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IMPLEMENTATION OF GUIDANCE AND COUNSELING TO REDUCE
STUDENTS' ACADEMIC STRESS

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ABSTRACT

Academic stress is a problem often experienced by students when they have to face various demands in the learning process. If this stress is not handled properly and appropriately, it can have serious negative effects on students, such as disrupting their mental health, decreasing their enthusiasm and motivation to learn, and even causing a decline in academic achievement. This study aims to examine and analyze various forms of guidance and counseling services that can be used as an effort to reduce the level of academic stress experienced by students. This study was conducted through a literature review method, in which the researcher examined and analyzed 1 reference book and 10 previous research articles that were closely related to the theme of this study. Based on the results of the literature review that has been conducted, it was found that guidance and counseling services in various forms, whether preventive services to anticipate the emergence of stress, curative services to overcome stress that has already occurred, or developmental services to improve students' ability to manage stress, have proven to be effective and capable of reducing the level of academic stress experienced by students. Thus, guidance and counseling services can be a strategic and effective solution in reducing students' academic stress while improving their well-being in the learning process.

Keywords: guidance and counseling, academic stress, students.

INTRODUCTION

Academic stress is a problem experienced by many students at various levels of education. According to Chusnia et al. (2018), academic stress is psychological pressure that arises when a person feels disappointed or frustrated due to learning failure, or even because they are not prepared to face the possibility of failure (Lubis & Daulay, 2024). Academic stress can be understood as a condition in which students or adolescents feel intense pressure related to learning activities and demands at school (Subandi et al., 2025). This pressure is usually manifested through emotional reactions, such as anxiety, restlessness, irritability, or loss of motivation, as well as negative behaviors, such as procrastination, withdrawal from friends, and difficulty concentrating.

According to Agustini (2019), people who experiencing stress usually shows various signs. Physically, for example, they may feel tired easily, have headaches, sweaty palms, or difficulty sleeping. Emotionally, stress can make people feel anxious, lonely, and lack confidence when the results they achieve do not meet their expectations (Lubis & Daulay, 2024). The main cause of academic stress is generally related to how students assess themselves in the academic field. Many students feel pressured when they have to achieve certain standards of success, such as high test scores, a pile of assignments, or expectations from teachers and parents. The biggest concerns usually arise from the fear of failure, not being able to meet academic targets, or feeling that their achievements are lower than those of their peers (Subandi et al., 2025). In other words, academic stress is not only caused by the burden of schoolwork, but is also influenced by students' perceptions and beliefs about their abilities, the expectations of their environment, and the fear of the consequences of academic failure.

According to Robotham's (2008) in (Savira et al., 2024) study, academic stress can be seen from four main aspects:

1. Cognitive Aspect (Thinking Ability)

Students who experience academic stress will experience disturbances in their thinking abilities. They will have difficulty concentrating while studying, often forget what they have learned, and feel confused when facing school assignments.

2. Emotional Aspect (Feelings)

Emotionally, stressed students will exhibit behavioral changes such as being easily angered for no apparent reason, feeling constantly anxious or restless, losing motivation to study, and ultimately experiencing a decline in academic performance.

3. Physiological Aspect (Physical Condition)

Academic stress also affects students' physical condition. Symptoms that appear include loss of appetite, frequent headaches, difficulty sleeping or restless sleep, fatigue even though they have not done much activity, body aches, and digestive problems.

4. Behavioral Aspect

Behavioral changes are also seen in stressed students, such as withdrawing from social interactions and being reluctant to interact with friends, frequently procrastinating on assignments, and being indifferent to their surroundings.

Academic stress in students arises from various pressures they face on a daily basis. These pressures can come from the demand to always get high grades, piles of schoolwork, fierce competition with classmates, and high expectations from parents and teachers that sometimes feel too heavy. All of these pressures make many students feel overwhelmed and feel that their abilities are not enough to meet all of these expectations. When students experience stress due to these factors, various symptoms arise that interfere with their learning activities. These symptoms include difficulty focusing while studying or attending classes, loss of enthusiasm and interest in learning, feeling emotionally exhausted (burnout), and declining academic performance.

More worryingly, if this academic stress is left unchecked without proper treatment, the impact can be very serious for students' mental health and their overall quality of life. The negative effects of academic stress are also far-reaching. Not only does it drastically reduce students' motivation to learn, academic stress can also disrupt their mental health and prevent students from reaching their full potential. This shows that academic stress is not just an individual problem experienced by only one or two students. More than that, academic stress can affect the quality of the learning process throughout the school environment, as many students experience it simultaneously.

This research is very important because it emphasizes the vital role of guidance and counseling in helping students cope with academic stress. Guidance and counseling teachers have a broader role than just solving problems when they arise. They are also tasked with preventing problems through preventive services. With proper guidance, students are expected to:

- a. Develop coping strategies
- b. Recognize their potential and strengths
- c. Find positive ways to deal with academic pressure

Therefore, guidance and counseling can be a strategic solution to reduce students' academic stress. Through preventive services, students can be equipped with stress management skills from an early age. Meanwhile, through curative or remedial services, students who are already experiencing severe academic stress can be given direct and intensive assistance. Thus, the existence of guidance and counseling in schools is essential to help students maintain their mental health while continuing to support the achievement of good academic performance.

