The Impact of Academic Pressure on Students' Mental Health in the Context of Modern Education

[1]Sahbuki Ritonga, [2]Elviana Sinaga, [3]Naimah Agustina, [4]Chandra, [5]Azhar.

[1,2,5]Sekolah Tinggi Ilmu Tarbiyah Al-Bukhary Labuhanbatu, Sumatera Utara. [3]Sekolah Tinggi Ilmu Tarbiyah Padang Lawas, Gunung Tua, Sumatera Utara, [4]Universitas Islam Negeri Sekh Ali Hasan Ahmad Addary Padangsidimpuan, Sumatera Utara.
E-mail: [1]sahbuki@gmail.com, [2]naimahagustina@gmail.com, [3]sinagaelviana74@gmail.com, [4]chandrasimamora1987@gmail.com, [5]azhar21.online@gmail.com.

ARTICLE INFORMATION	ABSTRACT
	This study aims to analyze the impact of academic pressure on students' mental health in a modern, competitive, results-oriented education system. Current education is characterized by high demands, a dense curriculum, and cognitive-based assessment standards, which often neglect students' emotional aspects. The study used a qualitative approach with a descriptive survey method, involving 30 high school students in grades 11 and 12 from three major cities in Indonesia. Data were collected through an open-ended questionnaire and analyzed using thematic analysis techniques. The results showed that the majority of students experienced academic pressure that negatively impacted their mental health, such as stress, anxiety, fatigue, sleep disturbances, and academic burnout. Furthermore, students also found it difficult to manage their time between schoolwork and personal needs. Although some students stated they received support from their schools, most felt that the education system still did not adequately address the balance between academic achievement and mental health. Therefore, a more humane educational policy reform is needed, with an empathetic and responsive approach to students' psychological conditions. This study recommends the importance of integrating mental health support services into the curriculum and learning system in schools.

1. INTRODUCTION

Modern education is currently undergoing a significant transformation marked by the integration of digital technology, expanded access to global information, and demands for academic achievement based on international competency standards. (Siregar et al., 2025) The acceleration of digitalization facilitated by various online learning platforms, artificial intelligence algorithms, and adaptive assessment systems has transformed education into a more automated and standardized environment. (Karisma et al., 2023) Behind these achievements lies a worrying reality: the increasing psychological burden felt by students facing the complexity of an increasingly competitive education system. A dense curriculum, the dominance of quantitative assessments, and high expectations from various parties are pushing students to a point of mental exhaustion that can no longer be ignored. (Daulay & Rangkuti, 2024)

They are not only required to excel academically, but also to be adaptive, communicative, and productive in various aspects, often without adequate emotional support. This situation marks a shift in the educational paradigm, which focuses on performance but often neglects the psychosocial well-being of students. (Maghfiroh et al., 2024) In this context, academic stress is no longer a marginal issue but has become a systemic phenomenon inherent in contemporary educational structures. Conceptually, academic stress refers to a stressful psychological experience resulting from an imbalance between learning demands and an individual's capacity to meet them.

Currently, this stress is exacerbated by the partial implementation of distance learning, an inflexible numerical-based evaluation system, and minimal attention to the affective aspects of learning. (Fadly, 2024) Furthermore, the prevalence of social comparison through social media leads students to constantly judge themselves based on the academic achievements of others, which often lowers self-esteem and triggers psychological disorders. Students experiencing chronic stress are at risk of developing symptoms of disorders such as stress, anxiety, mild to severe depression, and even academic burnout. (Hidayat et al., 2025) The school environment, which should be a place for character building and emotional nourishment, has instead become a space of stiff and oppressive competition. This paradox is the primary challenge facing modern education in various parts of the world, including Indonesia. (Akip et al., 2025)

Various international studies have identified a significant correlation between academic pressure and the rise in mental health disorders among adolescents. A report from the World Health Organization (WHO, 2021) revealed that 1 in 7 adolescents globally experience mental health problems, with academic pressure being a major contributing factor. A follow-up study conducted in 2024 by UNICEF and UNESCO highlighted that post-pandemic, study pressure in developing countries actually increased sharply due to aggressive and rushed attempts to catch up on academic losses. (Agustin & Hidayah, 2024) In Indonesia, data from the Ministry of Education, Culture, Research, and Technology's Center for Assessment and Learning shows that more than 60% of students experienced academic stress in the past year, primarily due to excessive workloads and an imbalance between study and rest. This demonstrates that academic stress is no longer an individual phenomenon, but a structural issue that requires systemic intervention. (Abdurrohman & Adip, 2025) In other words, coping efforts cannot be achieved solely through counseling; they must be supported by educational policies that integrate mental health aspects into the curriculum and pedagogy.

