

Stress Management Strategies to Reduce Academic Stress in Modern Islamic Boarding School Students

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ABSTRACT: *The phenomenon of academic stress among students of modern Islamic boarding schools is increasingly worrying along with high academic and non-academic demands. This study aims to reduce academic stress through interventions in the form of psychoeducation and stress management strategy training for new students at the Darul Hikmah Modern Islamic Boarding School. The research method uses a quantitative approach with a pre-test and post-test design for the same group. This study involved 31 students as samples taken using incidental sampling techniques. The instrument used was the Educational Stress Scale for Adolescents (ESSA) with a reliability of 0.808 which has been adapted into Indonesian. The intervention given in this study was stress management psychoeducation. The data analysis method used was the Wilcoxon test. The results showed that the stress management strategy with the TALK method (Find, Teach, Exercise, Consultation) was proven to be effective. There was a significant increase in students' understanding of academic stress after participating in psychoeducation. In addition, the results also show that the intervention given is able to reduce students' academic stress with a value of ($Z = -3.924$ with $p = 0.00$; Mean Pre-test = 47.00 with Mean Post Test = 41.77) which means that the stress management strategies taught are effective in reducing the pressure experienced by students. This study concludes that psychoeducation and stress management training are effective preventive and curative strategies for dealing with academic stress in the Islamic boarding school environment. The existence of ongoing training and social support from the environment is very much needed to support the sustainability of the intervention results and maintain individual welfare so that students can achieve more optimal academic achievement.*

Fenomena stres akademik di kalangan santri pondok modern semakin mengkhawatirkan seiring dengan tuntutan akademik dan non-akademik yang tinggi. Penelitian ini bertujuan untuk mereduksi stres akademik melalui intervensi berupa psikoedukasi dan pelatihan strategi manajemen stres bagi santri baru di Pondok Pesantren Modern Darul Hikmah. Metode penelitian menggunakan pendekatan kuantitatif dengan desain pre-test dan post-test pada kelompok yang sama. Penelitian ini melibatkan 31 santri sebagai sampel yang diambil dengan teknik *incidental sampling*. Instrumen yang digunakan

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adalah *Educational Stress Scale for Adolescents* (ESSA) dengan reliabilitas 0.808 yang telah diadaptasi ke dalam Bahasa Indonesia. Intervensi yang diberikan dalam penelitian ini adalah psikoedukasi manajemen stres. Metode analisis data yang digunakan adalah uji Wilcoxon. Hasil penelitian menunjukkan strategi manajemen stres dengan metode TALK (Temukan, Ajari, Latihan, Konsultasi) terbukti efektif untuk dilakukan. Adanya peningkatan signifikan dalam pemahaman santri mengenai stres akademik setelah mengikuti psikoedukasi. Selain itu hasil juga menunjukkan bahwa intervensi yang diberikan mampu menurunkan stress akademik siswa dengan nilai ($Z = -3.924$ dengan $p = 0.00$; Mean Pre-test = 47.00 dengan Mean Post Test = 41.77) yang artinya strategi manajemen stres yang diajarkan efektif dalam mengurangi tekanan yang dialami siswa. Penelitian ini menyimpulkan bahwa psikoedukasi dan pelatihan manajemen stres yang dilakukan menjadi strategi preventif dan kuratif yang efektif dalam menghadapi stres akademik di lingkungan pesantren. Adanya pelatihan berkelanjutan dan dukungan sosial dari lingkungan sangat diperlukan untuk mendukung keberlanjutan hasil intervensi dan menjaga kesejahteraan individu sehingga siswa dapat meraih prestasi akademik lebih optimal.

