

EFEKTIVITAS PELATIHAN MANAJEMEN STRES HOLISTIK UNTUK MENURUNKAN *ACADEMIC STRESS* PADA SISWA KELAS TAKHASSUS

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Abstract: Academic stress has become a significant concern in religious-based secondary schools, where students are required to balance high academic expectations with intensive spiritual obligations. However, empirical studies addressing stress-management interventions remain specifically for special students limited, creating a need for preventive programs that consider their unique learning context. This study investigates the effectiveness of a holistic stress-management psychoeducation program in reducing academic stress among students in the Takhassus program at MAN 3 Padang. A quasi-experimental pretest–posttest control group design was used, involving 26 students selected through purposive sampling. The intervention consisted of eight psychoeducation sessions delivered over four weeks, integrating physical relaxation, emotional regulation, cognitive reframing, and spiritual grounding techniques. Academic stress (dependent variable) was measured using the Educational Stress Scale for Adolescents (ESSA), covering five indicators: pressure from study, workload, worry about grades, self-expectation, and dependency. The holistic stress-management psychoeducation (independent variable) demonstrated significant effects based on the paired t-test, which showed a substantial decline in academic stress after the intervention ($t = 39.697, p < .001$). The independent sample t-test further indicated that students in the experimental group experienced greater improvements in emotional regulation, cognitive flexibility, and spiritual awareness compared to the control group ($t = -11.852, p < .001$). These findings highlight the relevance of integrating holistic-based psychoeducation as a feasible preventive mental-health strategy for students in religious-intensive academic settings.

Keywords: *Holistic Psychoeducation, Academic Stress, Stress Management*

Abstrak: *Academic Stress* telah menjadi perhatian serius di sekolah menengah berbasis keagamaan, di mana siswa dituntut untuk menyeimbangkan ekspektasi akademik yang

tinggi dengan kewajiban spiritual yang intensif. Namun, studi empiris mengenai intervensi manajemen stres yang secara khusus ditujukan bagi siswa Takhasus masih terbatas, sehingga diperlukan program preventif yang sesuai dengan konteks pembelajaran mereka. Penelitian ini bertujuan untuk menguji efektivitas psikoedukasi manajemen stres holistik dalam menurunkan stres akademik pada siswa Program Takhasus di MAN 3 Padang. Penelitian menggunakan desain quasi-eksperimen dengan model pretest–posttest control group, melibatkan 26 siswa yang dipilih melalui purposive sampling. Intervensi terdiri dari delapan sesi psikoedukasi selama empat minggu, yang mengintegrasikan teknik relaksasi fisik, regulasi emosi, reframing kognitif, serta penguatan spiritual. Stres akademik (variabel dependen) diukur menggunakan Educational Stress Scale for Adolescents (ESSA), yang mencakup lima indikator: tekanan belajar, beban tugas, kekhawatiran terhadap nilai, ekspektasi diri, dan putus asa. Psikoedukasi manajemen stres holistik (variabel independen) menunjukkan efektivitas signifikan berdasarkan uji paired t-test, dengan penurunan stres akademik yang substansial setelah intervensi ($t = 39,697$; $p < 0,001$). Uji independent sample t-test juga menunjukkan bahwa siswa pada kelompok eksperimen mengalami peningkatan regulasi emosi, fleksibilitas kognitif, dan kesadaran spiritual yang lebih besar dibandingkan kelompok kontrol ($t = -11,852$; $p < 0,001$). Temuan ini menegaskan bahwa psikoedukasi berbasis pendekatan holistik relevan diterapkan sebagai strategi preventif kesehatan mental pada siswa di lingkungan akademik yang intensif secara religius.

