



The Impact of Academic Stress on Students' Mental Health: A Qualitative Study of Student Experiences

Baltasar Insantuan¹, Hotmaulina Sihotang¹, Erni Murniarti¹, Julisesko Buaton¹

¹Program Magister administrasi pendidikan, Universitas Kristen Indonesia

*Corresponding Author: Baltasar Insantuan

Email: brbalthasarbm@gmail.com



Article Info

Article history:

Received 10 December 2025

Received in revised form 25

February 2026

Accepted 10 April 2026

Keywords:

Student Mental Health

Academic Stress

Abstract

This research examines the impact of academic stress on students' mental health, which is caused by high academic demands. Using a qualitative approach and in-depth interviews, the study explored the experiences of 20 students at SMP Budi Mulia Bogor during August-September 2025. The purpose of this study is to identify and analyze how academic stress, such as heavy workloads, pressure to achieve, and academic competition, can become a "silent killer" that erodes students' psychological well-being. The results indicate that high academic stress significantly contributes to increased anxiety, depression, and burnout among students. Implications include sleep disturbances, fatigue, decreased motivation, and withdrawal behavior. Therefore, it is important to create a learning environment that supports students' mental health through proportional time allocation, transparent scheduling, innovative teaching methods, as well as the active role of teachers and parents in supporting students' psychological well-being.

Introduction

In an era of increasingly fierce competition, students often face pressure to excel in both academic and non-academic fields (Kurniadiningsih et al., 2025; Ningsih et al., 2025; Murakami et al., 2025). This pressure comes from a variety of sources, including parents, teachers, and the school environment. The drive to achieve high grades is often triggered by parents' expectations of recognition in their work or social environment. Research shows that parents' excessive expectations of a child's academic achievement can be a significant source of stress and negatively impact their mental health which crystallizes into easy fear and depression (Setyaningrum et al., 2024; Bibi et al., 2025; Rani, 2025). Many parents expect their children to achieve high grades in order to earn praise at work or in the social environment, without considering the impact on the child's mental health. In addition, parents are too demanding of their children to get perfect grades so that they can enter prestigious universities. Some parents encourage their children to take a variety of additional lessons, without considering their child's break time. In line with parents' expectations, academic pressure can also come from the school environment.

Pressure can increase if teachers have too high expectations and demands from students without recognizing their students' abilities, talents, and learning styles (Gradini et al., 2025; Hammad, 2025; Spaska et al., 2025). When students feel left behind in a lesson, they can experience academic pressure. Learning methods that are too rigid and lack of variety will also increase the difficulty of students' absorption, this will foster a sense of inferiority. Measuring learning outcomes and sudden exams, as well as shaming students who get low grades can also be a contributing factor to academic stress, because they don't have the need to be appreciated. There is also an authoritarian style of teachers in managing the classroom, without opening a discussion space that encourages students to be afraid to confront something they do not

understand, so that they feel burdened without finding a solution to the academic pressure they are experiencing. Study by (Anngraini & Insani, 2025), emphasizing the importance of differentiated learning to accommodate the diversity of students which can encourage students to be more creative, fun and will spark students' creativity and innovation in understanding the material.

In the midst of a competitive culture, students often make total and extreme efforts to be the best, if students' goals are not achieved, it can make them experience academic stress. The phenomenon of competitive culture among students and its impact on stress has been documented in research by (Eccles & Wigfield, 2002). The ambition to outperform peers and achieve the highest grades often creates tremendous pressure, although competition can increase students' motivation and enthusiasm for learning (Becker & Börnert-Ringleb, 2025). The stigma of society that prioritizes academic achievement as a factor for one's success adds to its own burden among students if they are unable to achieve the demands of high academic achievement. Students who experience bullying or peer pressure may feel anxious and have difficulty concentrating on learning. In addition, there is also social pressure to fit in with certain groups, which can divert their focus from education and increase academic stress. As a result of these pressures, students often sacrifice other important aspects of their lives.

The workload of assignments, exams, and expectations of achieving good academic performance can cause them to spend most of their time just studying, at the expense of rest and social interaction (Conley et al., 2024). Research in the field of health psychology has consistently shown that a balance between academic activities, rest, and social interaction is essential for maintaining mental health and increasing productivity (Marcel, 2023). Lack of effective time management has also been shown to correlate with higher stress levels and decreased academic performance (Himmah & Shofiah, 2021). In fact, a balance between studying, resting, and socializing is essential for maintaining mental health and increasing productivity.

Lack of good time management can trigger stress, fatigue, and decreased concentration and motivation to learn (Khomairoh et al., 2025; Hendra et al., 2025; Alhasani & Orji, 2025). Further, the society's narrow perception of the quality of schools can exacerbate this pressure. The public's perception of quality schools measured by high grades further exacerbates this situation, creating a tangled circle in education. The school environment, including the culture and atmosphere, is a terrifying scourge for students (Rahmatullah et al., 2025; Okoro & Ibim, 2025). The label of "stupid student" that is often thrown by friends can be a heavy burden on the child, resulting in insecurity and hindering their potential. This situation interferes with the sense of security and comfort in learning, which should encourage effective learning. This condition is contrary to the noble purpose of education contained in the foundation of state law.

