

Mental Health University Ambassador Program
(Program Duta Kesihatan Mental Universiti)

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ABSTRACT

Mental wellness is crucial for university students navigating academic pressures and personal challenges. In Malaysia, this issue is increasing significantly, mirroring global trends. A 2023 survey by the Malaysian Mental Health Association revealed that nearly 30% of Malaysian students experience high levels of stress, anxiety, and depression, highlighting the urgent need for targeted mental health support (Malaysian Mental Health Association, 2023). The stigma around mental health issues complicates the problem, as many students are reluctant to seek help due to fear of judgment or limited resources. The Mental Health University Ambassador Program will establish a network of trained student ambassadors at all public and private universities to address these challenges. These ambassadors will receive training in mental health first aid, crisis intervention, and communication skills, enabling them to offer peer support and raise awareness about mental health on campus. The program will use training modules developed by the Public University Career and Counselling Council. It will include various activities such as awareness campaigns, peer support training, and stress management workshops. The initiative aims to improve mental health education and support by creating a supportive campus environment and reducing stigma. Collaboration with university administrations, mental health organizations, and student societies will be key to the program's success. The goal is to equip ambassadors with the skills and knowledge needed to provide immediate on-campus support, effectively bridging the gap between students and professional mental health services. This proactive approach creates a supportive environment where students feel comfortable seeking help and receiving timely assistance.

Keywords: Mental Wellness, University Students, Mental Health Support

ABSTRAK

Kesejahteraan mental adalah penting bagi pelajar universiti yang menghadapi tekanan akademik dan cabaran peribadi. Di Malaysia, isu ini semakin meningkat dengan ketara, mencerminkan tren global. Tinjauan 2023 oleh Persatuan Kesihatan Mental Malaysia mendedahkan bahawa hampir 30% pelajar Malaysia mengalami tahap tekanan, kebimbangan, dan kemurungan yang tinggi, menekankan keperluan mendesak untuk sokongan kesihatan mental yang khusus. Stigma sekitar isu kesihatan mental memperumit masalah ini, kerana ramai pelajar enggan mencari bantuan disebabkan takut dihakimi atau kekurangan sumber. Untuk menangani cabaran ini, Program Duta Kesihatan Mental Universiti akan menubuhkan rangkaian duta pelajar yang terlatih di semua universiti awam dan swasta. Duta-duta ini akan menerima latihan dalam pertolongan cemas mental, intervensi krisis, dan kemahiran komunikasi, membolehkan mereka memberikan sokongan kepada rakan sebaya dan meningkatkan kesedaran tentang kesihatan mental di kampus. Program ini akan menggunakan modul latihan yang dibangunkan oleh Majlis Kerjaya dan Kaunseling Universiti Awam dan akan merangkumi pelbagai aktiviti seperti kempen kesedaran, latihan sokongan rakan sebaya, dan bengkel pengurusan tekanan. Dengan mewujudkan persekitaran kampus yang menyokong dan mengurangkan stigma, inisiatif ini bertujuan untuk meningkatkan pendidikan dan sokongan kesihatan mental. Kerjasama dengan pentadbiran universiti, organisasi kesihatan mental, dan persatuan pelajar akan menjadi kunci kejayaan program ini. Matlamatnya adalah untuk melengkapkan duta-duta dengan kemahiran dan pengetahuan yang diperlukan untuk memberikan sokongan segera di kampus, secara berkesan merapatkan jurang antara pelajar dan perkhidmatan kesihatan mental profesional. Pendekatan proaktif ini bertujuan untuk mencipta persekitaran yang menyokong di mana pelajar berasa selesa untuk mencari bantuan dan menerima bantuan tepat pada masanya.