Keywords: Psikoedukasi Holistik, *Academic Stress*, Manajemen Stres, Siswa Takhasus

INTRODUCTION

Academic stress in adolescents has become a global issue, directly impacting mental health and academic performance. Various international studies have shown that high academic pressure triggers learning anxiety, emotional exhaustion, and low psychological well-being (Pascoe, Hetrick, & Parker, 2020; Zhang et al., 2022). Similar conditions also occur in Indonesia. A 2023 report from the Ministry of Education and

Culture noted that 58% of secondary school students experience high levels of academic stress, characterized by heavy assignments, demanding grades, and competitive pressure among students. These findings indicate that academic stress is not only a common phenomenon but has reached alarming levels and requires targeted intervention. (Illah, Novi, & Hadianto, 2025).

Novelty While adolescents generally face academic challenges, students in Takhassus classes have more complex characteristics. The dual curriculum, which demands both high academic achievement and intensive religious commitment, such as memorizing the Quran and daily religious activities, places them under greater stress than regular students. Initial assessment data at MAN 3 Padang showed that Takhassus students are often overwhelmed by their busy schedules, memorization demands, and competition preparation, resulting in decreased motivation and learning performance. However, to date, empirical research on academic stress in the Takhassus population is still very limited, so their stress vulnerability characteristics have not been adequately mapped in the literature. (Nadia & Andriany, 2025). Theoretically, the Academic Expectation Stress model (Ang & Huan, 2006) explains that academic stress arises when learning demands and expectations exceed students' adaptive capacities. This view is reinforced by Lazarus and Folkman's (1984) transactional stress model, which emphasizes that stress results from the interaction between cognitive evaluation and emotional regulation abilities. In the context of Takhassus students, an

imbalance between academic-religious demands and adaptive capacities can increase the risk of anxiety, mental exhaustion, and decreased emotional well-being (Rahman & Shaheen, 2023; Sriwahyuningsih, Barseli, & Afrianti, 2023).

Various stress management interventions have been developed globally (Kim & Park, 2021; Wong & Yu, 2022), but most still focus on behavioral and cognitive aspects. However, for students with religious educational backgrounds, the spiritual dimension plays a crucial role in emotional regulation and the meaning of life (Henriques, 2021). Research in India (Rentala et al., 2019) shows that Holistic Stress Management is effective in reducing academic stress and improving the psychological well-being of adolescents. However, such a holistic approach is rarely implemented in the context of Islamic education in Indonesia, especially for Takhassus students with specific needs. In Indonesia, several studies have shown that psychoeducation can improve students' understanding of academic stress and coping strategies (Marlina et al., 2024; Jafar, Hidayat, & Fitriah, 2025; Nadia & Andriany, 2025). However, most of these interventions have not systematically

integrated spiritual aspects. This is where the research gap lies: there is no holistic psychoeducational program that simultaneously combines physical, emotional, cognitive, and spiritual dimensions, especially for Takhassus students who face higher academic-religious stress.

Continuous pressure from academic, social, and personal expectations can disrupt the emotional and physiological balance of adolescents. According to Gross (1998) in (Saksabella & Lesmana, 2025) Emotional regulation is a person's ability to regulate and control their emotions, which significantly impacts psychological well-being and their ability to cope with the stresses of everyday life. During this time, adolescents are often confronted with intense emotions, which, if not managed properly, can lead to various problems such as anxiety and impulsive behavior. In a sensitive developmental phase like adolescence, responses to these stresses can trigger psychological disorders such as anxiety, mental fatigue, and decreased motivation to learn. (Sriwahyuningsih, Barseli, & Afrianti, 2023).

According to Itsna Hasni, Supriatun, & Artauli Lumban Toruan, (2023) Academic

stress is associated with a person's inability to cope with circumstances that can endanger or threaten their health, which is the result of an evaluation of the relationship between the individual and their environment. (Nadia & Andriany, 2025). The impact on the mind will cause difficulty in concentrating, the tension that develops can cause stress and can confuse the mind when carrying out activities. (Marlina, In Kartika, et al., 2024).

Students in the Takhassus class at MAN 3 Padang City have unique characteristics compared to regular students. They undergo a dual curriculum that demands high academic achievement in both general and religious subjects, such as memorizing the Quran. The combination of a heavy academic and religious burden makes Takhassus students more vulnerable to academic and emotional stress. Similar research in Indonesia by Rahmawati and Rachmawati (2020) and Sari and Handayani (2021) also shows that academic stress is correlated with low social support and poor emotional regulation skills in high school students during intensive learning.