Keywords: *Psychoeducation, Stress Management, Academic Stress, Modern Islamic Boarding School.*

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I. INTRODUCTION

In Indonesia, there are various formal and non-formal educational institutions that individuals can choose according to their desired capacity and quality. One of them is an Islamic educational institution commonly referred to as a Islamic Boarding School and a Modern Islamic Boarding School (Sihombing & Hardjo, 2022). Islamic boarding schools are traditional educational institutions that emphasize classical Islamic teachings and teaching classical books (*kitab kuning*) with learning methods such as *bandongan* or *sorogan*. Traditional Islamic boarding schools are often known as *salaf* boarding schools (Minarti & Isroani, 2022). Modern boarding schools are known as Boarding Schools, which are Islamic educational institution that teaches classical Islam and general material, where students, supervisors/administrators, and school administrators are in the same environment for a certain period (Anggraini & Widyastuti, 2022). Some boarding schools use Arabic and English-based learning methods. One of them is the Modern Islamic Boarding School Darul Hikmah, a modern-based Islamic boarding school. The boarding school is known to use the KMI (*Kulliyatul Mu'allimin Al-Islamiyah*) curriculum which has the characteristic of a bilingual language, where students are required to communicate using two languages, both in their daily lives by memorizing the vocabulary of three languages at once (Arabic, English, and Indonesian) and memorizing the subjects of the boarding school.

Likewise, when attending formal schools, in addition to general subjects, students also receive many boarding school subjects that are required to be memorized. In addition, students are also faced with many regulations and mandatory and extracurricular activities that must be obeyed (Triyuliasari & Mubarak, 2024). This phenomenon becomes a learning burden that is felt to be quite heavy, so that it can cause pressure on

students and they are more susceptible to stress if students cannot manage their emotions well, especially for new students/students who still have to adapt to the boarding school environment. Students are not only limited to memorization tasks, but they also must complete tasks and activities in order to graduate.

Based on initial interviews, the existence of various demands both academic and non-academic caused some students to experience several disorders namely students felt restless, decreased motivation, nervous, sick, sad, and anxious, had difficulty concentrating, could not control emotions, some had disturbed sleep at night, were lazy to study, even some children left the boarding school to avoid the academic and non-academic demands because they could not stand the things they were facing. This problem becomes more complex when many students experience academic stress. This is in line with previous research at the Sholahul Huda Al-Mujahidin Boarding School which showed interview results that several subjects experienced anxiety because they had not completed the many demands of assignments that coincided with the density of boarding school activities and their limitations in using cellphones (Lutfiana & Zakiyah, 2021). From this phenomenon, what the students felt led to indicators of academic stress (Aruan, 2022).

According to Basith et al. (2021) academic stress is the pressure felt by students when at school or in the dormitory due to the many demands of assignments that are quite heavy to the point of exceeding their abilities but still have to be completed. The emergence of academic stress has a negative impact on students. This is proven by previous studies that reveal that high academic stress can affect sleep quality, difficulty concentrating, and anxiety (Mudhmainnah et al., 2021; Norma et al., 2021). The emergence of academic stress is caused by several things, such as study pressure, workload, concerns about grades, self-expectations, and despair, especially with the consequences obtained (Hasanah & Sa'adah, 2021). In line with research Rahayuningtyas et al. (2024) which revealed that several students experienced academic stress to the point of affecting their sleep quality. In addition, previous studies have shown that students need to adapt to changes that occur both during social transitions and in learning (Chandra, 2020). When students have difficulty adjusting or even experience culture shock and do not have good coping strategies, it is feared that students will become depressed and will trigger stress in the academic field and become a problem in the future (Safitri et al., 2024).

In previous studies, it was found that the prevalence of stress events was experienced by more than 350 million people in the world and according to WHO, this figure is quite high (Mufidah & Karyani, 2021). The level of academic stress in students in the world reaches 38–71%, while the level of academic stress in Asia reaches 39–61% (Yunalia et al., 2021). Previous studies have revealed that in Indonesia, the percentage of students experiencing academic stress is 36.7-71.6% (Munawaroh et al., 2023). Meanwhile, data in East Java shows that the prevalence of students with high levels of stress is mostly experienced by grade 3 students, namely 57.4% indicating high levels of student academic stress of 1.8%, moderate stress reaching 64.5%, low stress of 33.6% (Yuda et al., 2023). Even previous studies in India, Portugal, China, Malaysia, Norway also revealed that academic stress is a growing problem and has an impact on the mental health and well-being of students in various countries, cultures, and ethnic groups (Kristensen et al., 2023; Liu et al., 2024; Ramli et al., 2018; Reddy et al., 2018; Teixeira et al., 2022). From several studies, it was revealed that there are still many students who tend to experience academic stress.