The impact of unmanaged academic stress can extend to various dimensions of students' lives. In the short term, students experience difficulty sleeping, decreased concentration, and emotional disturbances such as irritability or social withdrawal. (Purnomo et al., 2025) In the long term, this can lead to academic burnout, loss of motivation to learn, and even dropping out of school. Furthermore, constant pressure has the potential to hinder character development, adaptive skills, and students' creativity in solving problems independently. (Ramadhoni & Kholidin, 2025) In fact, all of these competencies are key pillars of Pancasila-based student profile education and character education globally. Without comprehensive management, academic pressure can become a major obstacle to achieving national education goals and the Sustainable Development Goals (SDGs) in the education sector, particularly the targets of ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all. (Zahwa & Hanif, 2024)

Against this backdrop, the urgency of research into the impact of academic pressure on students' mental health in the modern education system cannot be overstated. In an increasingly complex and highly adaptable world, it is crucial to reevaluate the educational orientation that has traditionally prioritized academic performance over students' psychological well-being. (Rofiqi & Mansyur, 2023) Therefore, the research problem formulation that is the focus of this research is: How does academic pressure affect students' mental health in a modern, competitive and results-oriented education system. The purpose of this study is to comprehensively analyze the forms and sources of academic pressure faced by students today, and evaluate its psychological impact, in order to formulate policy recommendations and pedagogical approaches that are adaptive and oriented towards a balance between academic achievement and mental health. This research is expected to enrich scientific discourse in the field of education, as well as contribute to the

formation of a more inclusive, empathetic, and sustainable education system in the future. (Sinulingga et al., 2024)

2. RESEARCH METHODS

This study used a qualitative approach with a descriptive survey method, which aims to understand in depth students' perceptions, interpretations, and experiences regarding academic pressure and its impact on mental health in the context of modern education. The choice of this approach is based on the characteristics of the problem that emphasizes subjective and contextual aspects, where social reality is understood through the views and meanings formed by the individual themselves. In other words, this approach provides space for researchers to examine students' psychosocial dynamics, including the emotional and socio-cultural factors that shape their experiences in dealing with academic pressure. The survey method in this context was applied qualitatively, with an instrument in the form of an open-ended questionnaire developed through the Google Form platform. The use of Google Form was chosen because it facilitates the distribution of questionnaires to various schools online and allows students to respond flexibly without time or situational pressures. The questionnaire was designed with open-ended questions that allow participants to write a reflective narrative about: (1) Do you feel that the academic pressure you are currently experiencing has a negative impact on your mental health (such as stress, fatigue, or anxiety). (2) Have you ever experienced prolonged stress or anxiety due to the large number of assignments or exams at school? (3) Do you feel that teachers and the school have provided sufficient support for the mental health of students affected by academic pressure. and (4) Do you agree that the current education system needs to be changed to better balance the balance between academic achievement and students' mental health? Each question is structured to encourage students to share their authentic experiences freely and narratively, without the constraints of closed-ended answer choices.