Kata kunci: Kesejahteraan Mental, Pelajar Universiti, Sokongan Kesihatan Mental

INTRODUCTION

Mental wellness is a vital component of university life, influencing students' academic success and overall well-being. For many, university is a time of significant personal development, academic pressure, and the challenge of adapting to new social settings- all of which can profoundly affect mental health. The demands of coursework, financial concerns, and balancing various responsibilities contribute to high levels of stress, anxiety, and depression among students. Research from Italy shows that 78.5% of university students experience psychological distress, with 36.1% facing severe distress (Porru et al., 2021). In the United Kingdom, over half of the university student population reports clinically significant levels of depression and anxiety. (Chen & Lucock, 2022) Similarly, a study in Malaysia found that 34% of students experienced anxiety, 27.5% experienced depression, and 18.6% reported stress (Shamsuddin et al., 2013). Students dealing with mental health issues often face negative impacts on their social lives and academic performance (Salzer, 2012). However, despite these challenges, the rate of seeking professional help among university students remains low, with estimates indicating that 60% to 80% do not pursue professional support (Eisenberg et al., 2012).

The Mental Health University Ambassador Program is a comprehensive initiative designed to tackle the growing mental health crisis among university students in Malaysia, where nearly 30% of students report experiencing high levels of stress, anxiety, and depression (Malaysian Mental Health Association, 2023). This alarming statistic, highlighted by a 2023 survey conducted by the Association, reflects a broader global trend and underscores the urgent need for targeted mental health support within academic institutions. Despite the critical nature of this issue, many students remain hesitant to seek help due to stigma, fear of judgment, or limited access to mental health resources. To address these challenges, the program aims to establish a robust network of trained student ambassadors in Malaysia's public and private universities.

These ambassadors will undergo specialized training in mental health first aid, crisis intervention, and effective communication, enabling them to provide immediate peer support and raise awareness about mental health on campus. The program will incorporate a range of activities, such as awareness campaigns, peer support training sessions, and stress management workshops. By fostering a supportive campus environment and actively working to reduce stigma, the initiative seeks to enhance mental health education, promote open dialogue, and encourage students to

access necessary services.

Central to the program's success will be strong collaboration with university administrations, mental health organizations, and student societies, ensuring that the ambassadors are well-equipped to serve as a vital link between students and professional mental health services. This strategic approach is designed to create a campus culture where mental wellness is prioritized, and students feel empowered to seek help without fear or hesitation. Ultimately, the Mental Health University Ambassador Program aims to transform the campus environment into one where mental health challenges are met with understanding, empathy, and effective support, contributing to the overall well-being and success of the student population.

Recruitment And Selection Process Of Ambassadors

The Mental Health University Ambassador Program aims to promote mental health awareness and support among university students. Establishing an ambassador program can be an effective way to reach a wide student population and foster a more supportive campus community. When recruiting and selecting ambassadors, universities should consider several key factors.

First, it is important to have a clear understanding of the program's goals and the specific responsibilities of the ambassadors. This will help ensure that the selected individuals are well-suited for the role and can effectively carry out the necessary tasks.

The selection process should prioritize students who demonstrate a strong commitment to mental health advocacy and a willingness to engage their peers. Ambassadors should also possess good communication and leadership skills, as they will be tasked with organizing events, leading discussions, and serving as a resource for other students.

Additionally, the program should aim to recruit ambassadors from different backgrounds, experiences, and perspectives. This can help ensure that the program's outreach and messaging resonate with a wide range of students.

Training And Support for Ambassadors

Once ambassadors are selected, it becomes essential to provide them with thorough training and consistent support. This training covers various topics that equip them to handle the varied challenges they may encounter. These topics should include mental health awareness, allowing ambassadors to recognize common mental health issues and understand their impact on students.

Additionally, training should focus on communication strategies to help ambassadors effectively engage with their peers, ensuring they know how to listen empathetically and communicate with sensitivity and clarity.

The training should also emphasize the importance of knowing how to make referrals to campus mental health resources, enabling ambassadors to guide their peers toward professional help when needed. Moreover, ambassadors should be trained in performing emergency aid, such as basic first aid or mental health crisis intervention, so they are prepared to act swiftly and appropriately in urgent situations. Ambassadors must also be equipped with the tools and resources so that they can perform their roles effectively. This may include access to informational materials, brochures, or handouts on mental health, as well as promotional items to raise awareness about the program. Furthermore, providing ambassadors with funding for program-related activities can enable them to organize events and initiatives that contribute to building a supportive campus culture.

