

The 8<sup>th</sup> International Conference on Family Business and Entrepreneurship  
**ACADEMIC STRESS LEADS ISSUES FOR ELEMENTARY  
STUDENT'S MENTAL HEALTH**

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**ABSTRACT:**

*Children are social beings with the same needs as adults, thus stress is something they will always encounter. They might experience fear or worry when faced with difficult situations. Children's stress typically stems from a variety of factors, including the strain of academics. Children with stress can exhibit physical and behavioral symptoms from academics including feelings of fear and anger, difficulty finishing tasks or receiving good grades, a load of crying, lack of appetite, and thoughts of harming themselves. Children who are under persistent stress may experience overload, melancholy, excessive worry, and physical and mental health disorders. The goal of this study is to lower the prevalence of early stress in children and school-age individuals, particularly in elementary school-aged students to develop optimal mental health as it ought to. This study's research approach is quantitative, and descriptive, and also involves literature review from some journals and a lot of data and information from articles. Data from questionnaire forms completed by 120 linked respondents, in total, are attached to this study. Additionally, the results of this study, which were derived from the data collection that was done, are known to indicate that a significant portion of children who completed elementary school in the past still experience academic stress, which can negatively impact the child and students' mental and physical health. Consequently, there is a need for initiatives or movements that might end these instances and problems to provide Indonesian society with a developed and healthy nation.*

**Keywords:** *Children, Stress, Academics, Students, Mental Health.*

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**1. Introduction**

The public's social media echo of the mental health awareness movement is increasingly overwhelming. Many people believe that there is a terrible specter that should be avoided at all costs, including in oneself and other people's involvement, in the form of threats to mental health (Fadhli, 2022). Discussions on this subject can indeed occur in any area of life, including education. After investigation, it was discovered that a large number of students, particularly those in the school age range, suffer from this issue. One of the primary causes is the academic stress placed on them at a young age, which hinders their ability to grow and develop to the fullest extent possible as a person in their golden age era (Ye et al., 2019). Academic stress should not be undervalued because issues like these can lead to a host of other issues that can negatively impact children's physical and psychological well-being and make them less stable and balanced in the present and future (Wang, 2021). Academic stress can have a variety of causes, including both internal and external influences on the student. So, to appropriately maintain the stability of students' growth and development, we as citizens and social creatures who live in society should be concerned about helping in this issue to always protect each other, especially the younger generation so that they can minimize or distance themselves from this issue (Margot, 2021).

Students studying in educational institutions like schools may indeed experience academic stress, but this is not impossible given that their task is not limited to learning because there are some other factors at play as well, such as their ability to meet expectations from others and themselves, which means that students must pay attention more on their academic performance to satisfy both themselves and others (OECD, 2017). As a result, academic stress unavoidably plays a significant part in the mental health balance of students who pursue education at school through studying and the idea of learning. According to data on

mental health published by the Commission for the Protection of Women and Children (KPPA, 2020), more than 3,200 students, or roughly 13% of elementary through high school students in 34 Indonesian provinces, reported having symptoms that could indicate mild to severe depressive disorders. Based on the statistics, it can be shown that around 93% of the symptoms of depression are experienced by children between the ages of 14 and 18, with the remaining 7% being experienced by children between the ages of 10 and 13 (Nora, 2022). Additionally, it is said that children or students in the age range category are more likely to experience mental health issues due to academic stress. Binus (2021), stated that the effects of mental health issues on these students can be very varied, ranging from Bipolar disorder, depression, anxiety, obsessive-compulsive disorder, post-traumatic stress disorder, and psychosis.