By (Law of the Republic of Indonesia No. 20, 2003), emphasizing the importance of education in shaping the character and civilization of a dignified nation, educating the life of the nation, and producing democratic and responsible citizens. However, the pressures students face can push them into unconstructive attitudes, such as academic cheating or neglecting learning altogether. Therefore, families, schools, and social environments should provide positive support and encourage students to prioritize mental health. Digital stress and academic stress are often intertwined. Teens who are anxious about homework or exams often use social media or other online activities as a way to relieve stress. On the other hand, the stress caused by social media use, such as the worry of criticism from others, can make it difficult for them to concentrate on their academic work. Teens may experience more severe and complicated impacts when these two forms of stress appear together, leading to an overarching sense of stress (Subandi et al., 2025).

Changes in learning methods and the use of technology also contribute to the dynamics of academic pressure, which need to be analyzed in the context of students' mental health. Not all students are able to adapt easily to these changes, considering differences in competence, absorption, and diverse socio-economic backgrounds. This is a challenge for teachers in implementing the right approach to ensure the effectiveness of learning. As stated by (Sam & Sulastri, 2024), emphasizing that the professionalism and readiness of teachers in dealing with changes in technology and learning methods are crucial factors that can hinder the success of the teaching and learning process. Teacher professionalism plays an important role in improving the quality of student learning outcomes. Continuous professional development allows teachers to keep up with the latest science and learning methods, so that they can provide a more relevant and engaging learning experience.

Engaging learning can improve students' comfort and mental well-being. When students engage in creative and relevant learning activities, they tend to feel more motivated and excited. This not only improves their learning experience, but it also helps reduce stress and improve overall mental health. Therefore, it is important for educators to design innovative and engaging teaching methods.

In addition to changing learning methods, rapid curriculum changes can also be a new source of stress for students, as revealed by research on the impact of curriculum changes on student well-being. As stated by (Setiawati, 2022), curriculum changes that take place too quickly can cause various new challenges in the world of education, one of which is a decrease in student achievement. This decline in achievement can cause academic stress that increases the psychological burden on students, thus risking stress and depression. As stated by (Noor, 2025), academic stress in the perspective of education in school can arise from a variety of factors. One of them is the teacher's teaching method that is not in accordance with the student's learning style. In addition, the heavy curriculum load and strict exam pressure are also triggers, especially when students find it difficult to achieve the set standards. The school environment also puts pressure through certain social expectations that must be met in order for students to be accepted into their group. In addition, peer influence can encourage students to do things against their will, including following an unhealthy lifestyle. Various definitions from experts further clarify the concept of academic stress experienced by students.

As stated by (Tasalim & Chyani, 2021), academic stress is a feeling of distress experienced by individuals, both emotionally and physically, due to various academic demands from teachers and parents who expect high academic achievement. These demands include the obligation to complete assignments on time, lack of direction in completing assignments, and classroom atmosphere that is less supportive of the learning process. In line with that (Pratiwi et al., 2025), Stating academic stress refers to the mental state a person experiences in response to pressure to meet expected academic standards. This pressure often comes from the demands of assignments, exams, and expectations of parents or teachers. When students feel incapable of meeting those expectations, they can experience anxiety, fatigue, and dissatisfaction. Prolonged academic stress not only impacts academic achievement, but it can also affect students' mental and emotional health. Therefore, it is important to create a learning environment that supports and cares about the well-being of students.

Academic stress can affect students' mental and physical health, resulting in anxiety, depression, and decreased motivation. As academic demands get higher, students often feel trapped in pressure to meet unrealistic expectations. Limitations in additional guidance and support from teachers or parents can make the situation worse, leaving students feeling alone in the face of challenges. In addition, an uncondusive learning environment can interfere with concentration and productivity, thereby increasing the burden at hand. Therefore, it is important

for students to recognize the symptoms of academic stress and look for ways to manage them for their well-being. From this perspective it can be understood that ongoing academic stress can have a long-term impact on students' psychological and emotional development, affecting not only their school years but also their adult lives. Academic stress can be a major factor triggering mental stress for students. Health problems due to academic stress give rise to new problems in their psyche. Given the complexity and significant impact of this academic stress, in-depth studies are essential.

Based on the description above, this study seeks to answer the question: How does academic stress, which comes from the demands and pressures in the educational environment, impact students' mental health? The goal is to identify and analyze the impact of academic stress on various aspects of students' mental health. so that it can provide a deeper understanding of the complexity of the interaction between academic pressure and student psychological well-being to educators, parents, policy makers, and other related parties, so that practical recommendations can be formulated for educators, parents, and students in creating a learning environment that is more supportive of students' mental health.

