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# Academic Pressure in Schools on Psychological Stress in Students

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**Abstract**

This study aims to analyze the forms of academic stress experienced by students and their impact on their psychological well-being, while also analyzing the role of schools and teachers in managing this stress. This study uses a qualitative approach with a phenomenological approach, focusing on understanding the subjective experiences of students and teachers in the context of academic stress. Data were collected through in-depth interviews, observations, and documentation with one vocational high school student and one Islamic junior high school teacher, then analyzed using domain analysis techniques to obtain a comprehensive picture in line with the research focus. The results show that academic stress significantly impacts students' learning motivation, concentration, emotional stability, and learning effectiveness. This stress stems from high grade demands, excessive workloads, exam anxiety, parental pressure, and a dense curriculum. Furthermore, limited guidance and counseling services in schools exacerbate the risk of academic stress, so management still relies on informal teacher initiatives. Nevertheless, students demonstrate adaptive strategies such as time management, prioritization, and seeking support to cope with stress. The conclusion of this study confirms that academic success is inseparable from students' psychological well-being at any level. Therefore, schools need to develop a more flexible and adaptive curriculum, provide structured, professional and sustainable counseling services, and encourage process-oriented learning and character building.

**Keywords:** Academic Pressure, Stress, Mental Health.

## 1. INTRODUCTION

In today's increasingly competitive modern education, students often face significant academic pressure, ranging from high grade demands, assignment burdens, to high parental and social expectations (Lutfiyah et al., 2025). This pressure makes the learning process not only a cognitive activity but also a complex psychological experience. Excessive academic pressure has the potential to impact students' mental well-being, including reducing learning motivation, concentration, and emotional stability, which can ultimately hinder the achievement of overall educational goals. Academic stress is a factor that often

undermines students' psychological well-being, particularly in terms of emotions and mental balance (Mustika et al., 2025).

Student psychological health is a crucial factor in creating an effective and sustainable learning process (Nisa et al., 2025). When academic pressure is not managed appropriately, students are at risk of experiencing prolonged stress, anxiety, and even academic burnout. This condition impacts not only academic achievement but also character development and students' readiness to face future life challenges. Therefore, it is crucial for educational institutions to thoroughly understand how academic pressure

is experienced by students and how it impacts their psychological well-being (Irianto et al., 2022; Yunansah et al., 2022).

Although numerous studies have examined academic stress and student mental health, most studies focus on general perspectives of specific populations (Ilyas & Alistiar, 2025), thus lacking in-depth exploration of students' subjective experiences and teachers' perspectives. Furthermore, limited research links academic stress to real-world conditions in schools, particularly the role of the curriculum and the lack of guidance and counseling services. This indicates a research gap that needs to be filled through a qualitative approach based on direct experience (Herlambang et al., 2023; Wahid et al., 2022).

The novelty of this research lies in the use of a phenomenological approach (Alnashr, 2024) to deeply explore students' psychological

## 2. METHOD

This study uses a qualitative approach, while this type of research falls into qualitative phenomenology which aims to understand individuals' life experiences from their own perspectives (Adji, 2024). In this study, data collection was carried out through in-depth interviews involving direct interaction between researchers and respondents to obtain data in the form of their views, experiences, and perceptions, observations, and documentation (Jailani, 2023). Interviews were conducted as the main source in collecting data related to academic pressure at school that can trigger psychological stress in students. The data results for writing this article were obtained from one of the students of SMKN 1 Cimahi and a teacher of MTs Al-Ghiffary. Data analysis was carried out by reducing data, presenting data, and drawing conclusions that were verified during the study to increase validity. The analysis technique was carried out using domain analysis techniques, namely efforts carried out by researchers to obtain an overview of the data to answer the focus of the research (Qomaruddin & Sa'diyah, 2024). Where the focus of the research in this article is to determine academic pressure that triggers stress in students.

## 3. RESULT & DISCUSSIONS

experiences and teachers' perspectives on academic stress in the school environment. This research not only identifies the factors causing academic stress but also highlights the role of the curriculum, the limitations of guidance and counseling services, and students' adaptive strategies in dealing with stress. Thus, this research makes a novel contribution to the comprehensive understanding of academic stress from the perspective of direct educational actors.