Thus, low to moderate levels of academic stress are very much needed by students because they will have positive impacts such as increasing students' motivation to achieve optimally, being able to adapt and provide positive reactions to the environment (Brahmana, 2024). This stress is called eustress, which is positive stress. Eustress has a constructive impact, helping to continue to develop better and improve individual performance in various aspects, including academics. Eustress helps students respond to academic and non-academic challenges in Islamic boarding schools with a more positive attitude so that they can improve their time management skills, increase focus on learning, and encourage students to achieve success (Gong & Geertshuis, 2023). This is in line with previous research, which shows that stress can trigger enthusiasm and motivation when facing challenges. Helping students improve their focus on learning will ultimately have a positive impact on satisfactory academic achievement (Gong & Geertshuis, 2023).

Several factors can influence academic stress, namely internal and external factors (Safitri et al., 2024). Internal factors that have a positive correlation to reducing academic stress are mindfulness intervention, self-efficacy (Nurhasanah & Hawadi, 2022), focus and concentration, optimism (Safitri et al., 2024), emotional regulation (Ramli et al., 2018), procrastination, self-adjustment, and *tawakkal* (Amalia & Saifuddin, 2022). At the same time, external factors include social support (Saputra & Affandi, 2024) and religiosity (Yusuf & Yusuf, 2020).

On the other hand, there are several stress management strategies, namely, relaxation, exercise, adequate sleep, managing time well, social support, developing coping skills, avoiding stress triggers, thinking positively, taking time to do things you like, and being realistic. This can reduce the stress experienced by students when faced with a lot of pressure or academic demands (Syaharani et al., 2024). Stress that originates from students' academics that is well managed will result in students feeling more confident in facing academic challenges so that students have the motivation to achieve more optimal academic achievement. Low social support where students do not live with their parents/families makes individuals feel like they do not have a safe and comfortable place to express their complaints. Stakeholders at the boarding school revealed that academic stress has become a deep-rooted problem every year and has become a challenge for students to adjust to the norms that apply at the boarding school.

With this phenomenon, it is necessary to hold psychoeducation of stress management strategies as a preventive measure against academic stress so that this phenomenon is not normalized. This study aims to prevent and reduce students' academic stress by providing psychoeducation and training in stress management strategies so that it is not continuously normalized. Thus, it is hoped that there will be no ongoing academic stress in the boarding school environment so that students are able to improve their academic performance optimally. On the other hand, with a better understanding of stress management, stakeholders involved can design relevant support strategies, provide more effective individual counselling, and educate students about time management techniques and how to deal with academic pressure continuously so that students are more optimistic and motivated to achieve optimal academic achievement.

II. METHOD

The research method used is a quantitative approach with an experimental design of the one-group pre-test and post-test design type. This design involves the same group, where measurements are taken before (pre-test) and after (post-test) the intervention or treatment is given. This research was conducted at the Darul Hikmah Modern Islamic Boarding School, involving 31 students who resided at the Islamic boarding school as samples. The sample was selected using incidental sampling techniques, and the researcher chose the participants who were easiest to reach at the time the research was taking place (Azwar, 2018).

The academic stress scale used the Educational Stress Scale for Adolescents (ESSA) developed by Sun et al. (2011) which includes 16 items with five aspects that can be indicators of academic stress. *First*, pressure from study (pressure from study routines, pressure from the environment and excessive feelings of anxiety. *Second*, workload (feeling burdened because of schoolwork and exams. *Third*, worry about grades (worry about grades if they do not match expectations. *Fourth*, self-expectation (feeling disappointed if unable to realize what is desired. *Fifth*, despondency (feeling of underestimating one's ability to master the material/tasks given.