Methods

This study adopts a qualitative approach with the aim of in-depth exploration of students' experiences related to academic stress and its impact on their mental health. The selection of qualitative methods is based on its ability to comprehensively understand the phenomenon of academic stress involving intense interaction and communication between the researcher and the subject studied (Fiantika et al., 2022). This approach is used to explore students' perceptions, emotions, and subjective responses to academic stress. The study involved 20 students of Budi Mulia Junior High School in Bogor who were selected purposively because they experienced stress due to academic demands. Data were collected through in-depth interviews that focused on four aspects: stressful experiences, impacts on mental health, coping and support mechanisms, and students' perceptions and expectations. The research was conducted in August-September 2025, with data analysis using a thematic analysis approach through the stages of transcription, coding, identification, and interpretation of the theme. The validity of the data is maintained through source triangulation, transcript verification, and data saturation. The limitations of the study lie in the small number of participants and a single location, so the results cannot be generalized widely.

Results and Discussion

Results and discussion

After going through the process of data collection and analysis, the findings of this study provide a more comprehensive understanding of academic stress which is a significant issue among students, affecting their mental health and overall well-being. A variety of factors, ranging from high job demands to high expectations from parents and teachers, contribute to this pressure. A deep understanding of experience, impact, resources, and effective coping strategies is crucial in creating a more supportive and healthy learning environment for students.

Academic Stress Experiences

Researchers conducted interviews with participants to find out what made them depressed or stressed. The same response was obtained, where participants said that the main causes were the teacher's many assignments, strict deadlines for collecting assignments, sudden exams, high expectations of teachers and parents, and when asked to appear in front of a presentation or work on a problem on the board.

The researcher developed a questionnaire to identify the frequency with which students felt pressure or stress related to academic activities. Mixed responses suggest that some students experience increased stress leading up to and during semester exams. Others feel pressure on the first day of school, and some when they get unsatisfactory grades. Reinforcing these findings, the researchers examined the possibility of whether there were certain subjects that made students more stressed or depressed. All respondents answered; Mathematics and Science subjects are enough to make students feel depressed because it is difficult to understand the material, because teachers use lecture learning methods.

When researchers asked participants to describe how they felt when faced with stressful situations, all responded with feelings of anxiety, which were characterized by excessive worry, anxiety, and tension. They also feel a heavy burden on their minds, unhappiness, the sudden and intense appearance of fear accompanied by physical symptoms such as heart palpitations or shortness of breath, and become more sensitive and fast.

School culture often lacks the psychological well-being of students, including a sense of security, comfort, and happiness. The academic regulations that are prepared are sometimes not based on analytical studies that consider student intake, carrying capacity, and material complexity. High and rigorous academic demands, a competitive culture, and expectations of grade points often weigh on students. This demand automatically encourages teachers to have the concept that value is the only measure of success, so that the learning process and understanding of the material become less appreciated. In addition, the tasks assigned by schools are sometimes unrealistic because they do not consider the allocation of time to study, participate in extracurriculars, play, time with family, and social interaction of students with their peers leading to mental fatigue, feelings of depression, and life imbalances (Misbahudin & Munawaroh, 2024).

Schools should conduct an in-depth analysis by involving all stakeholders to design academic programs, which prioritize the mental well-being of students. The first step is to calculate the allocation of student learning time both at school and at home. Based on these calculations, the proportion of assignments, formative assessments, and summative assessments for each subject is then compiled. Assignments and exams can also be scheduled based on the time allocation per subject. For example, for each learning achievement, the subjects of Religion, Pancasila Education, Cultural Arts, Informatics, and Sports Education provide one assignment, one formative assessment, and one summative assessment. Meanwhile, the subjects of Mathematics, Indonesian, Science, Social Studies, and English can provide two assignments, one formative assessment, and two summative assessments. With proportional allocation of assignments and exam implementation, it is hoped that students will not experience excessive pressure and stress, but also will not become too relaxed in studying.

In addition, all academic activities must be scheduled and transparent systematically. This clarity of schedule is important so that students can manage their study time effectively and prepare well for each assignment and exam. Thus, there will be no impression of assignments and exams coming suddenly that can trigger feelings of lack of preparation in students, which can ultimately contribute to boredom and stress. Openness in scheduling also gives students a sense of control over their academic activities, thereby reducing the potential for anxiety due to uncertainty.

Conventional learning methods applied by teachers encourage a boring and less challenging learning environment because this approach places the teacher as the center of learning that focuses on the delivery of material so that interaction in learning becomes less (Muslimin et al., 2024). When students don't feel connected to what they're learning, they may feel pressured

to stay focused and understanding, which can lead to stress. Passive and one-way learning tends to make them unmotivated, and less interested in the material. Students who study passively often have little control over their pace or learning style. Increased stress and helplessness can occur due to feelings of powerlessness over the learning process.