The population of this study was eleventh and twelfth grade senior high school (SMA) students from urban areas in Indonesia, who were purposively selected based on their high level of academic preparedness and the proximity of the final exam phase, which has the potential to cause significant stress. A total of 30 students participated, from three different schools in three major cities: Medan, Riau, and Jambi. The sampling technique was purposive sampling, with inclusion criteria being students' willingness to actively participate and provide open responses to the questionnaire. This aimed to obtain descriptively rich and in-depth data in understanding the phenomenon under study. Data analysis was conducted using a thematic analysis approach. The process involved several main stages, namely: (1) transcribing narrative data from Google Forms into an analysis document format; (2) an open coding process to identify key themes based on similarities in meaning and context; (3) grouping data into thematic categories that represent common patterns of respondents' experiences; and (4) interpreting the analysis results based on the theoretical framework of educational psychology and the student mental well-being approach. The validity of the results was analyzed using source triangulation techniques, by conducting clarification with several respondents through online interviews and consultations with guidance and counseling (BK) teachers to strengthen the data context and ensure the consistency of the findings.

In conducting the research, the researchers upheld academic ethics and the principles of confidentiality. Each respondent was given an explanation of the purpose and objectives of the research before completing the questionnaire and was asked to agree to a written informed consent statement on the initial form. This research also received approval from the school and was conducted in accordance with applicable educational research ethics guidelines in Indonesia. Through this methodological approach, it is hoped that the research results will provide an in-depth, reflective, and contextual picture of the academic stress experienced by students, and serve as a reference in formulating educational policy strategies that are more adaptive, empathetic, and oriented towards students' mental health.
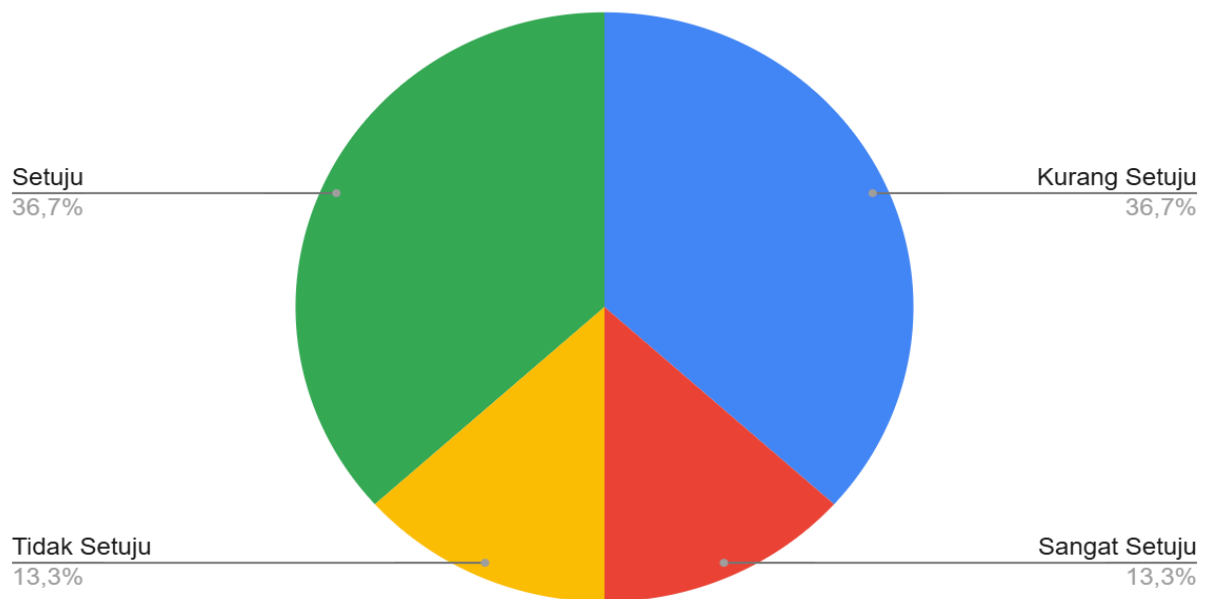
3. RESULTS AND DISCUSSION