To ensure that ambassadors continue to feel supported in their roles, universities should establish a robust system of regular check-ins, mentorship, and feedback sessions. These check-ins provide ambassadors with opportunities to discuss any challenges they are facing, ask questions, and receive guidance from program coordinators or mental health professionals. Regular feedback sessions also allow the university to monitor the ambassadors' progress, address any concerns, and adjust the program as necessary. This ongoing support helps ambassadors feel more confident and capable in their roles, ensuring they remain motivated and effective.

By offering ambassadors comprehensive training, equipping them with the right resources, and maintaining consistent support systems, universities can empower these students to be strong mental health advocates. Ambassadors will be better prepared to assist their peers, foster a sense of belonging, and contribute to a more inclusive and mentally healthy campus environment, where students feel supported and understood. This investment in training and ongoing support not only enhances the ambassadors' ability to serve but also strengthens the overall impact of the Mental Health University Ambassador Program on campus culture.

Ambassadors' Roles and Responsibilities

Ambassadors play a crucial role in this initiative by serving as peer advocates and connecting their

fellow students to campus resources. Their primary responsibilities may include:

- i. Organizing and leading a variety of events and activities to raise awareness about mental health, such as educational workshops, panel discussions, or wellness fairs.
- ii. Serving as a point of contact for students seeking information or support related to mental health, and helping to connect them with appropriate campus resources, such as counselling services.
- iii. Collaborating with campus organizations, departments, and mental health professionals to develop and implement mental health initiatives.
- iv. Promoting a campus culture of openness, understanding, and support around mental health issues.
- v. Providing feedback and recommendations to the university on ways to enhance mental health services and support for students.

By taking on these roles, ambassadors can make a significant impact on their campus community.

Peer-To-Peer Support

The Mental Health University Ambassador Program is built around the foundation of providing peer-to-peer support to students, serving as a vital resource for individuals confronting mental health difficulties. Ambassadors serve as reliable mentors and confidants, offering emotional support, motivation, and guidance to their peers. The personal connection established between students can be quite helpful, particularly for those who may find it easier to confide in their peers rather than seek help from formal mental health specialists. Studies emphasize the significance of peer educators in promoting the availability of mental health treatments on college campuses. Ambassadors can help direct peers to the proper on-campus mental health resources because they are in a good position to identify when their peers need professional assistance. Nevertheless, ambassadors go beyond just providing referrals. They also provide continuous emotional support, assisting students feel less isolated as they navigate their mental health experiences. An important advantage of the program is the ambassadors' capacity to cultivate connections among students. Ambassadors contribute to the establishment of a cohesive community on campus by arranging support groups, organizing social gatherings, and

spearheading efforts aimed at fostering a sense of belonging. These initiatives sponsored by peers facilitate open dialogues regarding mental health and establish environments where students may exchange their encounters, build connections, and provide mutual assistance. The Mental Health University Ambassador Program fosters peer-to-peer relationships, which serve as a support system for students facing mental health challenges. Additionally, the program cultivates a sense of connection, understanding, and empowerment among students, enabling them to better navigate the difficulties of university life.

METHODOLOGY

This research study utilizes a mixed-method approach that combines quantitative analysis with a literature review.

Qualitative Method

The methodology employed in this study utilized a structured survey with a sample size of 250 participants, including both undergraduate and postgraduate students from diverse academic fields to gain a comprehensive understanding of mental wellness among university students. The poll was carefully crafted to assess three main aspects: the levels of stress associated with academic and personal concerns, the coping strategies employed by students, and the perceived efficacy of the Mental Health Ambassador Program. The survey instrument comprised a variety of questions and Likert-scale items to gather detailed data on academic stresses, personal difficulties, and the effectiveness of mental health support activities. More precisely, it evaluated sources of stress related to academics, such as the amount of work, time limits, and the pressure to perform well, as well as personal stressors including money worries, social expectations, and maintaining a balanced life.

Additionally, the survey explored various coping strategies that students employ, including social support, time management, and coping techniques. To assess the efficacy of the Mental Health Ambassador Program, the survey incorporated questions regarding students' perspectives on the program's influence on their mental well-being, the availability of peer assistance, and their general contentment with the help offered by the ambassadors. The participants were chosen through a stratified random sampling technique to guarantee inclusivity across all faculties, academic years, and demographic profiles. The objective of this

technique was to offer an equitable perspective of the student body and accurately assess the range of stress levels and coping strategies.