Thus, this study is also relevant to several previous studies that have proven that guidance and counseling have a positive impact on reducing students' academic stress levels. (Wahyudi et al., 2025) used the Solution-Focused Brief Counseling (SFBC) approach, which is counseling that focuses on solutions in a short period of time. This approach has been proven effective in helping to reduce students' academic stress. The research by (Handika et al., 2021) used group counseling services with self-instruction techniques. This technique has been proven effective in reducing academic stress in students at SMK Bakti Palembang. However, most existing studies are still limited to the application of only one type of service or one approach. There has not been much research that comprehensively examines how integrated guidance and counseling that combines various services and solution-focused approaches can effectively reduce students' academic stress.

Thus, the state of the art of this research is an effort to provide a comprehensive literature review on the implementation of guidance and counseling in reducing students' academic stress. The difference from previous studies lies in the focus on integrating various relevant guidance and counseling service strategies, so that it can be a reference for guidance and counseling teachers in designing programs that are more effective, systematic, and in line with the needs of students.

METHOD

This study uses a literature review approach because the purpose of this study is to examine various relevant research results and studies regarding the implementation of guidance and counseling in reducing academic stress experienced by students. This approach was chosen so that researchers could explore, compare, and analyze various previous findings to obtain a more comprehensive understanding. This study focuses on the implementation of guidance and counseling services applied in schools, especially preventive, curative, and developmental services that are relevant in reducing students' academic stress. The author analyzed 10 articles and 1 book relevant to the topic of this study, covering the last 5-10 years.

The data collection instrument used was a literature review sheet, which served to record the identity of the research (author, year, title, research focus) as well as important information related to the methods, results, and conclusions of each source. Data analysis was performed using content analysis. The collected articles and references were analyzed, categorized, and synthesized to find patterns, similarities, and differences between studies. The results of the analysis were then used to conclude the form of effective guidance and counseling implementation in reducing student academic stress.

RESULT AND DISCUSSION

Analysis of 1 book and 10 articles reviewed shows that the implementation of guidance and counseling has been proven effective in helping to reduce academic stress among students at various levels of education. The forms of services found are very diverse, ranging from group guidance services, individual counseling, to interventions based on specific techniques. Each article offers a different service approach, but they have one thing in common, namely in providing a positive impact on reducing symptoms of academic stress.

All interventions in the various literature analyzed show effectiveness in reducing academic stress, both through preventive and curative services. Overall, this study found that the implementation of guidance and counseling services has a significant effect in helping to reduce the academic stress experienced by most students.

Table 3.1 Summary of the Implementation of Guidance and Counseling in Reducing Student Academic Stress

Number	Author	Year	Method/Design	Research/Discussion Focus	Key Findings
1.	Subandi et al.	2025	-	This book proposes psychoeducation as the primary approach	The psychoeducational approach can be

				to overcoming academic stress. Psychoeducation is an educational method that aims to provide information and training to individuals or families to change mental understanding and overcome psychological problems.	carried out in the following ways: a.) Increasing Understanding of Stress; b.) Time Management Training; c.) Introduction to Relaxation Techniques; d.) Expectation Management Skills.
2.	Baen et al.	2025	Pre-eksperimental design	Testing the effectiveness of cognitive-behavioral therapy counseling to help reduce academic stress in students.	Cognitive-Behavioral Therapy (CBT) counseling has been proven effective in reducing academic stress in eighth-grade students at SMP Negeri 8 Palopo.
3.	Dewi et al.	2025	A qualitative approach was conducted in two cycles to explore the application of SFBC.	Testing the effectiveness of SFBC in reducing academic procrastination among 11th grade students at SMAN 18 Surabaya.	SFBC is very effective in reducing students' academic procrastination as a trigger for academic stress. After receiving counseling, the level of procrastination among 11th grade students at SMAN

					18 Surabaya decreased significantly from the very high category to the moderate category.
4.	Pramudita et al.	2025	ADDIE model.	Developing an engaging “Snakes and Ladders” game and group counseling guide aimed at helping reduce academic stress levels among vocational high school students.	An engaging “Snakes and Ladders” game and effective group counseling guide to reduce academic stress among vocational high school students.
5.	Nisa et al.	2025	Systematic Literature Review (SLR) Approach.	Researching the role of spirituality in helping students cope with the academic stress they experience.	Spirituality plays a significant role in helping students cope with the academic stress they experience. Through strengthening spiritual values such as the search for meaning in life, self-acceptance, and positive emotion management, students are able to develop emotional resilience in facing academic pressure.