Academic pressure in the modern education system is becoming an increasingly prominent issue among high school students. Education based on performance and cognitive achievement often neglects students' emotional and psychological aspects. This study was conducted by distributing an online questionnaire via Google Form to eleventh and twelfth grade students in three major cities (Jakarta, Bandung, and Surabaya), representing urban areas with intense educational dynamics. This open-ended questionnaire was designed to explore students' perceptions, personal experiences, and suggestions regarding academic pressure and their mental health. (Aiyuda et al., 2025) Based on thematic analysis of the qualitative data obtained, the majority of students admitted to experiencing academic pressure in the form of excessive workloads, frequent exams, and excessive expectations from parents and teachers. This pressure directly impacts their mental health, characterized by symptoms of stress, anxiety, fatigue, sleep disturbances, and decreased motivation to learn. Students also stated that the highly competitive school environment makes them reluctant to open up or seek help when experiencing psychological problems. In this context, academic pressure not only affects academic performance but also triggers social isolation and low self-esteem. (Putri et al., 2024)

Most respondents reported difficulty managing their time between academic activities and personal needs such as rest, recreation, or social interaction. This imbalance is a major trigger for chronic stress, particularly leading up to semester exams or when facing multiple, demanding assignments. Constant pressure without adequate emotional support leads some students to experience academic burnout. (Sihombing & Nainggolan, 2025) They felt they had lost the meaning of learning and were simply striving to meet targets for grades, not for deeper understanding. However, the questionnaire results also revealed students' needs and expectations for more active psychological support from schools, whether through the presence of counselors, stress management programs, or flexibility in assessment systems. Some students suggested that schools begin implementing more humane learning policies, such as reducing the amount of assignments during exams, providing time for reflection, and two-way communication between teachers and students. They argued that educational reform must include serious attention to students' mental health as an integral part of academic success. (Alif et al., 2025)

In addition to the questionnaire, data were also corroborated through semi-structured interviews with three students from different schools who shared their experiences in more depth. One informant stated that she often experienced anxiety when having to simultaneously complete assignments from five subjects. Another informant revealed that although she was an outstanding student, pressure from her parents made her feel stressed and afraid of failure. (Ulfadhilah & Nurkhafifah, 2025) These interviews demonstrate that academic stress stems not only from internal learning burdens, but also from an educational system and culture that demands perfection. To reinforce these findings, the questionnaire results are also presented in the form of a bar chart depicting the proportion of students' experiences with four main aspects of the impact of academic stress: (1) emotional stress levels, (2) impaired concentration, (3) decreased learning motivation, and (4) other physical/psychological symptoms. This data visualization shows that emotional stress levels are the most dominant impact felt by students, followed by impaired concentration and psychological exhaustion. This visual presentation provides strong support for the argument that an overly results-oriented educational system can be a serious risk factor for students' mental health. (Purwana et al., 2025) This study concludes that the high academic pressure in modern education significantly impacts students' mental well-being. Therefore, a systemic and empathetic approach is needed to redesign educational policies, including curricula, assessment systems, and teachers' teaching approaches in the classroom. This way, education becomes not only a vehicle for academic achievement but also a safe, healthy, and supportive space for students' overall psychological development. The questionnaire assessment data is presented in the following bar chart:

Apakah Anda merasa tekanan akademik yang Anda alami saat ini berdampak negatif terhadap kesehatan mental Anda (seperti stres, kelelahan, atau kecemasan)

Setuju
36,7%

Kurang Setuju
36,7%

Tidak Setuju
13,3%

Sangat Setuju
13,3%

Based on the pie chart above, the data was obtained from the results of a survey distributed online via Google Form, which aimed to determine the extent to which academic pressure negatively impacts students' mental health, such as stress, fatigue, or anxiety. Based on the data visualization, the two categories with the highest percentages are "Agree" and "Disagree" with 36.7% each. This indicates that the majority of students feel that academic pressure affects their psychological state, although the level of influence varies. The "Agree" category, shown in green, reflects that a number of students are aware that the academic pressure they face has an impact on their mental health, such as feelings of depression, loss of motivation, or emotional exhaustion. On the other hand, the "Disagree" category, depicted in blue, indicates that some students may only feel the impact of pressure mildly or have not yet realized its significant impact.