Various stress management programs have been developed globally (Kim & Park,

2021; Wong & Yu, 2022). However, most still emphasize behavioral techniques without integrating spiritual aspects and meaning in life, even though the spiritual dimension has been shown to be important in reducing academic stress and improving students' psychological well-being. This raises the need for a more comprehensive and contextual approach, especially for students with a strong religious background, such as those in Takhassus classes.

The concept of holistic stress management can be implemented by establishing mental health units focused on psychological well-being, including in Islamic boarding schools. Various forms of education can be provided to create mentally healthy schools in Islamic boarding schools, including mental health education and training programs. (Illah et al., 2025) Henriques (2021) also emphasized that optimal well-being can be achieved when the psychological and spiritual dimensions interact harmoniously. Psychoeducation is a form of psychological intervention that plays an important role in prevention and treatment efforts. *academic stress* among students. With psychoeducation, students receive information and learning about the concept of academic stress, its causes, and

its impact on physical and mental health. (Fatoni, Nurhajarurahmah, & Musawira, 2024).

Based on previous research by (Jafar, Hidayat, & Fitriah, 2025) showed that psychoeducation was effective in increasing understanding and reducing academic anxiety in students, although the duration and approach used needed to be improved. Research by (Nadia & Andriany, 2025) showed that psychoeducation was successful in helping students reduce academic stress levels at SMPN 180 Jakarta. Other research by (Marlina, Iin Kartika, et al., 2024) This indicates an increase in knowledge about the concept of academic stress and how to manage it. Students found the psychoeducational materials very helpful in overcoming the academic problems they faced. Although various stress management programs have been developed globally (Kim & Park, 2021; Wong & Yu, 2022), most focus on cognitive and behavioral aspects without considering the spiritual dimension. However, research shows that integrating spiritual aspects can improve psychological well-being (Henriques, 2021). Based on this description, the research problem statement in this study is: the unavailability of a holistic approach-

based psychoeducational model specifically designed to reduce academic stress in students with an intensive religious curriculum, such as Takhassus class students. Therefore, this study aims to test the effectiveness of Holistic Stress Management Psychoeducation in reducing academic stress levels in Takhassus class students at MAN 3 Padang.

RESEARCH METHODS

This study applied a quantitative method with a quasi-experimental design using a pretest–posttest control group design approach (Sugiyono, 2019). This study involved two groups: an experimental group that received holistic stress management training and a control group that received no treatment during the study period. Group formation was carried out through natural grouping based on existing Takhassus classes, because the school did not allow random assignment between classes. The use of natural grouping has the potential to cause internal validity bias; therefore, the researcher conducted initial equalization through pretest scores to ensure that both groups had relatively equal levels of academic stress before the intervention.

The research sample consisted of 26 students taken from the Takhassus Class

student population of MAN 3 Padang City in the 2025/2026 Academic Year, using a saturated sampling technique. The selection of participants was carried out after obtaining official permission from the school and written consent from students and parents. This research was conducted at MAN 3 Padang City on October 1–4, 2025, with a total of eight intervention activity sessions. Each session lasted for 90 minutes and was carried out in a structured manner over four days. Prior to implementation, the researcher explained the objectives, procedures, duration, and the participants' right to refuse or withdraw without consequence.

The instrument used in this study was the Educational Stress Scale for Adolescents (ESSA) developed by Sun, Dunne, Hou, and Xu (2011). This instrument was previously adapted and modified by Kemala Putri Kustiani, Suhendri, and Leni Iffah (2024) in a study on the level of academic stress in high school students. This questionnaire consists of 16 items divided into five main dimensions: pressure from study, workload, worry about grades, self-expectation, and despondency. The total score indicates that the higher the value, the higher the level of academic stress experienced by students. This

instrument has been translated and tested for validity and reliability with an alpha coefficient of $0.87 > 0.6$.

