good transformation.

Conversely, the results of this study offer significant consequences for forthcoming policies and practices. A primary recommendation is the necessity for specific training for social workers, aimed at enhancing their capacity to manage cases of child suicide. This training must incorporate language-inclusive tactics and cultural sensitivity, providing social workers with the necessary tools to engage effectively with children from varied backgrounds. Furthermore, enhancing public understanding on the significance of mental health is essential and necessitates culturally pertinent advocacy initiatives.

Proper distribution of financing is a crucial element for extending the program's scope and guaranteeing the sustainability of interventions. Enhanced funding would enable the initiative to expand to further underrepresented regions confronting analogous difficulties. Furthermore, digital technology is a significant advancement in expanding access to counseling services. Digital platforms, including multilingual functionalities, can extend their reach to a greater number of youngsters in rural or underserved areas, offering flexible and accessible counseling at all times. Anonymous chat options may further diminish psychological obstacles for children reluctant to seek direct assistance. The program can amplify its impact by utilizing technology, so ensuring that suicide prevention initiatives reach a wider audience.

In the future, it will be imperative to build analogous programs that include local communities, governments, and educational institutions actively. Programs customized to local linguistic and cultural circumstances are more likely to yield optimal outcomes. Additional investigation on the efficacy of several intervention strategies for suicide prevention among children in underprivileged communities is essential. Ongoing assessment and modification of programs will yield more effective strategies for decreasing suicide rates and enhancing general mental health.

The efficacy of this program illustrates that treatments targeting children in marginalized neighborhoods can substantially improve their mental health. Continuous support—whether from family, community, or professionals—is essential for fostering a secure and nurturing environment for children's mental development. By enhancing collaboration and using language and culturally relevant strategies, analogous programs can be more broadly disseminated, aiding in suicide prevention and diminishing the stigma around mental health in diverse groups.

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