Furthermore, the chart also shows that 13.3% of students stated "Strongly Agree," represented by the red color. This indicates that some students experience significant academic pressure that is seriously impacting their mental health. They may experience symptoms such as excessive anxiety, sleep disturbances, or even decreased academic performance. Conversely, another 13.3% of students chose "Disagree," represented by the yellow color, indicating that this group feels that academic pressure has no impact on their mental health, or that they are able to manage their study load well. Overall, this pie chart shows that 50% of students (combined "Agree" and "Strongly Agree" categories) acknowledge the negative impact of academic pressure on their mental health. This finding is an important indicator that academic pressure has become a significant issue in students' academic lives, especially amidst the demands of a competitive and demanding modern education system.

Therefore, these findings should be a concern for schools, teachers, and parents, encouraging them to be more sensitive to students' mental health. Healthier learning strategies, fair evaluation systems, and proactive counseling services are needed to ensure students can experience a more balanced learning process, both academically and emotionally. A learning environment that supports mental health will encourage students to develop optimally and achieve without compromising their psychological well-being.

Apakah Anda pernah mengalami stres atau kecemasan yang berkepanjangan akibat banyaknya tugas atau ujian di sekolah

Based on the pie chart above, data was obtained from an online survey distributed via Google Forms to determine the extent to which students experience prolonged stress or anxiety due to the large number of assignments or exams at school. The survey results show that the "Agree" category dominates the chart, with a percentage of 46.7%, shown in blue. This indicates that nearly half of respondents acknowledged that the burden of assignments and exams at school has caused significant mental stress.

Next, the "Disagree" category came in second with 26.7%, shown in red. This means that more than a quarter of respondents did not feel mentally burdened by the numerous assignments and exams. This was followed by the "Disagree" category at 16.7% (yellow) , indicating that some students felt pressure, but at a mild or tolerable level. Meanwhile, only 10% of students stated "Strongly Agree" (green) , indicating they experienced significant and prolonged stress or anxiety due to academic pressure at school.

This visualization illustrates that the majority of students (56.7%) acknowledge the negative impacts of excessive academic workloads, both in the "Agree" and "Strongly Agree" categories. This is an important signal that the assignment and evaluation system in schools needs to be reviewed to prevent excessive psychological burden on students. On the other hand, 43.4% of students expressed disagreement or doubt regarding the existence of these impacts, which could be due to better time management skills, environmental support, or different mental resilience.

Thus, this diagram emphasizes that the academic burden of assignments and exams is a factor that can impact students' mental health, especially if it is not balanced with stress management strategies and a more humane approach to learning. This finding is important for teachers, homeroom teachers, and schools in designing assessment systems that focus not only on cognitive aspects but also on students' emotional state and psychological well-being. Efforts such as simplifying assignments, dividing time proportionately, and providing counseling space should be considered to create a healthier learning environment.

Apakah Anda merasa guru dan pihak sekolah sudah cukup memberikan dukungan
terhadap kesehatan mental siswa yang terdampak tekanan akademik

