


Pengelolaan Stres Akademik Dan Kesehatan Mental Peserta Didik: Strategi Manajemen Kelas yang Berpusat pada Siswa

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INTRODUCTION

Education essentially aims to develop the full potential of students, both cognitively and affectively and socially. However, conditions in the field show that the educational environment often serves as a significant source of pressure for students. The complexity of the curriculum, academic demands from teachers and parents, and competition among students create psychological pressure that can potentially affect their mental well-being. This condition makes academic stress an important issue in modern education, especially because it is directly related to students' motivation, attention, and learning performance.

Various studies indicate that poorly managed academic stress can trigger mental health disorders, including excessive anxiety, decreased self-confidence, mild depression, and emotional exhaustion. (Wahyuni et al., 2022) noted that there is a significant relationship between student well-being and their social-emotional functioning, which acts as a protector against emotional disorders such as antisocial behavior and depression. These findings are supported by (Suprayogi et al., 2019), which shows that academic evaluation situations, especially important exams, are often the main triggers of stress in students. This academic pressure not only affects cognitive abilities but also disrupts students' emotional regulation and adaptation processes in the school environment.

Unfortunately, traditional classroom management practices tend to emphasize academic achievement, discipline, and teacher control over students. This approach tends to be authoritarian and does not pay enough attention to the psychological condition of students. Inflexible interactions and a lack of emotional support from teachers can increase student stress levels, as revealed in research (Wahyuni et al., 2022). These conditions indicate the need for a paradigm shift in learning towards a more humanistic approach that is responsive to the psychological needs of students.

The shift towards student-centered classroom management is considered a strategy that can reduce the effects of academic stress. This strategy emphasizes the significance of autonomy,

collaborative interaction, emotional support, and recognition of students' varying needs. (Romano, Angelini and Consiglio, 2021) show that emotional support from teachers is a crucial factor that contributes to improved academic achievement and student engagement in the learning process. However, there are still limitations in the literature review, specifically regarding classroom management strategies that focus on students with comprehensive management of academic stress and mental health of students.

This article was written to discuss the dynamics of academic stress and mental health among participants based on existing research. Through a review of the latest literature, this article analyzes how student-centered classroom management strategies can serve as preventive and curative solutions. This study aims to analyze the relationship between classroom teaching approaches and student psychology, as well as to provide practical solutions for educators in creating a healthy, supportive, and adaptive learning environment.

METHOD

The method used in writing this article is a literature review. This approach was chosen to collect, analyze, and synthesize findings from previous studies related to the topics of academic stress, student mental health, and classroom management strategies. The data sources were obtained from various credible international and national scientific journal articles, books, and conference proceedings.

The literature search process was conducted using academic databases such as Google Scholar and other educational journal portals using the following keywords: "academic stress," "student mental health," "student-centered classroom management," and "coping strategies." The data were analyzed descriptively and qualitatively by identifying the main themes, comparing findings between studies, and drawing comprehensive conclusions about the effectiveness of student-centered classroom management in mitigating academic stress. The analysis focused on the relationship between classroom management styles and students' psychological well-being.

RESULTS AND DISCUSSION

Academic Stress in Students

Stress in school is a psychological reaction to the learning process, writing, evaluation, academic competence, and the expectations of teachers and parents. (Lumban and Gaol, 2016) explain that stress can be understood through three main concepts: stimulus, response, and transactional, all of which encompass academic and personal interactions. This study shows that academic stress is influenced by external factors as well as students' perceptions of their learning environment. This interpretation process is greatly influenced by students' mental abilities, prior learning, and emotional regulation.

(Barseli, Ildil, and Nikmarijal, 2017) show that academic stress directly affects students' emotional state and motivation, reducing their concentration and performance. Students who experience high levels of stress tend to lose focus, feel overwhelmed, and experience difficulties with schoolwork. This condition can lead to unhealthy learning habits, such as neglecting assignments or academic activities.

