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THE ROLE OF PSYCHOEDUCATION FOR ACADEMIC STRESS STUDENTS

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ABSTRACT

Academic demands and lack of skills in managing personal problems affect how well students perform academically. One of the impacts that can occur is academic stress. The provision of psychoeducation can be done as an effort to overcome academic stress, through psychoeducation individuals can find out the meaning of academic stress, how academic stress can develop, the impact arising from academic stress, and how to avoid and manage it. In this study, researchers used the systematic literature review (SLR) method. We used data sources and searches in accordance with the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA). Article searches were conducted on the Sage Journal and Scholar databases based on 2019-2024. A total of 5,894 international and national articles were found, then filtered based on the type of article research, full access, year of publication, and relevant titles until there were 34 titles. Furthermore, 19 relevant titles related to the abstract were obtained. Finally, 5 titles were found that were specific to the role of psychoeducation on student academic stress. Psychoeducation can help others to better develop multiple sources of support from their environment and develop problem-solving skills to manage problems. Therefore, in this discussion, the author will discuss psychoeducation as an effective strategy to prevent and reduce academic stress.

Keywords: Psychoeducation, Academic Stress

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INTRODUCTION

Education is the gateway for individuals to achieve success. According to Law No. 20 of 2003 concerning the National Education System in article 1, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, developing all the potential of students through the learning process (Itsna Hasni et al., 2023). Through education, the cognitive, affective, and character levels of individuals will be formed and developed. Therefore, as a learner, individuals should be able to develop their talents and interests optimally.

In the world of education, of course, a student will be faced with various challenges. A student who has good soft skills will be able to go through the process of learning life optimally. However, individuals who cannot overcome external or internal problems experienced, then it can have an impact on the process of study. If these obstacles are allowed to continue, they can certainly interfere with the developmental tasks of the individual.

The beginning of obstacles can start from the individual's own personality which is then manifested in the form of behaviour, such as a lack of ability to recognise oneself, causing problems or conflicts in the family, friendship or education environment. This can cause stress, difficulty controlling emotions, difficulty adjusting to the campus environment, and not having good strategies to solve problems. These problems can affect how well students perform academically, leading to behaviours such as low motivation, poor study regulation (not taking responsibility for assigned tasks), procrastination, time management difficulties, and ignorance of the best learning strategies that suit their personality (learning skills detection) (Aryuni, 2022).

Based on the explanation above, it can be concluded that students' inability to manage academic demands and lack of ability in solving personal problems can trigger academic stress. Stress related to education can have good or bad effects. According to Smeltzer and Bare, the benefits of academic stress are within the capacity of each person, these benefits include increased creativity that can trigger selfdevelopment during times of stress. Conversely, Bataineh et al. state that alcoholism, eating problems, and sleep difficulties are some of the adverse effects that can result from academic stress (Yusuf & Yusuf, 2020).