Based on the pie chart above, the data was obtained from a survey aimed at determining students' perceptions of the extent to which teachers and schools provide support for their mental health, particularly for students experiencing academic stress. The data visualization shows that the "Agree" category dominates with a percentage of 56.7%, depicted in blue. This indicates that more than half of students feel that their schools have provided adequate support for their mental health.
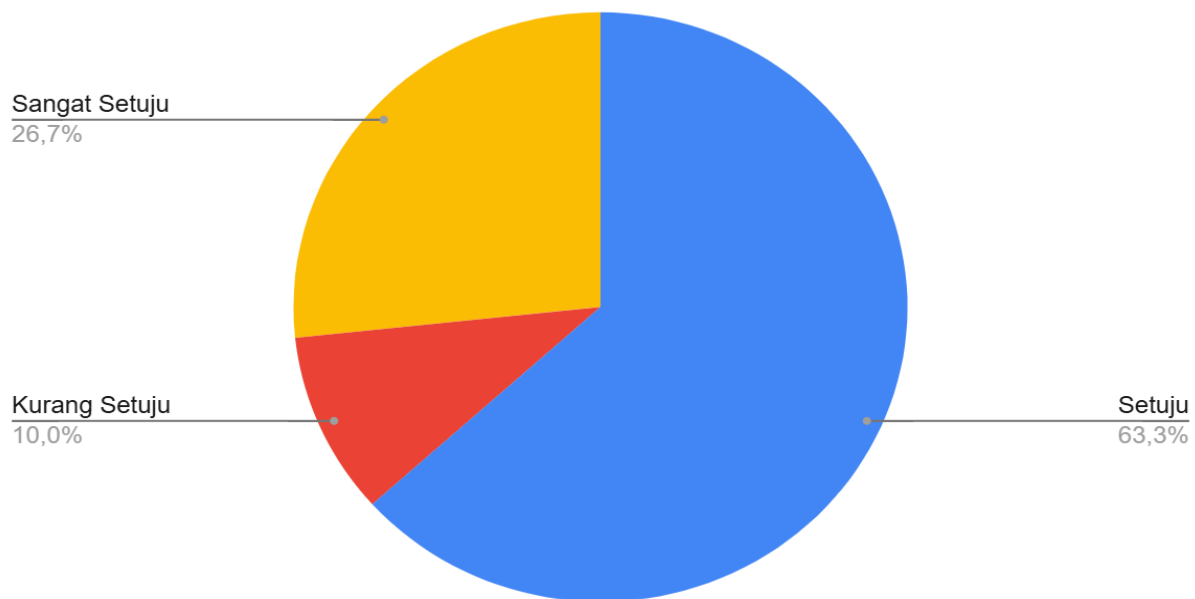
Additionally, 30% of students chose "Strongly Agree" (red) , indicating they felt a real sense of care and support from their teachers and school in helping them cope with academic stress, such as through counseling, open communication, or reduced workload. Thus, a total of 86.7% of students (combined "Agree" and "Strongly Agree") reported positive support from their school environment for their mental health.

However, 10% of students still responded "Somewhat Agree" (yellow) , indicating that a small number of students have not fully experienced the benefits or adequate support from their school. Furthermore, 3.3% of students expressed uncertainty or were unable to decide between "Agree" and "Somewhat Agree" (green) , indicating ambiguity in their experiences regarding the school's response to their mental distress.

Overall, this figure shows a positive trend, indicating that the majority of students perceive the role of teachers and schools as quite responsive to the academic pressures they face. However, the presence of respondents who chose the "Disagree" and "Unclear" categories remains important to note, as it reflects room for improvement in emotional and psychological support within the school environment.

Thus, these findings highlight the importance of strengthening student support systems, such as counseling services, stress management training, and fostering teacher-student communication. Consistent support from teachers and schools will significantly impact student mental resilience and foster a healthy, productive, and empathetic learning environment.

Apakah Anda setuju jika sistem pendidikan saat ini perlu diubah agar lebih memperhatikan keseimbangan antara pencapaian akademik dan kesehatan mental siswa

Sangat Setuju
26,7%

Kurang Setuju
10,0%

Setuju
63,3%

Based on the pie chart above, the survey was conducted to determine students' views on the need for changes in the education system to better address the balance between academic achievement and mental health. The results show that the majority of students stated "Agree," indicated in blue at 63.3%. This finding indicates that most students feel that the current education system does not fully address this balance and therefore needs adjustments. Furthermore, 26.7% of respondents stated "Strongly Agree," depicted in yellow. This indicates that some students strongly feel that the current education system places too much emphasis on academic achievement, neglecting aspects of student mental health. Overall, 90% of students (combined "Agree" and "Strongly Agree") expressed the need for changes to the education system to be more oriented towards student well-being holistically.

In contrast, only 10% of respondents chose "Somewhat Agree" (shown in red), indicating that only a small percentage of students feel the current education system is sufficiently balanced or does not yet need to be changed. This small percentage reinforces the message that the need for education reform is a dominant voice among students themselves. Visually, this diagram shows a very strong distribution on the side of approval for changes to the education system. This strengthens the argument that system adjustments are not only important but also urgent, given that high academic pressure has impacted students' mental health as demonstrated in previous survey results. Therefore, these findings recommend that education policymakers, schools, and teachers consider a more balanced approach to curriculum development, assignment workloads, and evaluation systems. Such efforts are crucial to creating a learning environment that not only promotes academic achievement but also considers students' emotional and psychological well-being as part of a holistic and sustainable education.