Each student has different talents, abilities, learning styles, and absorption. To facilitate these differences, teachers can use interactive learning methods and differentiated approaches. Interactive and innovative learning has been shown to significantly increase students' motivation to learn. This learning model encourages student engagement, utilizes interactive multimedia to deepen conceptual understanding, emphasizes the importance of adequate technological infrastructure for smooth implementation, fosters students' interest and enjoyment in learning through multimedia, and increases overall motivation and participation (Rahman et al., 2024).

Meanwhile, a differentiated learning approach can have an impact on increasing student learning motivation. Learning that is relevant to students' interests and learning styles will be more appealing to them. This increased engagement and intrinsic motivation can reduce the emotions of forced learning and improve a good experience at school. By acknowledging and embracing students' differences, differentiated learning contributes to a more supportive, inclusive, and psychologically safe classroom environment. Students feel accepted and valued for who they are (Halimah et al., 2023).

School collaboration with parents can be done by holding parenting activities, to provide an understanding that grades are not the main aspect that must be demanded from their children, but rather the learning process and meaningful experiences they gain at school. By (Law of the Republic of Indonesia No. 20, 2003), emphasized that the goal of national education is to create people who have faith and piety, have noble character, are healthy, knowledgeable, skilled, innovative, able to solve their problems, and have a democratic and responsible nationalism. So the entire learning process is carried out guided by the goals of national education.

The impact of academic stress on mental health.

To examine the impact of academic stress on students' mental health, researchers interviewed participants about their feelings of anxiety and worry. The responses that arise are diverse, ranging from anxiety that is felt almost all the time to worries that arise after receiving an assignment from the teacher. The main source of anxiety is generally related to the fear of failing to achieve good grades and pressure from parents. This worry also triggers negative emotions, such as increased sensitivity due to feeling misunderstood by the surrounding environment.

The researchers then tracked changes in participants' behavior, including sleep patterns, appetite, energy levels, and withdrawal tendencies. Most students have trouble sleeping because they are unable to calm down emotionally. Although academic pressure does not affect appetite much, they often feel tired and lose energy due to efforts that are felt to be futile. This condition makes them choose to be alone, avoid social interactions for fear of being bullied or feeling unappreciated. When they are alone, they spend more time with digital media such as games, entertainment, and online conversations.

In terms of physical health, students report sleep disturbances triggered by academic stress, gadget addiction, and irregular study schedules. As a result, concentration and learning performance are impaired. Lack of physical activity, irregular diet, and physical complaints such as headaches and aches are also frequent problems, especially when facing a high workload.

Socially, the majority of participants felt isolated. Despite having friends, more interaction occurs online. Some admitted that they often felt lonely despite being in a school environment, while others felt reluctant to share their stories because they didn't feel comfortable or emotionally safe.

Based on previous studies in (Rosanti et al., 2022), mentioning students' academic stress found in the high category; In detail, the physical aspect shows symptoms such as trembling during lessons, cold sweats during presentations, frequent urination, and headaches, all of which are also classified; On the emotional aspect, students are in the moderate category, showing manifestations such as restlessness, sadness, anger, anxiety, and excessive guilt, which if left unchecked can hinder learning achievement; In the mental aspect, students are in the high category, showing symptoms such as difficulty concentrating, forgetting, difficulty making decisions, and negative thinking; And in terms of behavior, students tend to be more aggressive, often truly, lie, careless, and complain a lot.

Referring to previous studies in (Rahma et al., 2025), highlighting the importance of maintaining students' mental health, especially through supportive home and school environments and intervention programs that increase confidence and motivation to learn. Excessive academic stress can trigger anxiety and psychological exhaustion, while the pressure from the home environment can lead to emotional disturbances. These two factors have a significant impact on adolescent mental well-being.

One of the main pillars of the success of the educational process is the well-being of students in schools. The emotional, social, and psychological state of students is all included in the concept of well-being, in addition to their physical health. Students tend to be more motivated, able to concentrate on their studies, and perform better academically when they feel safe, respected, supported, and have good relationships with their teachers and peers.

Refer to previous research in (Kartasmita, 2022), the lower the level of academic stress students experience, they tend to show higher levels of school well-being, reflected in more positive feelings, comfort in the school environment, and the ability to function well. In contrast, increased levels of academic stress correlate with decreased school well-being, causing students to feel more depressed, unhappy, and potentially have difficulties in various aspects of school life. Furthermore, the study also examined the role of group counseling as a moderator variable in this relationship, and the results suggest that group counseling can moderate or weaken the negative relationship between academic stress and school well-being. This implies that group counseling interventions have the potential to help students maintain or improve their school well-being despite academic pressure.