Dr. Sienny Agustin (2022) stated that a child's mental health is crucial to their ability to socialize at school. Maintaining a child's mental health also has an impact on the child's quality of life and how they think or behave going forward. New York Integrative Psych (2024), elaborates that this critical period of mental development typically falls between childhood, when a child's brain development happens most quickly. It's also important to keep in mind that children may encounter a variety of distressing mental health issues as they grow older, so it's critical to address mental health issues to promote children's future well-being and quality of life (CDC, 2023). As part of a comprehensive approach to promote good mental health for every child, protect vulnerable children, and care for children facing the greatest challenges, UNICEF (2021) released *The State of the World's Children*, which analyzes the mental health of children and focuses on the risks and range of factors that shape and influence children's mental health throughout their lives. The report calls for commitment, communication, and action.

Additionally, children with well-maintained mental health are better able to focus, think clearly, grow socially, and pick up new skills more quickly (Mental Health America, 2024). Then, as stated by the Positive Psychology page, up to 25% of all mental illnesses start at the age of 14, and up to 75% occur in their mid-20s. According to the World Health Organization, as many as 10 to 20% of children worldwide suffer from mental disorders (Agnes, 2021). Because of this, parents' and significant others' roles such as those of friends and families are equally crucial in assisting children in gaining self-assurance, a positive sense of self, and a sound emotional perspective on life (National Academies Press, 2016). Furthermore, teachers and educational institutions such as schools have an equally significant role in helping students with their mental health issues. This is because early psychological care is a response to the mental health difficulties that a large number of children face (Mary, 2016). Therefore, it would be preferable if related parties helped a child develop positive energy instead of telling them to be brave, strong, determined, or anything else. By doing this, these parties have indirectly contributed to providing positive support to future generations.

## **2. Literature Review**

### **2.1 Academic Stress**

Research indicates that students encounter academic stress, also known as school stress. Studies on academic stress have shown that the main causes of academic stress are individual factors like fear or failure and social variables like parents, teachers, and peers (Sarah, 2019). Furthermore, the findings of the research on academic stress indicate that neither the frequency of tests nor the actions of the teacher are responsible for academic stress. These data suggest that social and individual differences are important factors that contribute to academic stress (Dalia, 2015). Academic stress results from a variety of academic demands that are greater than an individual's adaptive resources. Since academic demands often surpass an individual's capacity for coping, students who recognize the significance of their academic achievement may find themselves experiencing academic stress more frequently and to a greater extent (Yuwei, 2022). Evaluation practices, the amount of homework assigned, attitudes toward learning, relationships with parents and teachers, expectations of oneself, parents, and other students, and peer relationships are some of the major factors that have a significant impact on academic stress. School climate, teacher-school relationships, and societal resources have been identified as additional factors that impact students'

perceptions of academic stress. Increased academic stress will probably have a similar effect on working memory because stress adversely affects executive functioning ability in general and working memory in particular. It is significant to remember that working memory has been shown to act as a mediator between academic stress and academic performance. It is also linked to academic abilities like reading, writing, and language comprehension. By elucidating the relationships between elevated levels of academic stress, working memory, and academic performance, attention can be directed toward mitigating students' stress levels (Maile, 2016).

## **2.2 Academic Pressure**

Newport Institute (2022), stated that the academic pressure has reached extremely high levels. The strain of achieving academic success and high grades can be extremely detrimental to an individual's mental well-being. Academic success frequently comes at the expense of social and emotional development. Academic pressure can come from a variety of places, including demands from society, family, or oneself (Michael, 2023). These pressures can lead to anxiety disorders, high-functioning anxiety, depression, or fatal stress. The impact of the school environment and the scope of education itself can lead to stress symptoms, one of which is academic pressure. Grades, rankings, contests, and other academic titles are frequently linked to academic pressure. This is often what happens to students when they perceive or sense too much pressure, usually from people who are closest to them like parents, families, and friends as well as from people who work at the school like teachers, principals, and other pertinent staff members (Luo et al., 2020). Academic pressure is the stress, unease, and other feelings brought on by a variety of circumstances, such as parental pressure, ineffective time management and organization, and poor organization during the learning process. While excessive academic pressure can be harmful to a student's health and general well-being, however, it can also be useful in promoting good performance (Michaela, 2019).