The ESSA scale was adapted into Indonesian Sihotang (2021) with a reliability value of 0.808, so it is said to be reliable for use in research. The scale has also undergone content validity / validated by expert judgment and evaluation of discriminatory power to see the suitability of each item while still adjusting it to the context of students in Indonesia. In this study, research data collection used a Likert scale, and data collection was done in the form of a paper given to each student. This scale has four answer choices, namely, Strongly Disagree, Disagree, Agree, and Strongly Agree. Examples of items from this instrument are "I feel a lot of pressure when studying every day" and "When I fail to meet my expectations, I feel not good enough". Data analysis techniques using the Wilcoxon Test to measure whether there is a significant difference between the values before and after treatment on the same sample with the help of SPSS software version 27.

The intervention used in this study was psychoeducation, which consisted of providing materials related to academic stress, how to manage emotions, and improving skills in academic stress management. This approach is a practical tool that students can use in their daily lives, such as time management techniques, priority setting, and stress management. Psychoeducation not only functions as an educational medium but also as an initial step to encourage more adaptive behavioural changes. The equipment used during the process of providing psychoeducational interventions was a laptop, LCD, pen, and paper. The number of training sessions conducted by the researcher for the group was 5 sessions in 3 meetings.

III. RESULT AND DISCUSSION

Implementation of Psychoeducation to Reduce Academic Stress in Modern Islamic Boarding School Students

This psychoeducation was carried out directly on 31 new students. The results obtained through the distribution of questionnaires, provision of short materials, and training in stress management strategies were new knowledge for the students about the importance of managing stress by paying attention to stress triggers and stress management

strategies. The psychoeducation provided is one way to help deal with and prevent the phenomenon of academic stress that is common in the boarding school environment. The existence of psychoeducation is a form of clinical psychology service that is promotive and preventive (Marlina et al., 2024). Where in addition to promoting the importance of maintaining mental health, this is also an effort to prevent or minimize the emergence of psychological problems or disorders, especially in the phenomenon of academic stress that the surrounding environment has normalized without seeing the negative impacts that occur on the students concerned. There are several stages carried out by students in the process of implementing psychoeducation, including:

Providing a Pre-Test and Introducing the Material to Students

The first session provisions of a pre-test for participants in this case the target is 31 new students with the aim of measuring the level of knowledge related to academic stress and providing an explanation pertaining to the problems in the community, namely the lack of understanding of students about the phenomenon of academic stress that occurs in the boarding school environment. The response given by students when the intervention was carried out, they were very enthusiastic and active by responding to each question with a loud voice, they even agreed when asked about the conditions of academic stress experienced. Some also stated that insight into academic stress has become normal and natural so that special skills are needed to prevent and reduce the occurrence of increasing academic stress.

Explanation of Material about Academic Stress and How to Overcome it

This activity was carried out using a lecture technique that there needs to be awareness of the importance of maintaining mental health and the need to recognize and understand academic stress, both in terms of stress source factors, impacts, symptoms, and stress management strategies so that students can anticipate and minimize the phenomenon. After the related material is explained, it is continued with a short video showing how someone who has a lot of assignments piling up and is chased by a deadline for submission which in turn experiences academic stress. From the video, it is then discussed and continued with a discussion related to the material that has been presented.

Stress Management Strategy Training with the TALK Method

This session provides stress management strategy material while conducting training on the strategy. There are several stages of stress management, including problem-focused coping, emotional-focused coping, behavioural counselling approach, guided imagery/relaxation techniques, and managing time. However, here the researcher who is also the speaker explains by integrating several stages into one training method called the TALK method.

The TALK method is used to conduct time management training for students in order to reduce and prevent academic stress. Find (T) or in Indonesian language “*Temukan*” is the first step to find out the sources and triggers of academic stress. Teach (A) or in Indonesian language “*Ajari*” is related to setting goals and priority scales, namely students are given directions to teach themselves how to set goals and priority scales by adjusting their academic activities. This also teaches students to plan optimally and trains individual time management. This method adapts one of the time management training from Macan (1994), namely setting goals and priorities. Time management is the process of controlling time-based on a series of activities or goal settings that have

been made (Aristuti & Noviekayati, 2022). Time management is also an important part of psychoeducation. Time management is needed to organize and manage time well so that goals can be achieved as expected (Aprilianti, 2022).