Sources of academic stress

The researcher examined the sources of academic pressure through interviews regarding students' feelings about the assignments given by the teacher. The results show that students feel stressed due to excessive amounts of assignments and concurrent deadlines, resulting in burnout and lack of time to rest. They also have difficulty concentrating, find learning boring, and are embarrassed to ask questions when they don't understand the teacher's explanation. Anxiety increases during exams due to difficulty dividing time, which leads to panic and difficulty sleeping.

In addition, high expectations from parents for academic achievement create anxiety, especially when students feel compared to friends or siblings. Some students feel like their parents don't care, while others are under pressure to get high grades. Peer influence is also significant; Learning together can be motivating, but the lack of seriousness of friends can lower the enthusiasm for learning and add to stress. Students often feel afraid of social pressure at school

and are hesitant to participate in discussions. From your own side, the desire to achieve high grades often creates pressure. Many students blame themselves when the results don't live up to expectations, which leads to disappointment. Anxiety ahead of a general exam, interferes with concentration and performance..

Based on the data obtained, it is obtained that a significant source of academic pressure is obtained due to several factors. First, excessive assignments are one of the main causes, where students feel pressured by a large number of assignments and concurrent deadlines, thus leading to fatigue and lack of time to rest. Academic stress includes stress, which is a type of stress that is destructive and can lead to discouragement, frustration, and disappointment. This stress has great potential to damage academic achievement if it occurs frequently and is not handled properly (Kharina, 2023).

Pressure from parents is also a dominant factor. Parental demands and pressure on children's education can actually trigger psychological distress. This often makes children develop a fear of failure and try hard to meet parents' expectations. However, the negative impact is that children become easily anxious, feel inadequate, and are at risk of depression (Setyaningrum et al., 2024).

On the other hand, peer influence is also very significant; Although learning together can be motivating, the lack of seriousness of friends sometimes makes students feel lazy and stressed, reducing their enthusiasm for learning. Peer support is essential to cope with learning stress because peers are essential during the transition period for adolescents, who face a variety of demands, including academic demands. Peer support also affects the level of learning stress experienced by adolescents; The more support they receive from peers, the less academic stress they experience (Ambarwati & Rahayu, 2023).

Furthermore, the source of academic pressure can also come from oneself. Referring to the results of previous research in (Mahbengi et al., 2023), mentioning that students often face various challenges, such as low study motivation, fear of failure, and anxiety when facing exams. Additionally, they may feel burdened by a lack of adequate resources and worries about their future.

In addition to these factors, students also feel pressure from social media and social comparisons, which adds to the expectations for success at a young age. Seeing friends socializing or doing fun activities on social media can cause feelings of anxiety because they are left behind. This can cause students to have difficulty concentrating while studying, be tempted to keep checking their phones, or even sacrifice study time for social activities so as not to feel isolated.

Coping strategy and support.

To find out effective coping and support strategies, researchers developed instruments to identify respondents' habits when facing pressure or stress. The instrument aims to evaluate the effectiveness of the strategy, as well as whether sharing problems with others and participating in school activities can help reduce stress.

The results showed that some respondents chose to "lie down," (lie down without doing productive activities), play mobile phones/social media, watch YouTube/Netflix, or play games as a way to cope with stress. On the other hand, some respondents reported "studying while crying" or "procrastinating on tasks". This pattern of behavior suggests that most of the strategies used tend to be passive or maladaptive, rather than active in addressing the root cause of the stress problem.

Peers are most often a place for students to vent because they are considered to understand the situation better and are not judgmental. Meanwhile, some students are reluctant to open up to their parents because they are worried that they will not be understood, afraid of being considered complaining, or do not want to add to the burden of the family's mind. Teachers are rarely used as a place to vent, except for BK teachers or teachers who are known to be open and friendly.

Many students cope with stress by engaging in activities such as playing music, drawing, writing, watching Korean movies or dramas, as well as doing light exercise such as jogging or cycling. Some also engage in extracurricular or community activities, both online and offline, which provide them with social support. However, not a few admitted that it was difficult to set aside time or energy for these activities because of the high academic load.

When asked about their perceptions and expectations, most respondents had hopes of getting good grades, being accepted into their favorite school, or making their parents proud. Many of them admit that these expectations come more from parents, teachers, extended families, or the surrounding environment. However, there are also students who state that those expectations arise from within themselves, driven by the desire to achieve their goals, get into the college of their dreams, or become the best version of themselves. On the other hand, some students experience a conflict between personal expectations and external expectations, which can be a source of stress in itself if they are not aligned.

Most students say that the academic pressure at their school feels quite high. This is due to various factors, such as the number of tasks that accumulate with close deadlines, expectations to achieve high grades from teachers and parents, and competition with peers that are quite fierce. In addition, the obligation to participate in tutoring or additional tutoring outside of school hours also adds to the burden felt by students.