4. CONCLUSION

This study shows that academic pressure in the modern education system has a real and significant impact on students' mental health. This pressure stems from various factors, such as excessive workloads, frequent exams, expectations from teachers and parents, and a competitive learning environment. The majority of students reported experiencing stress, emotional exhaustion, impaired concentration, and decreased motivation to learn as a result of the pressure they face. While some students reported receiving support from their schools in the form of counseling services and open communication, the findings also highlight the urgent need for

reform of the education system. Changes are needed to create a balance between academic achievement and students' psychological well-being. Most students expressed the importance of a more empathetic, humane approach to education that addresses the emotional aspects of the learning process. Therefore, it can be concluded that academic pressure is no longer an individual issue but a systemic one that demands comprehensive intervention. Schools, teachers, parents, and policymakers need to work together to build an education system that not only pursues results but also ensures students' mental health as an integral part of their ongoing learning success.

5. BIBLIOGRAPHY

Abdurrohman, M. I., & Adip, M. (2025). Islamic Psychology as a Solution for Students' Mental Health in the Modern Era. *Maklumat: Journal of Da'wah and Islamic Studies*, *3*(1), 47–57. https://doi.org/10.61166/maklumat.v3i1.55

Agustin, M., & Hidayah, U. (2024). Optimalisasi Pendidikan Islam Dalam Meningkatkan Kesejahteraan Mental Serta Mengurangi Burnout di Kalangan Pelajar. *Al-Qalam: Jurnal Kajian Islam Dan Pendidikan*, *16*(2), 198–212. https://doi.org/10.47435/al-qalam.v16i2.3282

Aiyuda, N., Hartati, R., Nasution, I. N., Sari, R., Joni, J., & Putri, R. E. (2025). Pelatihan Healthy Mind, Body, dan Soul untuk Meningkatkan Kesehatan Mental Pada Sekolah SMA YLPI Pekanbaru. *Journal Of Human And Education (JAHE)*, *5*(2), 283–288. https://doi.org/10.31004/jh.v5i2.2308

Akip, M., Yunus, M., & Sujarwo, S. (2025). Keterkaitan Antara Pendidikan Agama Islam Dengan Pemahaman Konsep Kesehatan Mental Siswa. *Edification Journal: Pendidikan Agama Islam*, *7*(2), 255–264. https://doi.org/10.37092/ej.v7i2.997

Alif, M., Rijaluddin, K., & Mutmainna, A. (2025). Pemanfaatan Olahraga Bulutangkis Sebagai Sarana Perkembangan Mental Siswa Kelas XII di SMA Negeri 16 Bone: Penelitian. *Jurnal Pengabdian Masyarakat Dan Riset Pendidikan*, *3*(4), 2723–2729. https://doi.org/10.31004/jerkin.v3i4.693

Daulay, R. S., & Rangkuti, C. (2024). Analisis Kesehatan Mental Dan Implikasinya Terhadap Pendidikan Dalam Perspektif Ibnu Sina. *ALACRITY: Journal of Education*, 367–380. https://doi.org/10.52121/alacrity.v4i2.362

Fadly, D. (2024). Tantangan bagi perkembangan psikososial anak dan remaja di era pendidikan modern: Studi literatur. *Venn: Journal of Sustainable Innovation on Education, Mathematics and Natural Sciences*, *3*(2), 66–75. https://doi.org/10.53696/venn.v3i2.156

Hidayat, R. M., Rifki, A., & Rachman, I. F. (2025). Dampak Paparan Konten Negatif di TikTok dan Instagram terhadap Kesehatan Mental Siswa: Kajian Literatur. *RISOMA: Jurnal Riset Sosial Humaniora Dan Pendidikan*, *3*(3), 136–143. https://doi.org/10.62383/risoma.v3i3.769

Karisma, N., Rofiah, A., Afifah, S. N., & Manik, Y. M. (2023). Kesehatan Mental Remaja dan Tren Bunuh Diri: Peran Masyarakat Mengatasi Kasus Bullying di Indonesia. *Edu Cendikia: Jurnal Ilmiah Kependidikan*, *3*(03), 560–567. https://doi.org10.47709/educendikia.v3i03.3439