Rosanti, Purwanti, and Wicaksono (2022) found that workload and high school costs affect students' academic performance. This shows that academic competition can begin at an early age and increase in intensity. In reality, academically disadvantaged students rarely receive support from school resources or emotional support.

In addition, internal factors such as time management, self-perception, and psychological well-being can increase academic stress (Nur & Hidayati, 2021). When students are unable to prioritize tasks or have an ideal self-image, they are more likely to feel frustrated due to poor learning outcomes. Fatimah and Hawadi (2020) add that self-regulated learning can increase academic stress, especially in students who do not have effective learning strategies. This situation shows that stress is caused by the education system and students' intrapersonal capacity to learn.

Lee, Jeong, dan Kim (2021) menemukan bahwa siswa yang menghadapi tekanan akademik tinggi mengalami peningkatan kecemasan dan depresi, terutama selama pandemi. Meskipun konteks penelitian bersifat tingkat tinggi, fenomena ini menunjukkan bahwa penulisan akademik memiliki dampak psikologis yang konsisten di semua tingkatan pendidikan. Oleh karena itu, stres akademik harus dipahami sebagai masalah sistemik yang memerlukan intervensi saat siswa memasuki sekolah menengah dan menghadapi ekspektasi akademik yang lebih kompleks.

Looking at these examples shows that academic stress does not occur independently, but is related to students' mental health. Therefore, the next section focuses on students' mental health, which is crucial to understanding how academic stress develops and affects students' daily lives at school.

Mental Health of Students

Based on the positive psychology movement that emerged at the end of the 20th century (Hanurawan, 2012), mental health has implications for an individual's capacity to enjoy life, create harmony, and pursue life activities and efforts to achieve resilience in living life. Baumgardner & Crother (2010) explain that positive mental health contributes to an increase in an individual's subjective happiness, which correlates with increased longevity, reduced risk of disease, and improved recovery after illness.

(Salsabila, 2024) The study states that mental disorders have a level of significance comparable to physical disorders. Individuals with mental disorders in Indonesia are often stigmatized as “crazy” or “mentally ill,” and often face unfavorable treatment. Individuals with mental disorders often exhibit symptoms such as feelings of sadness, a tendency to isolate themselves, and challenges in accessing the necessary assistance. As a result, children and adolescents may face challenges in their mental health. These mental disorders can have a major impact on students' academic performance.

Several forms of mental disorders commonly experienced by students based on several studies include anxiety, insecurity, stress, academic stress, mild depression, and learning difficulties.

- a. Anxiety Disorder Anxiety in the social psychology community arises from an individual's fear of not being accepted by a group or society. Anxiety in this study reflects a disproportionate fear experienced by each individual and is a natural reaction to an event. Emotional reactions that arise from fear can cause discomfort, which in turn can affect the individual's manifestations or behavior. Anxiety is an experience that is often experienced by humans. When we want to go home, we feel tired, which prevents us from doing so. This situation can be considered unusual if it occurs simultaneously with anxiety.
- b. Lack of self-confidence (Insecurity) or insecurity According to halodok.com, insecurity is a feeling of fear, doubt, and shame that makes a person feel unsafe. Students who feel they lack sufficient self-confidence are examples of people who are unsure of their abilities (Musriani, V, 2020).
- c. Stress, according to the Big Indonesian Dictionary (KBBI), is defined as mental and emotional disturbances that arise due to tension. Stress can be understood as a condition in which

individuals feel trapped, helpless, or struggling to cope with challenging situations, according to information from unicef.org. In stressful situations, stress has the potential to cause emotional instability. Stress in an academic environment, as described earlier, is a significant factor and is commonly experienced by students in the context of school, academic life, and other aspects.

- d. Depression is a medical condition that affects an individual's emotions and thoughts, characterized by feelings of sadness and dissatisfaction before engaging in certain activities (Praptikaningtyas, AA *et al.*, 2019). Depression in students can lead to a decline in the quality of learning in the classroom, which can potentially cause a loss of interest in the learning process.
- e. Learning difficulties are conditions faced by students when receiving instruction, which can hinder the learning process. These obstacles can cause individuals to experience failure or difficulties in the learning process (Hakim, 2005: 22 in Utami, A.P. 2020: 92). This solution can result in students not continuing their learning process optimally.