Students' decisions about where they will confide are heavily influenced by trust, emotional intimacy, and the likelihood of receiving an unpleasant response from others. There is an urgent need to improve emotional literacy and communication skills in home and school environments, as seen from students' reluctance to approach adults such as parents or teachers. To maintain and improve students' mental health, it is critical to build a safe, transparent, and responsive support system. Parents play the role of instructors, facilitators, managers, teachers, and motivators. Therefore, parents should be the first friends who listen to their children's problems and challenges (Sari & Ain, 2023).

According to (Ambasarie et al., 2021) Some strategies for managing stress and academic stress include calming down and reducing physical stimuli through relaxation and meditation. It is also important to focus on the root of the stress problem and look for solutions using effective problem-solving procedures. Sometimes, distracting from other issues to fully concentrate on solving the main problem is also necessary. In addition, perspective can be gained by comparing one's situation with the condition of others who are less fortunate, or by taking inspiration from the success of others in facing similar challenges.

Students can cope with academic stress and maintain their mental health by using a variety of techniques. First and foremost, students who want to balance study and sleep time should practice effective time management. Second, adolescent communication needs to be improved by listening to them and providing a safe space for them to share their emotions and concerns. Third, preventing adolescents from experiencing digital stress due to excessive exposure to social media requires limiting the use of gadgets. Fourth, stress and anxiety can be reduced by applying relaxation methods such as breathing exercises or meditation. Finally, encouraging

social and emotional balance through physical exercise or fun entertainment can improve adolescent mental health in general (Subandi et al., 2025).

Time management can be done by setting a clear priority scale. Principle method *The important vs urgent* relevan to apply. A key strategy for coping with academic stress is to prioritize important but non-urgent tasks, such as studying regularly and working on projects ahead of time, rather than focusing solely on deadlines. This proactive approach will prevent crises and reduce the stress of delays. Also, avoid distractions and unproductive activities, such as using social media too much or playing games, which only waste time and exacerbate anxiety. By proactively managing time and avoiding waste, students can significantly reduce stress, increase productivity, and maintain their mental well-being (Suwardi, 2023).

Maintaining students' mental health and coping with academic stress requires a thorough team-based strategy. To provide a safe, supportive, and open space for students to express their thoughts, the student environment, especially parents and teachers, must play an active role. However, students must also have practical abilities such as time management, relaxation methods, and the capacity to identify and control emotions in a healthy way. When used regularly, these techniques can not only reduce academic stress but also help students develop strong character traits and mental resilience to face obstacles in the classroom. Therefore, fostering an educational environment that values mental health is not just an add-on, but an important pillar for the best possible intellectual and emotional development of students.

Conclusion

Academic stress has a significant impact on students' mental health, leading to anxiety, depression, and burnout. The triggers include the workload, deadlines, sudden exams, and high expectations from teachers and parents. Students experience sleep disturbances, fatigue, and social withdrawal, often turning to digital media. Their coping strategy tends to be passive. It is important to create a learning environment that supports students' mental health through proportional time allocation, transparent scheduling, interactive learning methods, and teacher training in early detection and stress management.

This research makes a significant contribution both academically and practically. Academically, the results of this study enrich the literature related to the role of parental involvement in improving students' academic and non-academic achievement by emphasizing aspects of effective communication and consistent emotional support. These findings also add to the understanding of how technology can be a medium for strengthening parental involvement in the context of modern education. In practical terms, the results of this study can serve as a basis for the development of education policies that are more responsive to the needs of parental involvement, as well as a guideline for schools and educators to implement more effective communication and support strategies to improve students' motivation and psychological well-being.

Recommendations

To create a learning environment that supports students' mental health, multi-stakeholder collaboration is recommended. Schools and educators need to develop schedules and assignments in a proportionate and transparent manner, implement innovative and differentiated learning methods, and improve psychological support through teacher training. Parents are expected to reduce excessive expectations on academic achievement and be emotional listeners and advocates for children. Meanwhile, students are encouraged to be effective in time management, develop adaptive coping strategies, and not hesitate to seek support when faced with pressure.