An important methodological note should be emphasized: the ESSA was used only to measure academic stress as the dependent variable, not to assess improvements in emotional regulation, cognitive flexibility, or spiritual awareness. These three aspects are not part of the ESSA and are the focus of the intervention, not the research measurement indicators.

Holistic stress management training as an intervention encompasses physical (relaxation and breathing), cognitive (positive self-talk and self-awareness), emotional (emotional management and journaling), and spiritual (gratitude and self-reflection) aspects. This intervention is designed to provide a comprehensive approach to helping participants manage academic stress.

The research process was carried out in three main stages: preparation, intervention implementation, and outcome evaluation. During the preparation stage, researchers coordinated with the school, developed a holistic psychoeducational module, and administered a pretest to all participants. The implementation phase consisted of eight 90-minute intervention sessions. This

eight-session approach was based on the principles of stress appraisal and coping by Lazarus and Folkman (1984), which explain that stress can be effectively managed when individuals understand and reassess demands and develop adaptive coping strategies. The evaluation phase involved administering a posttest after all sessions to assess the effectiveness of the intervention.

Data analysis was performed using parametric statistical tests after first fulfilling the requirements for normality and homogeneity of variance. Normality was tested using the Kolmogorov–Smirnov test, while homogeneity was tested using Levene's Test. The significance level was set at $\alpha = 0.05$. If the assumptions were met, a paired sample t-test was used to test differences in stress levels before and after the intervention, and an independent sample t-test was used to test differences in academic stress levels between the experimental and control groups. All data analyses were performed using IBM SPSS Statistics software version 26.0.

The holistic stress management psychoeducation program is structured into eight systematically designed activity sessions to help participants develop self-awareness, emotional regulation, and

adaptive coping strategies in dealing with academic stress. Each session has different objectives and activities focused on developing the physical, cognitive, emotional, and spiritual aspects of the participants. Each session is facilitated by researchers under the supervision of two supervising lecturers: a primary supervisor with expertise in research methodology and psychological interventions, and an educational psychology lecturer experienced in developing modules and stress interventions for adolescents. To maintain consistency, all sessions utilize standardized psychoeducational modules. Quality control (fidelity checks) is conducted through session observation sheets, regular supervision of the supervising lecturers, and process recording at each meeting to ensure that all interventions are conducted according to established standards.(Sugiyono, 2019). Details of the stages of psychoeducational activities are presented in the following table.

Sessi on	Activity Objectives	Main Material / Activities
1	Building a foundation of self-awareness and holistic balance as capital in dealing with	“Three Blessings of the Day” reflection exercise, where participants write down three things

	academic and spiritual stress.	they are grateful for that day.
2	Help participants differentiate between positive (eustress) and negative (distress) stress and relate them to their personal experiences.	Reflection activity by writing down the last two stressful experiences, then classifying whether they are eustress or distress, and explaining the reasons.
3	Help participants identify real stressors they experience at home and at school.	Self-reflection activity by dividing the paper into two columns: “School” and “Home,” then writing down 2–3 things that are sources of stress in each context.
4	Practice the skill of changing negative thoughts into positive affirmations.	Participants were asked to imagine a difficult situation (for example, failing to memorize something, being scolded by a teacher, or feeling left behind), then write down a negative version of self-talk and replace it with a positive sentence.
5	Practice basic skills to manage negative	Participants were asked to choose one emotion that frequently arises

	emotions in a healthy way.	(for example, anger), then answer three reflective questions: (1) what triggers it, (2) how do they react, and (3) what healthy ways can be done?	
6	Practicing affirmations and journaling as a daily habit to build a strong and calm mental state in students.	Participants were invited to answer reflective questions such as: "When was the last time you said something kind to yourself?", "What do you like about yourself today?", "Who are you without the pressure of grades and memorization?", and "Have you been grateful for one simple thing today?"	8
7	Help participants understand the importance of social support and the courage to ask for help when feeling overwhelmed.	Participants were invited to reflect through the questions: "What are the three main strengths that God has given me?", "Who is the person who supports me the most?", and "Do I appreciate and be grateful enough for that support?"	Equipping participants with concrete coping strategies that can be applied in dealing with academic stress
			Participants were asked to write down three reflective things: (1) healthy coping that will be done starting tomorrow, (2) negative coping that must be left behind, and (3) how to make a more realistic daily schedule.