This research aims to identify and analyze the forms of academic stress experienced by students and their impact on their psychological well-being. Furthermore, this study aims to examine the role and systems of schools in managing academic stress and formulate impacts for developing a healthier, more adaptive, and more well-being-oriented learning environment.

## Result

The results of this study found that academic pressure has a significant impact on student psychology, particularly on learning motivation, concentration, emotional stability, and learning effectiveness. This pressure arises from high grade demands, excessive workloads, exam anxiety, and pressure from parents and the school environment. These conditions have the potential to cause academic stress, making students feel uncomfortable and hindering their learning process. A dense curriculum can increase student stress. An ideal curriculum should be tailored to the abilities, needs, and characteristics of students. If the curriculum is too burdensome for teachers and students, learning becomes ineffective and educational goals are not optimally achieved.

Findings from an interview with a teacher at Al-Ghiffary Islamic Junior High School (Madrasah Tsanawiyah Al-Ghiffary) revealed that academic pressure can impact student psychology, affecting learning motivation, causing children to lose concentration, affecting their emotions, and ultimately hindering learning. During the interview, the teacher mentioned several factors contributing to student stress due to academic pressure: "The main factor that causes stress in students is the demand for high grades. Other factors include the large amount of assignments, exam anxiety,

parental pressure, and a dense and inflexible curriculum."

Teacher interviews revealed that as the curriculum becomes more intensive, student stress levels also increase. Teachers hope the curriculum will better reflect students' abilities and align with the school's vision and mission. Further findings revealed that at Al-Ghiffary School, there is currently no specific guidance and counseling program specifically designed to address student psychology. Therefore, the guidance and counseling efforts are limited to direct, hands-on approaches by individual classroom teachers, without a structured and organized program. Furthermore, teachers stated that they play a significant role in managing student stress.

These include taking a personal approach to students experiencing stress, providing guidance and emotional support, creating a comfortable and psychologically safe classroom environment, and acting as a liaison between students, parents, and the school. However, specialized guidance and counseling personnel are needed at the school to address student stress more thoroughly and professionally. Furthermore, in the interviews, teachers provided suggestions regarding the curriculum, hoping that it would not burden both students and teachers. The curriculum could better address children's psychological well-being, school abilities, and student abilities, as students' abilities vary. Therefore, the curriculum should be flexible and adaptable for students, not solely focused on academic grades, but should also consider students' psychological well-being and abilities, and should be oriented toward character development. This demonstrates that character development is more important than mere grades, as a healthy psychology will foster positive character development in the long term. Findings from an interview with a student at SMKN 1 Cimahi regarding academic pressures affecting daily life revealed that academic pressures sometimes disrupt sleep and rest schedules, making days feel busy and demanding. However, on the other hand, they also teach students how to manage their time.

Furthermore, the primary source of academic pressure experienced by these students is the close deadlines for assignments,

which can sometimes cause panic or lead to suboptimal results, especially if practical assignments are incomplete. Assignments often involve practical assignments and reports, often in the form of documents or videos. If practical assignments are not completed correctly, the report cannot be continued or completed properly or completely. In subsequent interviews, students shared experiences where academic pressure caused anxiety or stress. "There was a month before the final exams, and it felt like a nightmare, because almost every subject had a final project. At first, I was overwhelmed, but eventually, I just went through each day, choosing whichever was easier or quicker to complete first. It all came back to prioritization, and that's where I learned to stay calm and focus on each step."

This pressure can affect students' moods and motivation. Pressure often causes mood swings, especially when they feel overwhelmed. Students must find the right way to deal with each situation to avoid constant stress. One way students cope with this pressure is by asking for help, which can lead to solutions or assistance that can lighten the load. Further findings revealed that schools can reduce academic pressure by providing space for students to learn from the process, not just the results. Some still focus more on the end result without truly appreciating the process. When mistakes are seen as part of learning, students become calmer, more willing to try, and academic pressure feels less intimidating.