Factors Causing Academic Stress in Students

One factor that influences academic stress is self-efficacy. Bandura (1997) defines self-efficacy as an individual's belief in the extent to which they assess their ability to perform tasks or take the necessary actions to achieve desired results. Referring to the results of this study, it can be understood that self-efficacy plays a role in influencing the level of academic stress experienced by students (Sagita, Daharnis and Syahniar, 2017).

Research conducted by Utami (2015) shows a significant negative relationship between self-efficacy and academic stress in students. Individuals with high levels of self-efficacy tend to exhibit lower levels of academic stress. On the other hand, individuals with low self-efficacy tend to exhibit an increase in the level of academic stress they experience. These findings reinforce that self-efficacy affects academic stress in students. (Noviana, *Psychology and Education*, 2020)

Another factor that influences academic stress is hardiness personality. Kobasa (1979) explains that hardiness personality consists of a group of characteristics that enable individuals to be stronger, more resilient, and more stable in facing stress, as well as reducing the negative impact experienced. Research conducted by Putri and Sawitri (2017) shows a significant negative relationship between hardiness personality and academic stress.

Research by Kamtsios and Karagiannopoulou (2015) revealed that students with low levels of hardiness tend to experience higher levels of academic stress. This suggests that individuals with high levels of hardiness tend to experience lower levels of academic stress. Research conducted by Hasel, Abdolhoseini, and Ganji (2011) shows that the implementation of hardiness personality training programs is effective in increasing hardiness personality and reducing the stress levels experienced by students, with a significant positive impact on them. Individuals with low hardiness levels usually show a tendency to experience higher academic stress.

Optimism is one of the factors that influence academic stress levels. Seligman (2006) explains that optimism is a comprehensive perspective, which includes the ability to identify positive aspects, think constructively, and give significant meaning to individuals. Research conducted by Mathur and Sharma (2015) shows a significant influence between optimism and resilience to academic stress.

This shows that individuals with high levels of optimism tend to experience lower academic stress. Research conducted by Huan, Yeo, Ang, and Chong (2006) shows a significant negative relationship between optimism and academic stress. Individuals with low optimism usually show a

tendency to experience more significant academic stress. This study shows a relationship between optimism and academic stress.

Achievement motivation is one of the factors that cause academic stress. Research by (Mulya & Indrawati, 2016) shows a negative relationship between achievement motivation and academic stress levels; the higher the achievement motivation, the lower the academic stress experienced. On the other hand, if achievement motivation is low, it can be observed that academic stress levels tend to increase. This study shows that achievement motivation plays an important role in encouraging individuals to overcome challenges or obstacles in order to achieve academic success.

Procrastination is a factor that contributes to increased academic stress. Tice and Baumeister (1997) argue that procrastination can cause stress and affect an individual's psychological functioning. A study conducted by Sharma & Kaur (2011) shows that procrastination plays a role in the emergence of academic stress. Individuals who procrastinate will face certain deadlines, which can be a significant source of pressure and potentially cause stress (Ursia, Siaputra & Sutanto, 2013). Procrastination is the tendency to delay the completion of academic tasks until the deadline approaches (Rumiani, 2006). Based on the above explanation, it can be concluded that there is a significant relationship between the level of academic procrastination and academic stress. Increased academic procrastination is directly proportional to the increase in academic stress experienced. In other words, there is an inverse relationship between the level of academic procrastination and the level of academic stress experienced. Social support provided by parents is one of the external factors that has a significant impact on the level of academic stress.

Parental social support refers to the assistance provided by parents to their children, which covers various aspects such as emotional, appreciation, instrumental, information, and group support (Rambe, 2010). Research conducted by Ernawati and Rusmawati (2015) shows a negative relationship between parental social support and academic stress levels. This relationship indicates that an increase in parental social support is associated with a decrease in the academic stress experienced by students. On the other hand, this study indicates a relationship between a decrease in the social support provided by parents and an increase in the academic stress experienced by students.