## **2.3 Academic Validation**

According to Professor Jeffrey Pedroza, who holds a Bachelor of Science in Psychology and a Master of Science in Clinical Psychology, states that academic validation is a phenomenon in which students look for fulfillment from their academic goals, grades, and accomplishments (Guadalupe, 2022). In response to this, academic validation may arise due to pressures, including those from friends, parents, family, environment, and also ourselves. Arlene Quinonez, a Psychology Major with a Master's Degree in Educational Counseling, stated that academic validation can frequently be extremely taxing, causing weariness that negatively impacts a student's mental health (Morgane, 2023). In addition, mental health issues frequently surface as a result of excessive stress, being the perfectionist person ever, elevated feelings of uncertainty and worry about uncertain situations, prolonged exhaustion leading to burnout, a negative mindset stemming from the belief that any means necessary to achieve one's goals should be justified, feelings of disappointment and failure leading to feelings of inferiority when goals are not met, and potentially even more dangerous outcomes such as self-harm as a way to vent frustration and resentment over what happened. As a result, some people must play a part in solving this issue, including ourselves, parents, families, the environment, and also medical professionals like psychologists or psychiatrists (Yuwei, 2022). It can be concluded that students' mental health can suffer some negative consequences from academic validation. It is conceivable that if someone is solely focused on receiving academic validation, they will be in a limited area after their academic journey. Ironically, when someone is finally able to finish the journey, it is likely that they will find themselves in an unfavorable situation because of feelings of dissatisfaction that cause these feelings to be the end of their worries. According to Inc. Magazine (2018), academic success is generally a good thing, but when we work too hard to keep getting that kind of validation, it turns into a bad thing because we have neglected significant aspects of our happiness.

## **2.4 Internal and External Factors**

Stress in school-age children is influenced by a variety of sources, including physical resources, social support, personality, and other psychological resources (Michaela, 2019). Children who are under stress often feel insecure about themselves. Stress is inevitable for school-age children because it is a natural part of life, but if stress is tolerated, there's a chance that children will run into problems continuing their

education and learning (Yulifah, 2020). The type of stress that comes from friends, fear of failing, the value of education, and parental stress are the four elements that have been shared (Sarah, 2019). Furthermore, the findings of the research on academic stress indicate that neither the frequency of tests nor the actions of the teacher are responsible for academic stress. These data suggest that social and individual differences are important factors that contribute to academic stress (Dalia, 2015). In-depth, academic stress results from a variety of academic demands that are greater than an individual's adaptive resources. Generally, studies have shown a connection between mental health issues in school-aged children and their social and academic competence, with low social and academic competence being a defining characteristic of these children which have linked mental health issues in school-aged children to parental factors, including maternal parenting style, maternal stress, and maternal depression (Saputra, 2017).

### **2.5 Obsession to Success**

It is true that have aspirations and obsessions with achievement, particularly in the academic sphere where we gauge our dependability in the activity of learning. Obsession can refer to a strong desire that propels one toward achieving one's objectives (Januar, 2023). Obsession may be a driving force toward achievement if it is channeled correctly. Regretfully, research has shown that having excessive ambition for success can also lead to an unhealthy fixation. In such cases, the obsession can be quite harmful as it forces the person to utilize any methods necessary to achieve their goals (Afifah, 2021). Furthermore, it can be claimed that when obsessions become excessive, they can develop into mental illnesses that pose a threat to one's health because of the logic of the mind that is clouded by the desire for success. Excessive and unhealthy obsessions can lead to a variety of illnesses and disorders, such as obsessive-compulsive disorder, stress, anxiety, persistent emotional tension, repetitive thoughts, uncontrollable worry, poor focus, and concentration, decreased productivity, harm to social relationships, and physical health problems (Kumparan, 2023). A prevalent mental health issue affecting children, adolescents, and adults globally is obsessive-compulsive disorder. Obsessive-compulsive disorder is indeed a type of mental illness that causes its victim to experience compulsive compulsion as well as uncontrollable, recurrent, or obsessional thoughts and desires (Fadhli, 2023). The victim is unable to regulate these ideas and actions. The victim appears helpless to stop them, even though they might not have the need or thoughts to do so. This indicates that a person suffering from obsessive-compulsive disorder may experience major effects in some areas of their life.