Exercise (L) or in Indonesian language “*Latihan*” namely students are trained to be able to implement the priority scale and goals that have been made previously. Implementation in their daily lives properly has a positive impact on individuals (Vinahapsari & Rosita, 2020). Students are taught how to plan their time well, such as dividing large tasks into smaller parts that are easier to manage. In addition, setting a realistic deadline for each part of the task will make it easier for students to stay focused and reduce the tendency to procrastinate. Students can also be taught prioritization techniques, namely the ability to determine which tasks are more urgent or important to complete first. This will help individuals not to feel burdened by piling tasks. In addition, the use of time management tools, such as applications or daily schedules, can be very effective in helping students stay organized (Cahyani et al., 2023).

By planning each day in detail, students can make the most of their time and avoid procrastination. Students are also advised to arrange sufficient rest time so that they do not feel tired when completing tasks, which can reduce the possibility of procrastination (Bela et al., 2023). The key to this technique is to set priorities and focus on what needs to be achieved right now. The purpose of this technique is to provide benefits to help minimize deadline anxiety, lack of focus, procrastination, and work fatigue (Aristuti & Noviekayati, 2022). By combining these techniques in time management, students will be able to manage their time more efficiently, which in turn can increase productivity and reduce the tendency to procrastinate on academic work. Consultation (K) or in Indonesian language “*Konsultasi*” is related to behavioral approach techniques and existing social support, where the role of teachers, peers, and parents has a significant impact on the level of academic stress experienced by students. This can be applied individually by opening counselling sessions for students who need it, such as holding/conducting sharing time with peers, teachers, or parents. By integrating several of these training techniques, students can maximize all stages to prevent academic stress. On the other hand, if the participants are unable to carry out all stages of the TALK method, the speaker will also offer to apply one of the techniques that is easiest for students to do. With this skills training, it is expected to become knowledge and skills to prevent and reduce high academic stress.

Q&A, Discussion, Post-Test (Knowledge), and Evaluation

In the last session, a discussion was held in the form of questions and answers for those who wanted to ask. On the other hand, the speaker also gave participants the opportunity to design/compile their stress management strategies through the TALK method that had been taught previously. When this session took place, in addition to several questionnaires, two participants compiled the strategy by writing it on a piece of paper. Furthermore, the speaker reminded again about the importance of having a stress management strategy and paying attention to the factors that cause academic stress so that it is expected to increase the motivation of students to achieve optimally and get the expected results. Before the end of this session, the speaker distributed post-test papers to re-measure the extent to which knowledge about academic stress had increased from the psychoeducation that had been given.

Giving a Post-Test (Scale) of Academic Stress to Students

In this session, the speaker gave approximately 10 days to find out what stress management strategies individuals applied after the psychoeducation was carried out so that they were able to reduce the academic stress they experienced. The results show that students are able to create and apply stress management strategies so that the level of academic stress experienced decreases and makes individuals more relaxed than before.

The Effectiveness of Psychoeducation to Reduce Academic Stress in Modern Islamic Boarding School Students

In this psychoeducation, the results of the pre-test and post-test have been proven to reduce academic stress experienced by students. Psychoeducation given to new students has a positive effect on improving students' learning achievement with low academic stress. The following is an explanation of the results before and after the intervention was carried out on students to determine the effectiveness of the psychoeducation that has been carried out. Knowledge measurement was carried out using a pre-test and post-test given based on the material presented. This measurement aims to determine the participants' understanding of the psychoeducational material presented.

Table 1. Wilcoxon test results (knowledge)

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	2.97	31	1.048	0.188
	Post-Test	4.68	31	0.653	1.117
Paired Samples Test Santri					
N	Z	Asymp. Sig (2-tailed)	Interpretation		
31	-3.924	0.000	Significant effect		

The results of the intervention on students before and after the intervention showed a change in the average score before and after the intervention. The intervention (pre-test) showed an average of 47.00, and the intervention (post-test) showed an average of 41.77. The results of Sig. (2 - tailed) are $0.00 < 0.05$ and $Z = -3.924$ indicating a significant difference between the pre-test and post-test which means there is a substantial influence before and after the intervention is given and it can be interpreted that there is a change before and after the intervention is given, where the level of academic stress of students shows lower after the intervention.