Data Collection Procedure

The data obtained from the survey were examined using quantitative techniques, such as descriptive statistics and inferential analytics, to detect patterns, correlations, and trends. The investigation primarily aimed to compare stress levels with coping techniques and assess the correlation between students' impressions of the Mental Health Ambassador Program and their self-reported stress levels. This research yielded useful insights into the present condition of mental wellness among university students, emphasizing areas where mental health support systems may be strengthened and influencing future interventions to boost overall student well-being.

Literature Review

Other than that, the methodology included a comprehensive evaluation of existing research on the mental health of university students to gain a deeper understanding of the difficulties they face and assess the effectiveness of assistance services. The study examined scholarly articles that addressed topics such as stress, anxiety, depression, coping mechanisms, and programs aimed at promoting mental well-being. Relevant articles were chosen by considering their emphasis on university students, the calibre of research, and the recency of publication, utilizing sources such as PubMed, PsycINFO, and Google Scholar. The analysis gave priority to studies published in peer-reviewed journals to ensure the reliability of the material. The review consolidated the data from these studies to offer valuable insights into beneficial approaches, pinpointed areas where existing knowledge is lacking, and emphasized the need for more study to enhance mental health care for students.

RESULTS AND DISCUSSION

The survey results from the Mental Health University Ambassador Program provide a comprehensive view of the stress levels faced by university students and their opinions on the potential benefits of having a trained mental health ambassador. The responses highlight significant concerns regarding academic stress and suggest strong support for initiatives aimed at improving mental health support within the campus environment.

The survey was divided into five parts: Demographic Profile, Academic Stress, Personal Stress, Coping Mechanism and the Effectiveness of Mental Health Ambassador.

Part 1: Demographic Profile

This section shows the demographic profile results, which consist of age range, gender, year of study and field of study. This information is crucial as it allows for a more nuanced analysis of the results, revealing how different groups may experience issues differently.

TABLE 1. Demographic Profile

Profile	Frequency	Percentage (%)
Age (years old)		
18 - 22	75	30
23 – 27	100	40
28 – 32	57	22.8
More than 32	18	7.2
Year of Study		
1	25	10
2	50	20
3	87	34.8
4	62	24.8
Postgraduate	26	10.4
Gender		
Male	126	50.4
Female	124	49.6
Field of study		
Arts and Humanity	12	4.8
Social Science	29	11.6
Science and Technology	30	12
Business and Economy	31	12.4
Health and Medical	24	9.6
Education	24	9.6
Law	24	9.6
Engineering	56	22.4
Media	17	6.8
Others	3	3

Part 2: Academic Stress

A significant proportion of students who reported having significant academic stress were asked to rate their current level of stress on a scale of 1 to 5, with 5 representing the highest level of stress. More precisely, 46% of the participants assessed their stress level as 4, while 16.4% evaluated it as 5, suggesting a significant degree of stress. This indicates that over 60% of the students are encountering significant amounts of academic pressure, ranging from high to very high. At the lowest end of the range, a mere 4.8% of students assessed their stress level as 1, indicating that only a small number of students experienced minimal academic stress. Similarly, 12.4% of students ranked their stress as 2, further suggesting that relatively

few students reported low levels of stress. These data indicate the prevalent problem of excessive academic workload among university students.

A significant proportion of participants indicated that they experience stress "always" or "frequently". The persistent strain is likely to influence both their psychological well-being and their academic achievements, highlighting the necessity for improved stress management techniques and support networks within the university environment.

According to the survey, tests and assessments were identified by many as the primary cause of academic stress, with group projects and a severe workload being the subsequent factors. These replies indicate that the academic framework and workload

at universities may be excessively rigorous, causing students to have difficulties in managing many tests, deadlines, and collaborative projects. This emphasizes the necessity for therapies that not only target the causes of stress but also equip students with coping strategies to better handle their academic obligations.

The data demonstrates that academic stress

is a significant issue faced by university students, with a majority reporting high to very high levels of stress. By understanding the key sources of academic stress, universities can work to implement targeted interventions and support systems to help students manage their workload and improve their overall well-being.