RESULTS AND DISCUSSION

RESULTS

The research results show scale data *academic stress* pretest and posttest of the experimental and control groups were distributed normally and homogeneously. There were The effectiveness of holistic stress management psychoeducation in reducing academic stress levels in special education students at MAN 3 Padang City. based on the results of the Independent Sample t-Test with a sig. value of $0.000 < 0.05$. Besides that, Hypothesis test analysis using paired t-test obtained a significance value of $0.000 < 0.05$ and $t \text{ count} > t \text{ table}$ ($39.697 > 2.160$) so it can be concluded that there is a difference in the level of academic stress of students before and after participating in the holistic stress management psychoeducation program. After participating in eight

psychoeducational sessions involving physical, emotional, cognitive, and spiritual exercises, students showed a significant reduction in academic stress scores.

In addition to the statistical test results, this study also presents the changes experienced by participants through reflective activities during each psychoeducation session. A summary of these qualitative results is presented in Table 6 below, illustrating participants' progress from session to

session during the program. The table shows an increase in self-awareness, emotional regulation, and coping skills from the beginning to the end of the psychoeducation session. This indicates that the holistic stress management psychoeducation program positively impacted participants' mental and spiritual balance.

Table 1. Descriptive Analysis

Group	N	Effect Size	Mean	Standard Deviation	Min	Max
Experiment Pretest	13	10.14	73.38	4,032	67	79
Experiment Posttest	13	12.00	24.85	4,059	20	34
Control	13	18.97	54.92	8,200	41	71

Based on Table 1, the results of the descriptive analysis show that the experimental pretest group had an average score of 73.38 with a standard deviation of 4.032, indicating that the level of academic stress of participants before the intervention was in the relatively high category with a homogeneous data distribution. After the intervention was given, the average value of the experimental posttest decreased significantly to 24.85 with a standard deviation of 4.059, indicating a decrease in

the level of academic stress in the experimental group participants. Meanwhile, the control group had an average of 54.92 with a standard deviation of 8.200, with no significant changes due to not receiving treatment. The range of values in each group (pretest 67–79; posttest 20–34; control 41–71) further clarifies the differences in the pattern of change between the experimental and control groups.

Table 2. Normality Test Results

Group	Kolmogorov Smirnov		
	Statistics	df	Sig
Experiment Pretest	0.931	13	0.349
Experiment Posttest	0.913	13	0.201
Control	0.980	13	0.978

Based on Table 2, the results of the normality test using the Kolmogorov–Smirnov test show that all groups have a significance value (Sig.) greater than 0.05. The experimental pretest group obtained a Sig. value of 0.349, the experimental posttest group 0.201, and the control group

0.978. Thus, it can be concluded that the data in all three groups are normally distributed. These results indicate that the normality assumption is met, so parametric analysis can be used in the next testing stage.

Table 3. Results of Homogeneity Test

Academic Stress	Homogeneity of Variances		
	Levene Statistics	df	Sig
Based on Mean	3,539	13	0.072
Based on Median	3,542	13	0.072
Based on Median and with adjusted df	3,542	13	0.076
Based on trimmed mean	3,595	13	0.070

Based on Table 3, the results of the homogeneity test using Levene's Test show that all significance values are above 0.05. In the test based on the mean, the Sig. value is 0.072, based on the median 0.072, based

on the median with adjusted df 0.076, and based on the trimmed mean 0.070. Since all Sig. values are > 0.05 , it can be concluded that the variance between groups is homogeneous. Thus, the assumption of

homogeneity is met and the data meets the requirements for further analysis using parametric tests.