References

- Alhasani, M., & Orji, R. (2025). Promoting stress management among students in higher education: Evaluating the effectiveness of a persuasive time management mobile app. *International Journal of Human-Computer Interaction*, 41(1), 219-241. <https://doi.org/10.1080/10447318.2023.2297330>
- Ambarwati, A. D., & Rahayu, P. P. (2023). Peer support is related to the level of learning stress of junior high school students: literature review. *Health Information and Promotion*, 2(1), 91-100. <https://doi.org/10.58439/ipk.v2i1.52>
- Ambasarie, R., Yunita, E., & Sariyanti, M. (2021). *Coping Stress in Generation Z Students* (1st ed., Issue June). UPP FKIP UNIB.
- Anngraini, R. T., & Insani, N. (2025). Fulfillment of the Goal of Learning Independence Through Differentiated Learning Based on Student Readiness, Interest, and Attendance. *Journal of Innovation and Teacher Professionalism*, 3(3), 784-790. <https://doi.org/10.17977/um084v3i32025p784-790>
- Becker, S. J., & Börnert-Ringleb, M. (2025). Stress and anxiety in schools: a multilevel analysis of individual and class-level effects of achievement and competitiveness. *Frontiers in Education*, 9, 1-12. <https://doi.org/10.3389/feduc.2024.1519161>
- Bibi, R., Fatima, S. H., & Mahmood, A. (2025). Role of Poor Academic Performance in the Development of Depression among Students. *Pakistan Journal of Mental Health*, 2(2), 1-5.
- Conley, T. G., Mehta, N., Stinebrickner, R., & Stinebrickner, T. (2024). Social interactions, mechanisms, and equilibrium: Evidence from a model of study time and academic achievement. *Journal of Political Economy*, 132(3), 824-866.
- Eccles, J. S., & Wigfield, A. (2002). Motivational beliefs, values, and goals. *Annual Review of Psychology*, 53 (February 2002), 109-132. <https://doi.org/10.1146/annurev.psych.53.100901.135153>
- Fiantika, F. R., Wasil, M., Jumiyati, S., Honesti, L., Wahyuni, S., Mouw, E., Jonata, Mashudi, I., Hasanah, N., Maharani, A., Ambarwati, K., Noflidaputri, R., Nuryami, & Waris, L. (2022). *QUALITATIVE RESEARCH METHODOLOGY* (Y. Novita (ed.); 1st ed.). PT. GLOBAL TECHNOLOGY EXECUTIVE.
- Gradini, E., Noviani, J., & Ulya, K. (2025). Fostering higher-order thinking skills in mathematics education: strategies, challenges, and classroom practices. *Prisma Sains: Jurnal Pengkajian Ilmu Dan Pembelajaran Matematika Dan IPA IKIP Mataram*, 13(2), 135-163. <https://doi.org/10.33394/j-ps.v13i2.15099>
- Halimah, N., Hardiyanto, & Rusdinal. (2023). Differentiated Learning Analysis as a Form of Implementation of the Independent Curriculum Policy. *Pendas: Journal of Basic Education*, 08(01), 1-15.
- Hammad, H. S. (2025). Teaching the digital natives: Examining the learning needs and preferences of Gen Z learners in higher education. *Transcultural Journal of Humanities and Social Sciences*, 6(2), 214-242.
- Hendra, R., Habibi, A., Ridwan, A., Sembiring, D. A. E. P., Wijaya, T. T., Denmar, D., & Widana, I. W. (2025). The impact of perfectionism, self-efficacy, academic stress, and workload on academic fatigue and learning achievement: Indonesian perspectives. *Open Education Studies*, 7(1).

- Himmah, A. F., & Shofiah, N. (2021). The Effect of Self Efficacy and Time Management on Academic Stress in Students. *Journal of Indonesian Psychological Science (JIPS)*, 1(01), 31–38. <https://doi.org/10.18860/jips.v1i01.14920>
- Kartasmita, A. M. (2022). The Relationship between Academic Stress Level and School Well-Being Moderated by Group Counseling in Grade 3 Junior High School Students. *Indonesian Journal of Mental Health*, 2022(1), 46–54.
- Kharina, W. (2023). Factors that cause academic stress in adolescent students. *Fitrah*, 5(1), 1–19.
- Khomairoh, U., Diana, E., & Sain, Z. H. (2025). Quality control emotions: Strategies for managing student stress in higher education. *Journal of Psychological Insight*, 1(1), 1–11. <https://doi.org/10.61987/jpi.v1i1.651>
- Kurniadiningsih, R. S., Miftahuddin, M., & Bustari, M. (2025). School Principal Leadership in Developing Non-Academic Student Achievements: Adaptive Strategies in Resource-Constrained Contexts. *Journal of Innovation and Research in Primary Education*, 4(4), 4096–4114. <https://doi.org/10.56916/jirpe.v4i4.2641>
- Law of the Republic of Indonesia No. 20 (2003).
- Mahbengi, P. A., Nurhasanah, & Nurbaity. (2023). Academic Stress Levels in Vocational High School Students in Banda Aceh. *Al-Taujih Journal*, 9(2), 87–95. <https://doi.org/10.15548/atj.v9i2.6364>
- Marcel, J. (2023). Maintaining a Balance of Mental Health and Academics while Studying and Work. *College of Modern Economics (STIESEKOM)*.
- Misbahudin, & Munawaroh, H. (2024). Analysis of the Influence of Psychological Pressure and Workload on the Mental Well-Being of Students: A Case Study. *AN NAJAH (Journal of Islamic and Social Religious Education*, 3(4), 331–335.
- Murakami, K., Panuncio-Pinto, M. P., Santos, J. L. F., & de Almeida Troncon, L. E. (2025). Academic and non-academic life stressors and perceived levels of stress in Brazilian undergraduate health professions students. *BMC Medical Education*, 25(1), 1164. <https://doi.org/10.1186/s12909-025-07754-y>
- Muslimin, R. R., Usman, S., & Rama, B. (2024). Rika's Direct (Conventional) Learning Strategy. *Madani : Madani Multidisciplinary Scientific Journal*., 2(3), 468–474. <https://doi.org/10.5281/zenodo.12702618>
- Ningsih, E., Marwa, M., & Marissa, D. N. (2025, July). Academic Achievement Students' Experience in Facing Social Pressure at Pro Skill Indonesia Health Vocational School. In *International Conference on Education and Innovation (Vol. 2, No. 1, pp. 119-123)*.
- Noor, M. C. (2025). Analysis of Factors Causing Academic Stress in Students at SMK DDI (Darud Da'wah Wal Irsyad) Samarinda Class XII for the 2023/2024 Academic Year. *Scholar*, 3(1), 779.
- Okoro, E. C., & Ibim, P. B. (2025). MEDIA FOR MORALITY: THE ROLE OF CAMPUS RADIO IN SHAPING STUDENT CONDUCT IN UNIVERSITIES. *International Research Journal of Arts and Communication*, 13(2), 17-28. <https://doi.org/10.5281/zenodo.15389458%20>
- Pratiwi, P. C., Saptadi, I. H., & Venty. (2025). Academic Stress Level of Students of Santi Witya Serong School Thailand. 4(2), 1. <https://doi.org/10.36420/dawa>