Furthermore, in interviews, students offered advice to others facing similar pressures: learn to manage your time, don't be afraid, just go through the motions, everything depends on your own perspective, and maintain physical and mental health, as learning is more optimal when both the body and mind are in good condition. Academic pressure is a normal thing, but how we deal with it makes a difference in the results. Don't procrastinate on assignments and if you are confused or feel lost, ask for help from the right people. If you want something more appropriate, go directly to a professional and get closer to the Almighty.

## Discussions

The data presented has been interpreted and analyzed using domain analysis

techniques, an effort undertaken by researchers to obtain an overview of the data to address the research focus (Qomaruddin & Sa'diyah, 2024). This research also focused on identifying and analyzing academic pressure that triggers psychological stress in students. Academic pressure is frequently experienced by students at various levels of education and can negatively impact their mental health if not managed properly (Budiman, 2024). An interview with a teacher at the Al-Ghiffary Islamic Junior High School (Madrasah Tsanawiyah) revealed that academic pressure significantly impacts students' psychology, disrupting their motivation to learn, concentration, and emotional well-being, all of which can hinder their learning process.

During the interview, the teacher explained that students experiencing this academic pressure often lose their intrinsic motivation to learn, have difficulty focusing, and are prone to symptoms of anxiety or frustration, which aligns with previous research findings on the risk of burnout in adolescents (Suharyanta & Janah, 2024). The main factors causing this stress include high grade demands, excessive workloads, exam anxiety, parental pressure, and a dense and inflexible curriculum, all of which directly contribute to increased student stress.

These findings indicate the need for systemic changes in the educational environment to prevent long-term declines in educational quality, such as high dropout rates or mental health issues. Teachers expect a curriculum that is more tailored to student abilities and the school's vision and mission. This can be achieved through reducing the workload, increasing psychological support such as counseling, and regularly evaluating the curriculum to make it more comprehensive and focused on student well-being. By implementing these recommendations, schools can create a healthier learning environment, support student psychology, and improve overall educational effectiveness.

Further findings from teacher interviews revealed the absence of a specific counseling program designed to address student psychology. Therefore, addressing academic stress still relies on classroom teachers' initiatives through direct, on-the-job approaches without any planned structure or

organization. This situation highlights limitations in the student mental health support system, where teachers often have to juggle teaching duties and their roles as informal counselors. This can reduce the effectiveness of treatment due to a lack of specialized training and sufficient time. Previous research has shown that guidance and counseling programs have the potential to produce a generation of students who are more emotionally balanced and better able to cope with life's challenges. This demonstrates the crucial role of guidance and counseling teachers in improving students' psychological well-being (Putri et al., 2024).

Teachers also stated that they play a crucial role in managing student stress, such as taking a personalized approach to identifying individual problems, providing empathetic guidance and emotional support, creating a comfortable and psychologically safe classroom environment to encourage free expression, and facilitating supportive communication. However, these findings emphasize the need for specialized guidance and counseling personnel in schools to address student stress more thoroughly, professionally, and sustainably. This aligns with previous research indicating that many schools lack adequate psychological support systems, while access to professional services remains limited. Therefore, Psychological First Aid (PFA) programs are a strategic approach for early detection and response to mild to moderate psychological distress in students (Hidayat & Arief, 2025).

The implication is that without a structured program, students' risk of experiencing problems such as anxiety or decreased motivation may increase, which can impact academic achievement and long-term well-being. Suggestions based on these findings include the development of formal counseling programs, teacher training in basic counseling skills, and collaboration with external psychologists for more effective treatment. This aligns with previous research that found that mental health education programs for adolescents successfully increased student knowledge, reduced stigma surrounding mental health, and triggered positive behavioral changes (Mahyus et al., 2025).

This allows schools to build a comprehensive educational environment that is responsive to students' psychological needs. This aligns with previous research that suggests that innovation in mental health education must be implemented within the context of school program development (Rofiqi & Ma (Nsyur, 2023). A subsequent interview with a teacher at MTs Al-Ghiffary emphasized the importance of curriculum changes to avoid burdening students and teachers, with a primary focus on children's psychological aspects, school abilities, and the varying abilities of students. This aligns with previous research that suggests the need for curriculum changes to reduce confusion and improve teaching effectiveness and balance the academic load, or even make it lighter and less burdensome for students (Zahra et al., 2025).