Table 4. Results of the Independent Sample T-Test

Academic Stress	<i>Independent sample t-test</i>			<i>95% Confidence Interval of the Difference</i>	
	t count	df	Sig	<i>Lower</i>	<i>Upper</i>
<i>Equal variances assumed</i>	-11,852	24	.000	-35,314	-24,839
<i>Equal variances not assumed</i>	-11,852	17,547	.000	-35,418	-24,736

Based on Table 4, the results of the Independent Sample t-Test show that there is a significant difference between the experimental group and the control group. Assuming homogeneous variances (equal variances assumed), the t-value is -11.852 with 24 degrees of freedom (df) and a significance value of 0.000 ($p < 0.05$). This indicates that there is a very significant difference in the average academic stress between the two groups after the treatment

is given. The 95% confidence interval is in the range of -35.314 to -24.839, which means the average difference between the groups is consistently in the negative interval, indicating that the experimental group has a much lower level of academic stress than the control group. Thus, these results confirm that the intervention given is effective in reducing student academic stress.

Table 5. Paired T-test Results

	<i>Independent sample t-test</i>			<i>95% Confidence Interval of the Difference</i>	
	<i>t count</i>	<i>df</i>	<i>Sig</i>	<i>Lower</i>	<i>Upper</i>
Experiment Pretest - Experiment Posttest	39,697	12	.000	45,874	51,203

Based on Table 5, the results of the Paired t-Test between the pretest and posttest scores in the experimental group showed a highly significant difference after the intervention was given. The t-value of 39.697 with 12 degrees of freedom (df) and a significance value of 0.000 ($p < 0.05$) indicates that there was a very strong and significant decrease in academic stress in the experimental group participants. The

95% confidence interval ranges from 45.874 to 51.203, indicating that the average difference between the pretest and posttest is consistently in the large positive range. Thus, it can be concluded that the psychoeducational intervention provided was very effective in reducing the level of academic stress of students in the experimental group.

Table 6. Summary of Results of Holistic Stress Management Psychoeducation

Session	Key Results / Participant Reflections	Session	Key Results / Participant Reflections
1	a. A sense of gratitude and self-awareness emerged. Participants felt calmer and more accepting of themselves.		and distress. Recognize the impact of stress on the body and mind.
2	a. Participants understand the difference between eustress	3	a. Participants recognize sources of stress at school and at home. Understand the

Session	Key Results / Participant Reflections
	relationship between the environment and emotions.
4	a. Able to replace negative thoughts with positive affirmations. b. Grow self-confidence and optimism.
5	a. Recognize triggers for angry emotions and healthy ways to manage them. Learn to express emotions more adaptively.
6	a. Realizing the importance of positive self-talk and journaling b. Self-acceptance and inner peace emerge
7	a. Realizing the meaning of social support and spiritual strength b. Increasing feelings of empathy and gratitude
8	a. Able to develop a realistic coping plan b. Committed to leaving negative habits such as procrastinating

Discussion

The results showed that holistic stress management training resulted in a highly significant reduction in academic stress levels in the experimental group. The large

difference between pretest and posttest scores indicated that the intervention had a strong effect on changing students' psychological states. These findings confirm that previously perceived high academic stress can be substantially reduced when students are provided with structured coping strategies relevant to their academic lives in the Takhassus class.

This powerful impact needs to be understood through the internal processes that occur during the intervention. The holistic program not only offers relaxation techniques but also creates an emotional and reflective learning experience that allows students to reinterpret the sources of their stress. In the initial phase of the intervention, students are encouraged to recognize stress symptoms and their perceptions of academic demands, a crucial step in the stress appraisal mechanism according to Lazarus and Folkman (1984). This change in perception is the initial step in stress reduction.

The physical components of the intervention, such as diaphragmatic breathing and muscle relaxation, neuropsychologically reduce sympathetic nervous system activation, which typically increases when students face academic stress. Increased parasympathetic

activation allows students to achieve a more stable physiological state, reducing the fight-flight response. This helps students remain calmer when facing daily academic challenges.