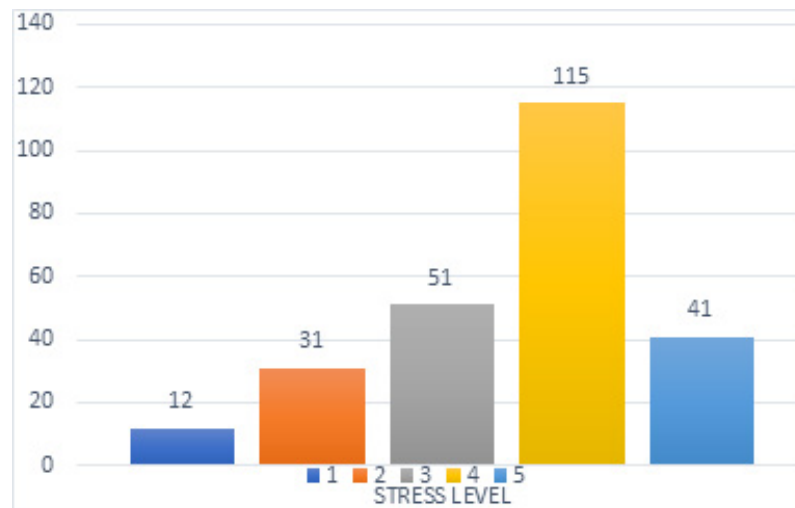


FIGURE 1. Academic Stress Level Graph

Part 3: Personal Stress

Respondents were instructed to evaluate their present levels of personal stress using a Likert scale ranging from 1, indicating no stress, to 5, indicating the highest amount of stress. A significant proportion, 39.2% of the respondents reported a personal stress rating of 4, suggesting that a considerable number of students are facing elevated levels of stress in their personal lives. Approximately 28% of the students indicated a stress level of 3, indicating that a moderate level of

stress is also prevalent among the questioned group. In addition, 5.6% of participants indicated that their stress level was evaluated as 2, indicating a somewhat lower but noticeable level of personal stress. At the highest end of the spectrum, 8.8% of students reported the utmost amount of stress, ranking their stress as 5. This emphasizes that a small, yet significant portion of students is enduring intense stress. Conversely, a mere 8.4% of the participants assessed their stress level as 1, showing that a small number of students perceive themselves to be under minor stress.



FIGURE 2. Personal Stress Level Graph

Respondents were not only asked to rate their stress level, but also to identify the primary reasons that contribute to their stress. Several hurdles were documented, with numerous students emphasizing concerns such as financial constraints, interpersonal difficulties, and the need to manage academic obligations alongside personal duties. A high proportion of participants identified financial difficulties as a primary cause of stress, with many reporting that financial limits had a substantial impact on their overall well-being. The need to manage time effectively between academic responsibilities and personal life was commonly mentioned as a significant source of stress, highlighting the intricate and diverse range of pressures encountered by college students. The results indicate that various factors have an impact on the stress levels experienced by students, thereby adding to the overall stress stated

in the survey.

Part 4: Coping Mechanism

The survey also asked respondents about their coping strategies for managing stress. Many respondents indicated they use a variety of approaches, including talking to friends or family, exercising, or engaging in hobbies. However, when asked about the effectiveness of these coping mechanisms, responses were mixed, with some students finding their methods helpful, while others expressed that these strategies were insufficient to manage their academic stress fully. This suggests that while students may have developed personal methods to cope with stress, there is still a gap in formal, university-provided support that could better address their mental health needs.