Table 2. Wilcoxon signed ranks test results

Ranks			
	N	Mean Rank	Sum of Ranks
Negative Ranks	20	10.50	210.00
Positive Ranks	0	.00	.00
Ties	11		
Total	31		

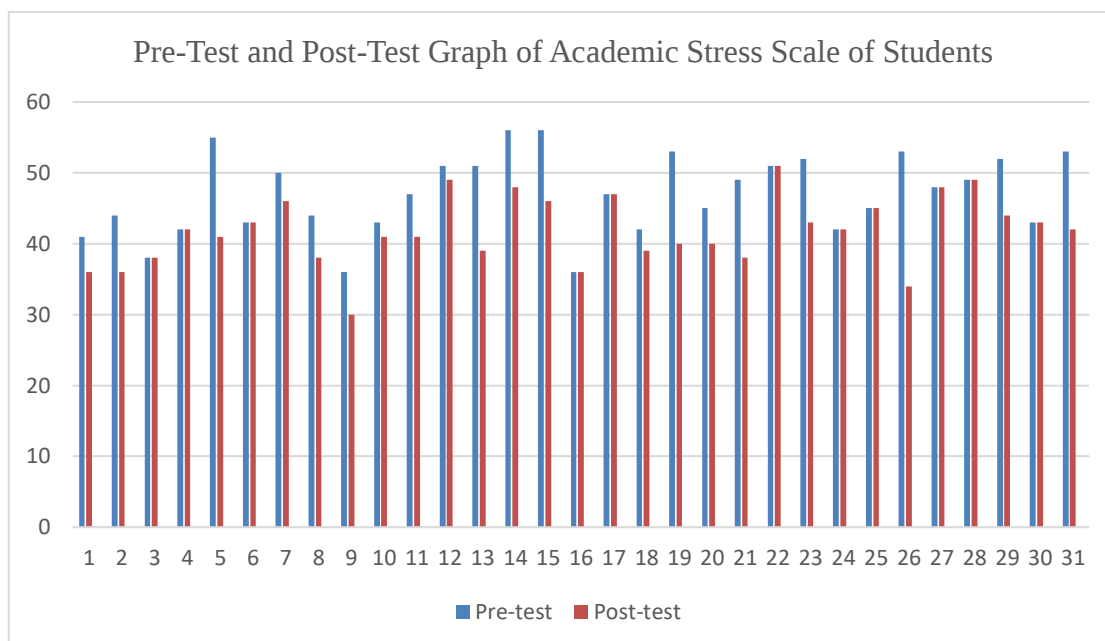


Figure 1. Pre-test and post-test results

Based on the results of the Wilcoxon test and the graph as shown in the image above, it shows that there is a significant difference before and after the intervention, although there are 11 students who have the same pre-test and post-test scores after the intervention, it is possible that 20 students have different results between the pre-test and post-test. This is also clarified by the results of the pre-test and post-test graphs where 20 post-test scores are consistently lower than the pre-test scores. This difference reflects a significant decrease in academic stress after the intervention was carried out. Meanwhile, 11 participants (students) did not experience an increase or decrease in the post-test and pre-test scores on the academic stress scale. In the context of academic stress, the decreasing score results indicate that the program provided has succeeded in reducing the level of stress experienced, thereby increasing learning motivation and allowing students to improve their achievements more optimally with better conditions (Laras et al., 2022). Meanwhile, scores that do not decrease or increase indicate that individuals have not been able to reduce the level of stress experienced. However, the majority of the total students who participated in psychoeducation showed a decrease in stress levels, which indicates the success of the program in designing stress management strategies so that it can support the welfare of students better than before.