On the other hand, cognitive components such as positive self-talk, cognitive reframing, and self-awareness enable students to reorganize automatic thoughts that were previously negative ("fear of failure," "grades must be perfect," or "the burden is too heavy"). These changes in thought structure significantly influence the reduction of academic stress scores because the ESSA specifically measures worry about grades, pressure from study, and self-expectation—dimensions most relevant to students' cognitive processes. (Jafar et al., 2025).

The emotional dimension of intervention also plays a crucial role in the mechanism of change. Journaling and emotional labeling activities help students externalize internal stress so that emotional burdens no longer accumulate. The ability to accurately identify emotions improves emotional regulation, in line with research findings by Ihdalumam & Meiyuntariningsih (2024), which confirmed that emotional regulation psychoeducation is effective in reducing negative behavior in adolescents.

The spiritual aspect is one of the elements that distinguishes this program from conventional psychoeducation. Reflection on values, prayer, and spirituality-based grounding help students gain new meaning in their learning process. In the context of Takhassus, which is full of academic and religious demands, the integration of spiritual values enables students to feel the connection between self-identity, learning goals, and inner peace. This spiritual meaning-making mechanism strengthens the intervention's impact, resulting in more stable stress reduction.

The highly statistically significant intervention effect can be explained by the simultaneous combination of these four aspects. The holistic approach works synergistically at the physiological, cognitive, emotional, and spiritual levels, so the changes that occur are not partial. This differs from other interventions, such as single-person self-talk psychoeducation (Fajrin et al., 2023), which do not show significant changes because they focus only on one aspect. Layered interventions offer a greater opportunity to produce stronger behavioral and perceptual changes.

Furthermore, the intensive duration of the intervention (8 sessions over 4 days) contributed to the magnitude of the effects.

High-frequency interventions allow students to consistently practice techniques, resulting in faster learning effects and internalization of coping strategies. Research by Amelia et al. (2025) supports this by demonstrating that intensive psychoeducational interventions produce significant changes in a short period of time.

Consistent intervention implementation—with standardized modules, lecturer supervision, and fidelity checks—was also a methodological factor that strengthened the impact. This quality control minimized implementation bias and ensured that all students received the same intervention experience. Given the quasi-experimental design, which precludes random assignment, this type of quality control played a crucial role in maintaining the study's internal validity. (Akademir & Gunduz, 2022).

Overall, the research findings indicate that the reduction in academic stress is not only statistically significant but can also be explained through logical neuropsychological and psychosocial mechanisms. The integration of physical, cognitive, emotional, and spiritual aspects provides a more comprehensive impact than any single intervention. These results

confirm that a holistic approach is highly relevant for Takhassus students facing high academic pressure and intense spiritual needs. Therefore, this program can be considered as a model for sustainable preventive intervention in faith-based schools. (Amelia et al., 2025).

CONCLUSION AND SUGGESTIONS

Conclusion

Based on the results of the data analysis, the researcher concluded Holistic stress management psychoeducation has been proven effective in reducing academic stress levels in special education students at MAN 3 Padang City. These results confirm that the integration of physical, mental, and spiritual aspects in psychological interventions can improve students' overall well-being. This research provides an empirical contribution to the development of an Islamic-based psychoeducational program as a preventive approach to *academic stress* in religious schools. Future research is recommended to use a longitudinal design to assess the long-term effects of interventions on psychological well-being. In addition, researchers also concluded There is a difference in the level of academic stress of students before and

after participating in the holistic stress management psychoeducation program.

Suggestion

This research can serve as a reference for developing psychoeducational models for stress management using other approaches. Furthermore, future researchers are advised to employ a longitudinal research design to assess the sustainable impact of these psychoeducational interventions.

Furthermore, given the high levels of academic stress among students, schools are expected to consider integrating psychoeducational stress management programs routinely as part of guidance and counseling services, particularly for students in special needs classes with higher academic burdens.

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