- Rahma, M., Fikry, M., & Afrillia, Y. (2025). Predictions of adolescent mental health based on school environment factors using machine learning. *Journal of Informatics: Journal of IT Development*, 10(2), 382–390. <https://doi.org/10.30591/jpit.v9ix.xxx>
- Rahman, H., Faisal, M., & Syamsuddin, A. F. (2024). Increasing students' learning motivation through the Interactive Multimedia-assisted Problem-Based Learning model. *Journal of Basic Education and Teacher Training*, 9(1), 12–24. <https://doi.org/10.47435/jpdk.v9i1.2778>
- Rahmatullah, A. S., Kencono, D. S., & Aziz, A. N. (2025). Exploring The Kyai's Role in Nurturing The Mental And Spiritual Resilience Of Little Santri: A Phenomenological Approach In Central Java. *Indonesian Journal of Humanities and Social Sciences*, 6(3), 649-668. <https://doi.org/10.33367/ijhass.v6i3.8295>
- Rani, S. (2025). Studying the impact of anxiety, stress, and emotion on academic performance: A systematic review. *Journal of Social, Humanity, and Education*, 5(2), 131-141. <https://doi.org/10.35912/jshe.v5i2.2437>
- Rosanti, Purwanti, & Wicaksono, L. (2022). Study on Academic Stress in Grade VIII Students of SMP Negeri 18 Pontianak. *Journal of Education and Learning*, 11(9), 1576–1583. <https://doi.org/10.26418/jppk.v11i9.58102>
- Sam, R., & Sulastri, C. (2024). Teacher Professionalism and Its Impact on Student Learning Outcomes. *Arini: Journal of Scientific and Teacher Innovation Works*, 1(1), 14.
- Sari, L. P., & Ain, S. Q. (2023). The Role of Parents in Elementary School Student Learning Assistance. *Journal of Imiah Education and Learning*, 7(1), 75–81. <https://doi.org/10.23887/jipp.v7i1.59341>
- Setiawati, F. (2022). The Impact of Curriculum Change Policies on Learning in Schools. *Journal of Islamic Education Management (JMPI)*, 7(1), 1.
- Setyaningrum, A., Rahman, A. M., & Ngesti, M. (2024). The Impact of Unrealistic Parental Expectations on Adolescent Academics: A Systematic Review. *Journal of Psychology*, 1(4), 1–16. <https://doi.org/10.47134/pjp.v1i4.2750>
- Spaska, A., Kozub, H., Abylasynova, G., Kozub, V., & Koval, Y. (2025). Evaluation of innovative teaching methods using modern information technologies. *Jurnal Ilmiah Ilmu Terapan Universitas Jambi*, 9(1), 422-440. <https://doi.org/10.22437/jiituj.v9i1.38107>
- Subandi, Susilowati, D., & Riyanto. (2025). *Academic and Digital Anxiety: An Analysis of Adolescent Stress with a Psychoeducational Approach* (1st ed.). Publisher of Nuansa Fajar Cemerlang.
- Suwardi. (2023). *Time Management* (J. T. Santoso (ed.); 1st ed.). The Prima Agus Teknik Beker Foundation is in collaboration with the University of Computer Science & Technology (STEKOM University).
- Tasalim, R., & Chyani, A. R. (2021). *Academic Stress and Its Handling* (Guepedia/At (ed.); 1st ed.). Guepedia.