Maghfiroh, H., Sahara, E., & Wahyuni, E. S. (2024). Transformasi Kesehatan Mental Remaja Melalui Pendidikan Agama Islam di Era Global. *Social Science Academic*, *2*(2), 129–142. https://doi.org/10.37680/ssa.v2i2.5796

Purnomo, A., Huda, M. A., Agnesti, S. A. D., & Fathoni, T. (2025). Mengidentifikasi Kebutuhan dan Tantangan Peserta Didik sebagai Solusi Bimbingan Konseling di Sekolah. *AL-MIKRAJ Jurnal Studi Islam Dan Humaniora (E-ISSN 2745-4584)*, *5*(2), 140–148. https://doi.org/10.37680/almikraj.v5i2.6288

Purwana, R., Mariana, M., Asrul, A., Novianti, W., Siregar, R. B., & Saputra, H. (2025). Peningkatan Kesehatan Mental Siswa SMK Melalui Pendekatan Linguistik dan Konseling Bahasa di SMK An Naas Binjai. *Inovasi Sosial: Jurnal Pengabdian Masyarakat*, *2*(1), 57–68. https://doi.org/10.62951/inovasisosial.v2i1.1167

Putri, R., Koimah, S. M., Zahra, N. A., & Putri, M. F. J. L. (2024). Efektivitas Mindful Education dalam Meningkatkan Kesejahteraan Mental, Prestasi Akademik, dan Keterampilan Sosial Siswa. *Academy of Social Science and Global Citizenship Journal*, *4*(2), 66–72. https://doi.org/10.47200/aossagcj.v4i2.2679

Ramadhoni, R., & Kholidin, F. I. (2025). Analisis Sistematis Dampak Kecanduan Game Online terhadap Kesehatan Mental, Interaksi Sosial, dan Prestasi Akademik. *Jurnal Pembelajaran, Bimbingan, Dan Pengelolaan Pendidikan*, *5*(5), 2.

Rofiqi, R., & Mansyur, M. (2023). Melangkah Menuju Kesehatan Mental yang Optimal: Program Inovatif di Lembaga Pendidikan Islam. *Edu Consilium: Jurnal Bimbingan Dan Konseling Pendidikan Islam*, *4*(2), 76–99. https://doi.org/10.19105/ec.v4i2.9237

Sihombing, Y. A., & Nainggolan, E. (2025). Faktor-Faktor Determinan Kesehatan Mental Remaja: Tinjauan Sistematis Literatur Menggunakan Pendekatan PRISMA. *JURNAL RISET RUMPUN ILMU KESEHATAN*, *4*(2), 90–94.

Sinulingga, R. S. B., Darmayanti, N., & Fadilah, R. (2024). Pengaruh Father Involvement Terhadap Resiliensi Dan Stres Akademik Siswa. *Research and Development Journal of Education*, *10*(2), 1156–1172. http://dx.doi.org/10.30998/rdje.v10i2.24966

Siregar, N. S., Mislaini, M., & Siregar, P. S. (2025). Perkembangan Sistem Pendidikan di Inggris. *Lencana: Jurnal Inovasi Ilmu Pendidikan*, *3*(1), 282–294. https://doi.org/10.55606/lencana.v3i1.4575

Ulfadhilah, K., & Nurkhafifah, S. D. (2025). Kesehatan Mental dalam Transisi Pandemic Covid-19 terhadap Pendidikan Jasmani Anak Usia Dini. *Elevasi: Jurnal Pengabdian Masyarakat Dan Inovasi*, *1*(1), 1–10. https://doi.org/10.63980/elevasi.v1i1.22

Zahwa, F. K., & Hanif, M. (2024). Strategi Efektif Mengatasi Stres Akademik melalui Manajemen Waktu untuk Meningkatkan Kesehatan Mental Mahasiswa. *Jurnal Ilmu Pendidikan Dan Psikologi (JIPP)*, *2*(4), 142–148. https://doi.org/10.61116/jipp.v2i4.354