This is in line with research Nadia & Andriany (2025) which revealed that students were better able to control their emotions and behavior after being given independent training to develop stress management strategies that had been taught during psychoeducation. Then at a value of $p = 0.00 < 0.05$, it can be interpreted that there is an influence before and after being given psychoeducation related to academic stress and stress management strategies. This is in line with previous research which showed an increase in competence in analyzing symptoms of academic stress and designing time management programs after psychoeducation was carried out so that it could reduce academic stress experienced by students (Laras et al., 2022). As previous research conducted by Adiyono (2020) showed several effective strategies used for stress management including relaxation, exercise, adequate sleep, time management, social support, developing coping skills, counseling, and positive thinking.

Furthermore, the results of this study also revealed that students were able to identify sources of stress, practice determining priorities, continue by designing a daily schedule program according to previously determined priorities, and consult with peers or female teachers if necessary. These stages are called the TALK method which is carried out as an effort to manage stress. Thus, the psychoeducation carried out has proven effective in increasing understanding related to academic stress and improving students' abilities in developing stress management strategies. Other studies also mention that there are several stress management strategies including relaxation, exercise, adequate sleep, managing time well, social support, developing coping skills, avoiding stress triggers, thinking positively, taking time to do things you like, and being realistic. In addition, there is the Guided Imagery technique, which is by imagining pleasant things that will make feelings happy and organized again so that they can reduce stress (Mentari et al., 2020). Then, the Breathing Exercise technique, which is a method that utilizes changes in breathing patterns to create relaxation in the body. In several studies, this technique has a positive impact on reducing stress and anxiety levels so that individuals are able to develop emotional regulation skills in adolescents more effectively. This technique has been shown to be able to reduce negative emotional levels and achieve relaxation in adolescents so that a comfortable and calm state is created which in turn individuals are able to identify emotions and have the skills to control positive thought patterns and behavior (Syaharani et al., 2024). The existence of several psychoeducational trainings that have been mentioned has been proven effective in reducing academic stress in students (Marlina et al., 2024).

Through psychoeducation and stress management strategy training that has been provided, it is expected that students will be able to develop better stress management strategies so that they do not experience academic stress. Meanwhile, the role of the female teacher in particular and peers is expected to be able to become social support for individuals in need so that in addition to having self-motivation, students continue to receive motivation from friends and female teachers to be able to achieve optimally. The role of the female teacher is also very much needed because she is the main companion while at the boarding school, so the female teacher's obligation is to continue to monitor and provide motivation to her students as a form of social support.

Implications of Psychoeducation for Self-Development and Academic Performance in Modern Islamic Boarding School Students

Psychoeducation plays a central role in supporting the self-development of students, especially in the Islamic boarding school environment which has complex academic and non-academic burdens. In a study conducted at the Darul Hikmah Modern Islamic Boarding School, the results showed a significant decrease in the level of academic stress in students after undergoing psychoeducation intervention, with an average pre-test score of 47.00 decreasing to 41.77 in the post-test ($Z = -3.924$; $p = 0.00$). This decrease in stress is very important because unmanaged academic stress can hinder concentration, reduce learning motivation, and potentially cause psychological disorders such as anxiety and sleep disorders, which ultimately have an impact on decreased academic performance.

This psychoeducation not only increases students' understanding of academic stress, but also equips students with stress management skills such as time planning, priority setting, and increased self-awareness. That way, students will be able to develop themselves more adaptively and be able to face various academic and non-academic

challenges with a more positive attitude, resilience, and confidence in making decisions and solving problems faced. In line with research Deng et al. (2022) which strengthens the concept that self-development not only includes cognitive aspects, but also emotional management and adaptive behavior in dealing with stress. Thus, psychoeducational interventions provide space for students to reflect on the academic pressures they face and adapt more constructively. As stated by Onnela et al. (2021), psychoeducation is a promotive and preventive strategy that can increase an individual's capacity to understand and overcome psychological challenges before they become more serious disorders. Psychoeducation provides students with practical skills in managing academic stress, such as time management techniques, priority setting, and emotional management.