The factors that can influence academic stress consist of two categories, namely internal factors and external factors, as stated by Puspitasari (2013) and Gunawati, Hartati, and Listiara (2010). Further explanation is provided as follows:

1. Internal factors that cause academic stress are:
 - a. Mindset
Individuals who believe that they cannot control situations tend to experience higher levels of stress. The greater the control individuals have over situations, the lower the likelihood of stress occurring in students.
 - b. Personality
A student's personality can play an important role in determining the extent to which they can manage their tolerance for stress. Students with an optimistic attitude usually experience lower levels of stress than students who tend to be pessimistic.
 - c. Belief
Another internal factor that contributes to students' stress levels is their beliefs or thoughts about themselves. Self-confidence plays an important role in analyzing situations around individuals. Evaluations made by students can change their mindset about something, even in the long term, potentially causing psychological stress.
2. External factors that cause academic stress, namely:

- a. More intensive lessons
The curriculum in the education system has undergone a substantial increase in standards. As a result, competition has become fiercer, the duration of learning has increased, and the burden on students has also grown. Although these reasons are important for the advancement of education in this country, it cannot be ignored that they contribute to an increase in the level of stress experienced by students.
- b. Pressure to achieve high performance
Students face tremendous pressure to achieve satisfactory results in their exams. This pressure comes from various sources, including parents, family, teachers, neighbors, peers, and themselves.
- c. Social status motivation
Individuals with high academic qualifications generally receive greater social appreciation, while those without higher education are often looked down upon. Students who excel academically often receive attention, recognition, and praise from society. Students who do not perform well in school are often identified as slow, lazy, or experiencing difficulties in their learning process. Education has always played a role as a measure of social status. These individuals are often seen as a source of problems, which results in rejection from teachers, anger from parents, and neglect by their peers.
- d. Parents compete with each other
Among highly educated parents with better access to information, there is more intense competition to produce children with diverse abilities. Along with the development of informal education centers, there are various additional programs, including art, music, ballet, and drama classes, which contribute to competition among the most intelligent and versatile students. (Pramesti *et al.*, 2024)

After analyzing the explanations provided, it can be concluded that there are several factors that contribute to academic stress. These factors can be classified into two categories. The first category is internal factors, which include an individual's mindset, personality, and beliefs. The second category is external factors, which consist of pressure to achieve high grades, the drive to gain social status, a heavier course load, and competition among parents.

Student-Centered Classroom Management

Student-centered classroom management is an approach that emphasizes student empowerment, autonomy development, and the creation of a safe and supportive learning environment. Titih Huriah (2005) argues that a student-focused learning approach provides students with more significant opportunities to manage their learning process, thereby reducing the instructional pressure that often arises in traditional learning methods. Clark *et al.* (2023) show that the classroom management approach applied by teachers has a significant effect on the school climate and students' perception of learning comfort. Paramita *et al.* (2024) show that the application of proactive management strategies that include positive communication between teachers and students has the potential to prevent academic stress and increase engagement in the learning process. (Saputra and Saputri, 2024)

In addition to these findings, student-centered classroom management requires teachers to provide students with opportunities to make decisions related to learning, collaborate, and develop personal responsibility. This approach is in line with the views of Sereliciouz (2021) and Nouval (2023) on humanistic learning theory, which emphasizes the importance of students' active role in constructing their own learning experiences. When students are given the opportunity to adjust their learning pace and style, there is a tendency for academic pressure to decrease. This is due to feelings of being valued and supported in the learning environment.

In the context of inclusive education, Page, Anderson, and Charteris (2023) argue that adaptive classroom management that is sensitive to the diverse needs of students can contribute to improved emotional well-being and reduce psychological stress that may arise from stigma or discrimination. Delbart *et al.* (2024) reveal that classroom management training for teachers contributes to improving their ability to apply more empathetic and humanistic management strategies. This statement is consistent with Mulyasa's (2022) view, which highlights the significance of managerial and social skills for teachers in building a psychologically conducive classroom.