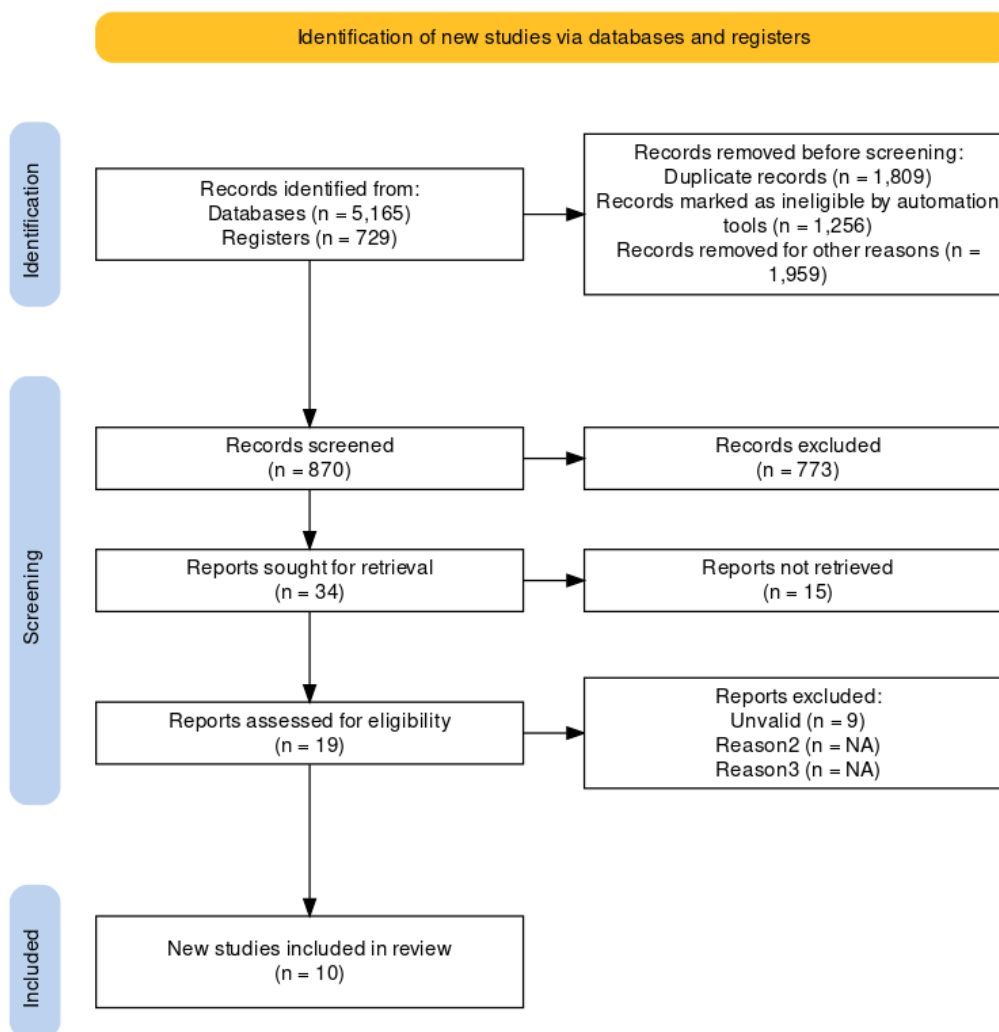
There are several strategies to cope with academic stress, one of which is to educate oneself about the meaning of academic stress, how academic stress can develop, the impact of academic stress, and how to avoid and manage it. One approach to addressing these issues in individual, group and family settings is psychoeducation. Psychoeducation focuses on providing psychological knowledge about various life issues. The aim is to help others to be better able to develop various sources of support from their environment and develop problem-solving skills to manage problems. Therefore, in this discussion, the author will discuss psychoeducation as an effective strategy to prevent and reduce academic stress.

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RESEARCH METHOD

In this study, researchers used the systematic literature review (SLR) method. Systematic literature review or SLR is an effort to identify, assess, and interpret research findings related to the subject under study (Margaretna et al., 2024). The purpose of the SLR approach is to identify solutions to the problem at hand, address and recognise various points of view regarding the problem being studied and present theories related to the effectiveness of psychoeducation as a preventive effort and reduce the occurrence of academic stress. To conduct a systematic literature review, this study uses articles that cover the latest or at least the last 5 years.

We used data sources and searches in accordance with the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA). We conducted a thorough search of articles in the Sage Journal and Scholar databases from 2019 to 2024. During the search, we used the keywords psychoeducation, students and academic stress. Of the 5,894 international and national articles we found, we filtered them based on the type of article research, full access, year of publication and relevant title, resulting in 34 titles. We then reviewed the abstracts and found 19 relevant titles. Next, we screened all articles and found 5 titles that were specific to the role of psychoeducation on student academic stress.