Research Mardiyanti et al. (2024) supports these findings, where stress management psychoeducation has been shown to improve students' ability to recognize and manage stress, so that students are better prepared to face academic stress and are able to develop problem-solving skills effectively. In addition, research Ahmad et al. (2022) also shows that psychoeducation plays an important role in increasing students' resilience, adaptability, and academic achievement by strengthening emotional regulation and self-management skills. This support is in line with the findings Gong & Geertshuis (2023) which state that eustress or positive stress can increase motivation, learning focus, and students' academic performance. When stress is well controlled, individuals can experience positive pressure that motivates achievement and creativity. This is in line with the research of Saini et al. (2024) which explains that psychoeducation allows the transformation of stress from a destructive form of distress to eustress that encourages achievement. In line with that, the method TALK (*Temukan, Ajari, Latihan, Konsultasi*) implemented in this study not only functions as a preventive measure against stress, but also as a medium for self-development that encourages students to be more confident and resilient. The positive correlation between stress management skills and increased academic performance is also emphasized by Adiyono (2020); Amanvermez et al. (2023), which states that time management, relaxation, and counseling strategies are very effective in reducing the tendency to procrastinate and increasing learning focus. Psychoeducation designed based on a student's specific needs shows that systematic adaptive training can improve self-regulation, internal motivation, and overall academic potential development.

In addition to academic aspects, psychoeducation also plays a role in developing students' psychosocial aspects. With a better understanding of stress management strategies, students are able to adapt to the demanding boarding school environment, both academically and non-academically (Padmanabhan, 2023). This is reinforced by research Khan (2023) which emphasizes the importance of internal factors such as self-efficacy, emotional regulation, and optimism in reducing academic stress and increasing students' adaptability. Psychoeducational support also helps students build self-confidence, manage expectations, and reduce feelings of hopelessness that often arise due to academic pressure (Saputra & Affandi, 2024).

Furthermore, the implication of psychoeducation is the creation of a learning environment that is more supportive and responsive to the psychological needs of students. Stakeholders of Islamic boarding schools who understand the importance of stress management can design relevant mentoring, counseling, and training programs to support the sustainable development of students. This is in line with research McLean et al. (2023) which emphasizes the importance of social support in reducing stress and

improving student well-being. The social involvement of female teachers and peers in the psychoeducation process shows that environmental support is crucial in building a healthy learning climate (Rekozar & Damariyanti, 2022). Research Yudhistira et al. (2023) emphasizes that strong social support can reduce academic stress and increase self-confidence and motivation to achieve. Therefore, psychoeducational interventions that involve interpersonal elements and the Islamic boarding school system as a whole have great potential in creating a supportive and resilient educational environment against academic stress. Psychoeducation contributes not only to the academic aspect, but also as part of the student development program to create a generation that is not only intellectually intelligent, but also mentally and emotionally resilient in facing the dynamics of boarding school life and global challenges in the future.

IV. CONCLUSION

This study shows that the intervention program given to new students has proven to be effective in having a positive impact in increasing understanding of academic stress and stress management strategies. The results of the pre-test and post-test showed a significant increase in students' knowledge and awareness of the importance of stress management. In addition, after participating in the intervention in the form of stress management strategy training, it was also proven to be effective with a success rate of 64.5%, of which out of 31 students in total, 20 students experienced a decrease in academic stress. Time management is also a very important part of managing academic stress. Good time management training can reduce feelings of stress due to the burden of piling assignments, so that students can be more effective in managing their time and reducing the level of stress they experience. Psychoeducation and stress management strategy training play an important role in helping students manage academic stress by providing stress management skills such as time planning and priority setting, so that students become more adaptive and resilient in facing learning pressures. This approach not only reduces stress levels, but also improves academic performance and overall self-development so that effective stress management supports students' mental well-being and academic achievement. If academic stress is not managed properly, it can have a negative impact on students' mental health, including anxiety, sleep quality and ability to concentrate. Therefore, it is very important to pay more attention to students' mental health in the students' learning process. As a follow-up, it is recommended to implement ongoing psychoeducation and training programs for students so that stress management skills continue to develop. In addition, social support from peers and female teachers should be encouraged to help students who experience academic stress. Especially further training on time management and relaxation techniques also need to be provided to help students manage their academic load. Periodic monitoring and evaluation of students' academic stress is also very necessary to ensure the effectiveness of the interventions that have been carried out.

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