A student-centered approach is closely related to the development of healthy interpersonal relationships in the classroom. Teachers who create interactions that value student voices contribute to a more supportive and inclusive classroom atmosphere. This is explained by Priestley *et al.* (2022), who emphasize the importance of emotional support from educators in maintaining students' mental health. A psychologically safe environment encourages students to be more active in asking questions, expressing opinions, and facing challenges without fear of failure.

In addition, this approach has the potential to strengthen the development of students' social-emotional skills. SEL programs implemented in classrooms that focus on students show an increase in emotional regulation skills and a reduction in academic pressure. Shi and Cheung (2024) argue that the application of SEL in effective learning processes can reduce anxiety levels and increase resilience skills. These findings are consistent with the research by Widodo *et al.* (2024), which highlights the significance of strengthening social-emotional aspects in supporting the independence and mental health of students.

Overall, student-centered classroom management is not merely a behavior management strategy, but rather a comprehensive pedagogical approach that supports academic performance and mental health. Andrews, Murry, and Istvanffy (2023) show that a learning environment focused on student needs can lead to positive changes in their emotional well-being. Therefore, this approach demonstrates a significant correlation with the urgency of classroom management interventions in supporting academic stress management and the mental well-being of students in subsequent analyses.

Student-Centered Classroom Management Strategies for Managing Academic Stress

In practice, student-centered strategies can be implemented through the integration of stress management techniques into classroom routines. As reviewed by Wahyuni *et al.* (2022), methods such as mindfulness, breathing exercises, and gratitude journaling have been proven effective in improving students' psychological well-being. These activities are not merely distractions, but rather structured efforts to train students to manage their emotions amid academic pressure, thereby making the learning process more conducive. (Harahap and Lubis, 2024)

Furthermore, effective classroom management needs to provide students with appropriate coping strategies. Suprayogi and Fauziah (2011) show that without proper guidance, students can get stuck in ineffective coping strategies, such as aggression or self-disclosure, when facing exam pressure. Thus, the role of teachers in a student-centered approach is to facilitate the development of effective problem-solving skills, such as addressing the root causes of stress and managing emotional reactions, so that students can develop into resilient individuals. (Annastasya, Puspita and Yanti, 2022)

CONCLUSIONS

Analysis of various literature reveals that academic stress is not isolated, but arises from complex interactions between internal and external factors. These factors include self-efficacy, personality

dimensions, motivation to achieve, procrastination behavior, social support received by students, academic demands, and pressure from the school and family environment. If not managed effectively, academic stress can have a significant impact on students' mental health. This includes increased anxiety, mild depression, feelings of insecurity, and decreased motivation and performance in learning.

Research shows that traditional authoritarian classroom management approaches that place greater emphasis on teacher control can weaken students' psychological well-being. On the other hand, student-centered classroom management has a significant impact on reducing academic stress levels and improving students' mental well-being. This approach highlights the importance of emotional support from teachers, the development of learning autonomy, cooperative interactions, and the creation of a psychologically safe and inclusive learning environment.

The integration of practical strategies such as mindfulness, breathing exercises, adaptive coping skills, positive communication, and student involvement in the decision-making process has been shown to contribute significantly as a preventive intervention against academic stress. These strategies are designed to support students in coping with academic pressure, while contributing to the development of resilience, emotional regulation, and independence in their learning process.

Therefore, a classroom management approach that focuses on students as the center of pedagogical attention can be identified as a crucial factor in developing a psychologically healthy learning climate. The application of this approach is expected to provide a foundation for educational institutions in building a learning ecosystem that is more adaptive, humanistic, and responsive to the psychological needs of students. Teachers now play a role that goes beyond simply delivering material; they also function as facilitators who support the psychological well-being and overall development of students.

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