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RESULT AND DISCUSSION

Title	Country	Language	Research Purposes	Types Of Research	Method Data Collection	Population and Numbers	Results
Effects of a Mindfulness-based Intervention on Well-being Among Rural Adolescents with Academic Anxiety; Jaismin, Surekha Chukkali, Avni Jain and Anoop Peter (2023)	Indian	English	To address academic anxiety in rural adolescent students and improve their overall subjective well-being through Mindfulness-based Intervention (MBI) intervention	Experimental research using ANOVA comparing scores before, after, and follow-up	Questionnaire	Population 600 adolescents and 47 respondents	Demonstrating the significant effects of MBI on adolescents, namely a significant decrease in academic anxiety (pre and post) as well as increased mindfulness and subjective well-being (pre and post) and follow-up assessments
Application of Psychoeducation in Handling Academic Stress in Students at SMA N 1 Sliyeg, Indramayu Regency; Nafisah Itsna Hasni, Evi Supriatun, and Sari Artauli Lumban Toruan	Indonesian	Indonesian	To improve students' ability to cope with academic stress more adaptively	Qualitative research	Observation	16 students	Students felt a direct impact on the reduction of academic stress experienced during school exam preparation.
Psychoeducational Training to Reduce Learners' Academic Stress; Palasara Brahmani Laras, Eka Aryani, Luky Kurniawan, Natri Sutanti, and	Indonesian	Indonesian	To improve Guidance and Counseling teachers' understanding of the concept, symptoms, causes, impacts of academic stress, and how to implement	Quantitative research pretest dan posttest	Questionnaire	122 participants	Competency analysis of academic stress symptoms improved by 31% and increased by 27%. In addition, up to 81% of participants reported being able to better identify symptoms of academic stress, and 92% reported improvement in the design of psychoeducational programs to reduce academic stress.

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Salleh Amat			self-instruction				
Psychoeducation to Anticipate Academic Stress during COVID-19 Pandemic through Online Seminar; Martaria Rizky rinaldi and Jelang Hardika	Indonesian	Indonesian	To increase knowledge about academic stress including causes, impacts, how to manage and prevent it	Quantitative research pretest dan posttest	Questionnaire	80 college student	Before and after the application of psychoeducation, there was an increase in knowledge about the causes, effects, how to manage and prevent academic stress. This is indicated by the pre-test score of 7.3, while the average post-test score is 9.5.
Soft Skill Psychoeducation to Increase Knowledge of Time Management and Stress Management Skills in College Students; Muthia Aryuni	Indonesian	Indonesian	To improve knowledge in medical students about time management skills and stress	Quasi-experimental research with one group pretest-posttest design	Stress and management skills knowledge test	Subject 23 students	The increase in scores both before and after being given (pre test and post test). The average N-gain score was 0.81, falling into the high category for time management skills and for stress management skills, the average N-gain score of 0.83 fell into the high category.

In accordance with the topic discussed, a review of the literature has been conducted. The psychoeducation criteria relate to academic stress experienced by both students and university students. In addition, there are also additional criteria to support this topic, namely academic anxiety. The many demands of tasks, behaviors, and skills that students must face result in the emergence of pressure to the occurrence of academic stress in themselves. The stress that arises can be in the form of severe stress and mild stress. Academic stress experienced by students often causes adverse effects and results in physical and mental conditions. If left unchecked, it can lead to more widespread adverse effects, such as on the learning process and the studies they undergo. Through psychoeducation, students can gain knowledge about academic stress, its causes, prevention, and how to manage academic stress properly.

Psychoeducation about academic stress for students can be given material about anticipating academic stress as a prevention effort. Not only that, stress management can also be applied with a technique, namely relaxation through breathing techniques, progressive muscle relaxation techniques, and

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benenson relaxation techniques as research from (Nafisah et al., 2023). Guidance and Counseling teachers or counselors also have an important role in providing psychological services and support to students. If the psychoeducation competence of a Guidance and Counseling teacher or Counselor is lacking, then they can take part in training as learning that not only contains material but also experience, simulation, and evaluation. With this, mastery of psychoeducation by Guidance and Counseling Teachers or counselors can design psychoeducation programs related to academic anxiety for students (Palasara et al., 2022).

CONCLUSION

Students' inability to manage academic demands and lack of personal problem-solving skills can lead to academic stress. There are several strategies to cope with academic stress, one of which is to educate oneself about the meaning of academic stress, how academic stress can develop, the impact of academic stress, and how to avoid and manage it. Psychoeducation criteria are related to academic stress experienced by both students and college students. Guidance and Counseling teachers or counselors also have an important role in providing psychological services and support to students. With this, the mastery of psychoeducation by Guidance and Counseling Teachers or counselors can design psychoeducation programs related to academic anxiety to students.

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