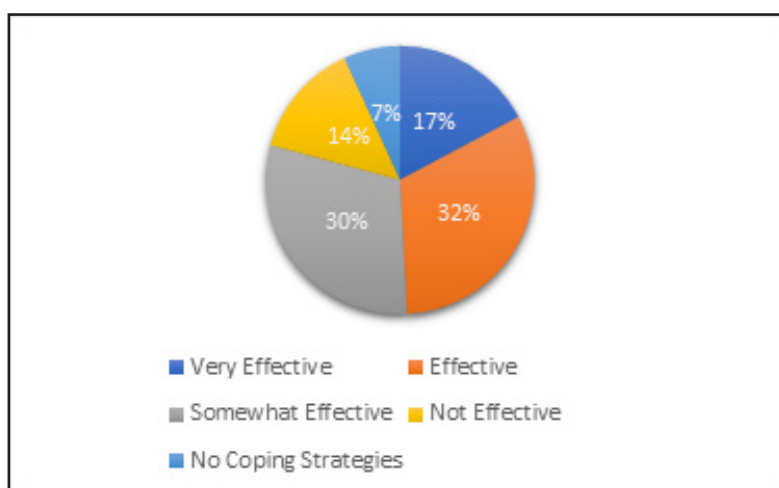


FIGURE 3. Pie Chart of the Effectiveness of coping strategies

Part 5: Effectiveness of Mental Health Ambassador

A large portion of students indicated that they had not sought professional help at the university. Common barriers preventing them from doing so included stigma surrounding mental health issues and a lack of time to seek support (Bourdon et al., 2020). This suggests that despite the high levels of personal stress reported, many students are not taking advantage of the mental health services available on campus. Additionally, several students expressed doubts about the effectiveness of the university's counselling services, further contributing to their reluctance to seek help. This limited engagement with mental health resources highlights the need for increased awareness and efforts to reduce the stigma surrounding mental health support within the university community.

Regarding the potential role of a Mental Health University Ambassador, many students voiced strong support for such a program. A large majority rated the initiative as either "very important" or "somewhat important" in improving mental health services at the university. This level of enthusiasm reflects a clear demand for more accessible mental health resources. Respondents felt that having ambassadors could play a key role in breaking down the stigma associated with mental health challenges, offering peer support, and raising awareness about the services available to students. There is strong consensus that the presence of mental health ambassadors could be valuable in addressing the mental health needs of the student body.

Students widely believe that a Mental Health University Ambassador could foster a more supportive and understanding campus environment by increasing

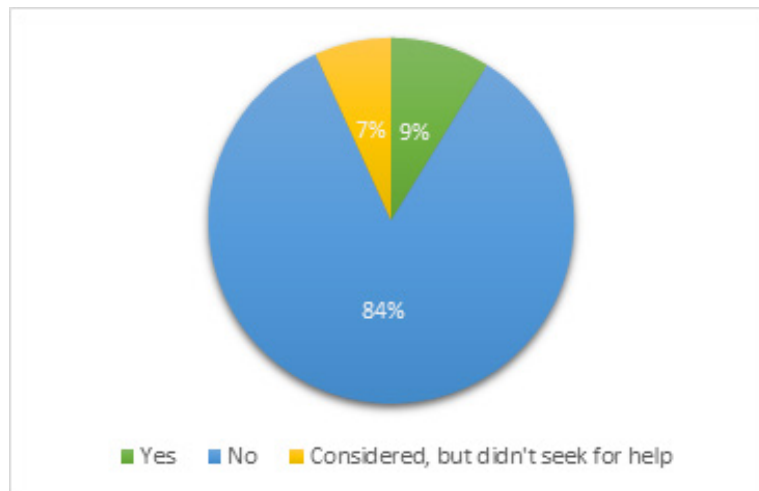


FIGURE 4. Pie Chart of Students who went to university counselling

awareness of mental health issues, promoting early intervention, and providing peer-based support. Many respondents suggested that having such ambassadors would make it easier for students to seek help and encourage a more open and honest dialogue about

mental health. Furthermore, the program was seen as a way to combat the stigma often linked to mental health struggles, encouraging more students to feel comfortable coming forward for assistance without the fear of being judged or misunderstood.