Teachers expect a more flexible and adaptive curriculum that does not solely pursue high academic scores but also considers students' psychological well-being and focuses on positive character development. This approach is based on the understanding that students' abilities vary, so a rigid curriculum can exacerbate academic stress and neglect individual needs, such as those who may take longer to grasp the material or who experience emotional challenges (Zahra et al., 2025). By making the curriculum more responsive to student psychology, schools can prevent the risk of burnout. These findings emphasize that student character development is a higher priority than mere grades, as a healthy psychology will shape long-term positive character traits, such as empathy, health, and responsibility. This aligns with previous research that mental well-being has become a primary concern within educational frameworks, where student psychological and academic development are equally important (Sanusi, 2023). Consequently, a character-focused curriculum can reduce academic stress. This teacher's suggestion also supports recommendations from previous research showing that integrating values such as honesty, responsibility, and caring into the curriculum successfully shapes student character (Sukmara et al., 2025). By implementing this flexibility, students learn not

only to achieve academic grades but also to become psychologically strong individuals.

The results of an interview with one student align with previous teacher findings and are consistent with previous research (Ilyas & Alistiar, 2025), particularly in recognizing the negative impacts of academic pressure on student psychology, such as sleep disturbances, stress, and decreased motivation. This aligns with the teacher's explanation of how this pressure hampers students' concentration and emotions. Although at different levels, both findings agree that the primary source of academic stress stems from the workload and the demanding curriculum. However, students offered a complementary perspective, emphasizing the positive aspects of academic stress, such as learning to manage time and develop skills.

Findings from student interviews indicate that academic stress is a normal part of the school environment, but how it is handled determines outcomes. This aligns with educational psychology research on the importance of student resilience (Riswandi et al., 2024). Consequently, schools need to foster a culture of process-to-outcome learning to reduce chronic stress, while students can develop skills to manage or cope with stress and difficult situations in healthy and positive ways. Thus, education should focus not only on academic achievement but also on psychological well-being, which can shape students who are more resilient and prepared to face future challenges.

Overall, students advised others to learn to manage their time, face challenges fearlessly, maintain physical and mental health, and seek help when confused. Academic stress is considered normal, but how it is handled determines outcomes. Student interviews identified academic stress as an opportunity for growth, with the themes of priorities, learning processes, and emotional support serving as practical guidelines, although the education system needs to change to reduce stress through a more holistic approach. This aligns with previous research that suggests that the use of coping strategies including time management, breaking down tasks into smaller chunks, seeking emotional support, and spiritual reflection have proven most effective in

reducing academic stress and helping maintain emotional stability (Fariz et al., 2025).

#### 4. CONCLUSION

Academic pressure has a significant impact on students' psychological well-being, particularly on learning motivation, concentration, emotional stability, and learning effectiveness. This pressure stems from high grade demands, excessive workloads, exam anxiety, parental pressure, and a dense and inflexible curriculum. Furthermore, limited guidance and counseling services in schools exacerbate the risk of academic stress, despite teachers' efforts to provide informal support. As a logical consequence for scientific development, these findings reinforce the importance of integrating psychological aspects into educational studies, particularly in research on academic stress, student mental health, and learning well-being. This research contributes to educational development by confirming that academic success cannot be separated from students' psychological well-being.

These results support educational theory that places mental well-being as part of the learning process. Excessive academic pressure has been shown to undermine learning motivation and effectiveness, thus reinforcing the theory that meaningful learning must balance academic demands, psychological well-being, and student character development. Practically, schools need to develop more flexible and adaptive curricula, provide structured guidance and counseling services, and encourage learning approaches that emphasize process, not just outcomes. Teachers need to be equipped with basic psychological support skills, while schools need to build an organized support system to create a healthy, safe, and well-being-oriented learning environment for students.

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