6.	Ashari & Nasution	2024	Pre-experimental with a one-group pretest-posttest design.	Analyzing the effect of group counseling services using problem-solving techniques in helping to reduce students' academic stress levels.	Group counseling services using problem-solving techniques have been proven effective and can reduce the academic stress levels of ninth-grade students at MTsN 1 Model Medan.
7.	Bariyyah et al.	2024	Pre-experimental with a one-group pretest-posttest design.	Evaluating the implementation of Cognitive Behavior Stress Management (CBSM) by Guidance and Counseling teachers in supporting peer counselors as an effort to alleviate academic stress among students in junior high schools (MTS).	The implementation of Cognitive Behavior Stress Management (CBSM) by Guidance and Counseling teachers to support peer counselors in handling students' academic stress showed positive and significant results.
8.	Pulungan & Nurhayani	2024	Experimental approach and one group pretest-post-test design.	Analyzing the level of academic stress experienced by 10th grade TKJ students at SMK Barumun.	Group counseling services have been proven to be effective and influential in reducing the academic stress experienced by students.
9.	Nuraeni et al.	2023	Pre-experimental	Helping individuals experiencing	Group counseling services using

			design using a one-group pretest-posttest design.	academic stress to change inaccurate thinking patterns, often referred to as irrational thinking, and replace them with more rational, realistic, and optimistic thinking patterns.	cognitive restructuring techniques had a significant effect on reducing academic stress experienced by 10th grade students majoring in Fashion at SMK Negeri 3 Cimahi.
10.	Iaia et al.	2022	Qualitative type with a descriptive approach.	Describe the role of guidance and counseling teachers in helping students cope with academic stress.	The role of guidance and counseling teachers at SMP Negeri 1 Luahagundre Maniamolo has been carried out well and effectively in overcoming students' academic stress. Students' academic stress levels have decreased, and they are exhibiting more positive and productive behavior in their studies.
11.	Barseli et al.	2020	ADDIE model.	Revealing whether the guidance and counseling module is suitable for helping	The guidance and counseling module for managing student academic stress

				students manage academic stress.	that has been created can be used as a medium for providing guidance and counseling services in schools.
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Findings from the above literature reinforce the idea that academic stress among students can be significantly reduced through various planned and systematic guidance and counseling implementation. The effectiveness of each approach can be explained as follows:

1. Self-Empowerment Through Groups

Group guidance services using problem-solving techniques are successful because they create a supportive environment where students do not feel alone in facing problems. The problem-solving process empowers students to actively seek solutions, which increases their sense of self-efficacy (self-confidence) and reduces feelings of helplessness that often trigger stress.

2. Solution-focused Brief Counseling (SFBC)

The success of SFBC lies in its focus on future solutions. This approach does not spend much time exploring the causes of stress, but instead directly invites students to imagine a better future and formulate practical steps to achieve it. This makes the counseling process shorter and more empowering..

3. Cognitive Behavioral Therapy (CBT)

Stress often stems from inaccurate perspectives or thoughts. CBT and cognitive restructuring approaches are effective because they address the root of cognitive problems. By helping students identify and change negative thoughts, counselors can help them develop more positive and constructive perspectives on academic challenges.

4. Social and Spiritual Support

In addition to technical interventions, the role of social and spiritual support is very important. As concluded from the articles reviewed, support from fellow students (peer counselors) and the role of effective guidance counselors create a more positive and supportive environment. Meanwhile, spirituality is an internal resource that provides strength and resilience, helping students deal with pressure more calmly and meaningfully.

These findings indicate that there is no single most effective strategy, but rather a combination of approaches that can be applied. The most successful guidance and counseling programs are those that integrate various strategies. These range from practical approaches such as problem solving and cognitive interventions such as CBT to support from social and spiritual aspects, creating comprehensive solutions tailored to the individual needs of students.

Overall, the results of this study confirm that planned and structured guidance and counseling strategies are very effective in reducing academic stress. Their success depends heavily on the synergy between trained guidance counselors, the use of scientifically proven methods, and support from the school to implement these programs on an ongoing basis. Thus, it can be seen that guidance and counseling services are not only beneficial in a curative manner (reducing stress that has already occurred), but also preventative by equipping students with coping and emotional regulation skills so that they are more resilient in facing academic pressure in the future.

Based on the analysis results, there are several important findings:

1. Guidance and counseling are effective as preventive and curative interventions in reducing students' academic stress.
2. Each approach has its own characteristics: CBT emphasizes cognitive restructuring, group counseling emphasizes social support, psychoeducation emphasizes education and relaxation, while SFBC emphasizes solution finding.
3. The integration of various approaches is more effective because it is able to meet the diverse needs of students.
4. The role of school counselors is vital, not only for immediate intervention, but also for building long-term academic resilience.

Thus, it can be said that the implementation of guidance and counseling is a comprehensive strategy that has been proven effective in helping students reduce academic stress while improving their learning well-being.

CONCLUSION

Based on the analysis and discussion of various literature relevant to the theme, it can be concluded that the implementation of guidance and counseling services has proven effective in reducing academic stress levels in students. Various counseling approaches that have been tested show significant positive results in helping students manage academic pressure. Guidance and counseling services not only play a reactive role, but also a proactive and preventive intervention. To optimize its function, guidance and counseling programs implemented in schools need to adopt a multifaceted approach that combines these various strategies according to the needs of students.

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