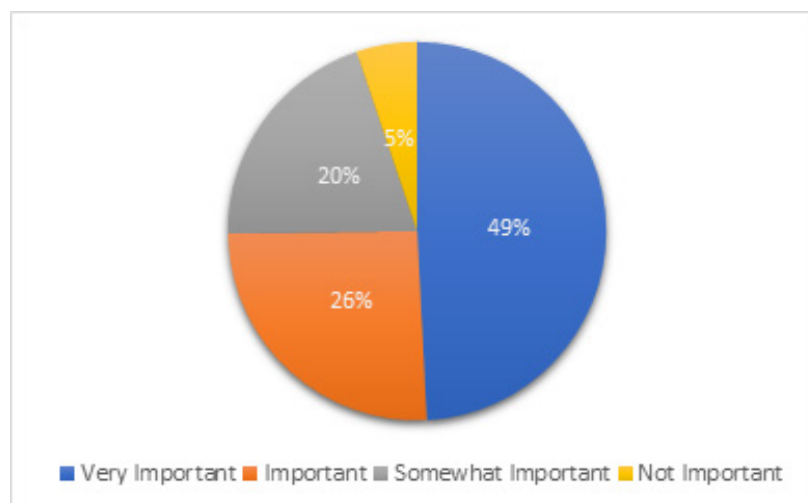


FIGURE 5. Pie Chart of the Importance of Mental Health Ambassador at University

CONCLUSION

In conclusion, the Mental Health University Ambassador Program represents a comprehensive and well-timed initiative aimed at addressing the mental health challenges faced by university students in Malaysia. With a growing body of evidence highlighting the prevalence of stress, anxiety, and depression among students, as well as a significant reluctance to seek help due to stigma and limited access

to resources, the program offers a proactive solution designed to bridge these gaps. The program is built on the foundation of peer-to-peer support, training student ambassadors to serve as accessible and approachable resources on campus, equipped with essential skills in mental health first aid, crisis intervention, and effective communication.

The survey conducted as part of this research reinforces the urgent need for such a program. A significant proportion of students reported experiencing

high levels of both academic and personal stress, with over 60% ranking their stress levels as high to very high. Academic pressure, particularly from tests, assessments, group projects, and an overwhelming workload, emerged as the primary source of stress, which suggests that the academic environment itself plays a critical role in students' mental health. Personal stressors, such as financial constraints, interpersonal difficulties, and the challenge of balancing academic and personal responsibilities, further compound the issue, affecting students' psychological well-being and academic performance.

Despite these widespread stressors, the survey revealed that many students do not seek professional help, largely due to the stigma surrounding mental health and a perceived lack of time. This underutilization of campus mental health services points to a critical gap in support systems, which the ambassador program seeks to address. By embedding trained student ambassadors across public and private universities, the program creates an accessible, peer-based support system that is likely to resonate more with students who may be hesitant to approach formal mental health professionals. The personal connection and relatability offered by peers have been shown to encourage more students to seek help, fostering a supportive and understanding campus culture.

The ambassador program also emphasizes the importance of reducing mental health stigma through education and awareness campaigns, stress management workshops, and other initiatives that promote open dialogue around mental health. By normalizing conversations about mental wellness and encouraging students to prioritize their mental health, the program aims to create an environment where seeking help is seen as a sign of strength rather than weakness. The ambassadors will serve as vital links between students and the professional services available on campus, offering guidance, emotional support, and referrals when necessary.

Moreover, the training and ongoing support provided to ambassadors ensure that they are well-equipped to handle the diverse and complex needs of their peers. The program's emphasis on continuous feedback and mentorship ensures that ambassadors remain effective in their roles, with opportunities to reflect on their experiences, seek advice, and enhance their skills. This comprehensive support structure not only benefits the ambassadors themselves but also strengthens the overall impact of the program, ensuring that it remains a sustainable and adaptive resource within the university community.

The survey results indicate a strong level of

support for the Mental Health University Ambassador Program, with many students recognizing the potential benefits of having peer ambassadors available on campus. Respondents believe that the program can play a key role in breaking down the barriers associated with mental health challenges, fostering a more inclusive and supportive campus environment. By promoting early intervention, raising awareness about mental health resources, and providing ongoing peer support, the program has the potential to significantly improve students' well-being, academic performance, and overall university experience.

The Mental Health University Ambassador Program represents a forward-thinking, student-centred approach to addressing the mental health crisis on university campuses in Malaysia. By focusing on peer support, stigma reduction, and collaboration with mental health professionals, the program aims to create a campus culture where mental health is prioritized, and students feel empowered to seek help without fear of judgment. This initiative has the potential to transform university environments into spaces where mental health challenges are met with understanding, empathy, and effective support, ultimately contributing to the holistic success and well-being of the student population. With continued investment in training, support, and collaboration, the program stands as a promising model for mental health advocacy and intervention in academic settings, paving the way for healthier and more resilient future generations.

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