### **2.6 Expectations from Others**

Students in schools experience stress also due to external expectations, such as high parental expectations and parental attitudes (Subramani, 2019). Typically, parents have extremely high expectations for their children, which can cause dramatic reactions in the form of stress, depression, or even suicide on the part of the students. Every student in school needs parental support to succeed academically (Waterford, 2023). On the other hand, children's academic performance would suffer if their parents had high expectations rather than providing support. Next, parents' decisions about their involvement in their children's education, among other actions about their children, are influenced by their role constructions. Parent-child interaction patterns can also have an impact on decisions about involvement which means every parent felt included and welcomed (Yulianti, 2019). Parents expressed more confidence in their ability to be involved in their children's education, both at home and at school, when it came to their sense of self-efficacy to support their children's learning. To remember, the child's ability to cope with academic stress was negatively impacted by health behaviors, social disengagement, anxiety, depression, vomiting, hyperventilation, increased sleep, and a host of other psychiatric disorders like thoughts and actions related to self-harm (Singh, 2023). Concern over school-age children engaging in self-harming behaviors and thoughts as a result of academic stress is growing.

### **2.7 Unbalance Mind and Body**

The emergence of burnout in students is characterized by four primary disorders such as low motivation, physical exhaustion, psychological exhaustion, and intellectual exhaustion. Guidance and counseling services play a critical role in helping students be optimal in the learning process, with a primary focus on

academic and social development (Agustin, 2020). Following that, anxiety disorders are highly prevalent during childhood and can have a detrimental impact on social interactions, academic achievement, general well-being, and the acquisition of social skills. Children with high levels of anxiety had a significantly higher likelihood of receiving lower scores on academic achievement measures (Namkung et al., 2019). In light of this, teachers, parents, and health professionals must collaborate to manage elementary school students' anxiety (Niman, 2021). Academic stress can also result in physical disorders like headaches, nausea, and stomachaches, which can make it difficult for a child to focus in class or even in social situations. Low attendance and academic performance can hinder the development of social skills teachers and schools need to provide support systems and interventions for students using an effective curriculum to help students develop the skills necessary to regulate their emotions is one way teachers can support their students (Maloney, 2023).

### **2.8 Psychological Disorders**

According to Xinhang (2023), there was a partial mediation of the association between academic stress and academic burnout by academic stress. This includes the fact that the influence of academic stress experienced by the student might lead to psychological disorders brought on by an imbalance in mental state (Okechukwu et al., 2022). Sometimes, what are more commonly referred to as mental or psychiatric disorders are referred to as psychological disorders. Patterns of behavioral or psychological symptoms that affect several aspects of life are known as mental disorders (Kendra, 2023). The person exhibiting the symptoms of these diseases is distressed. In particular, psychological disorders also known as mental health conditions affect thought, feeling, and behavior. They also frequently have an impact on relationships and day-to-day functioning. These ailments could be transient or permanent. Even though psychological problems can be difficult to live with, there are treatments available to help people with them. Talk therapy, self-care techniques, and medication are some of the ways that these treatments can help people function better (Sian, 2023).

### **2.9 Physical Disorders**

Particularly, Travis et al. (2020) found a direct correlation between academic stress and both physical and mental health. A state of physical or psychological alertness in response to stimuli is known as perceived stress (Jawad, 2019). Students experience negative or excessive stress, which harms their physical and mental health. Health issues like anxiety, substance misuse, depression, and restless nights can also be brought on by stress (The Jed Foundation, 2024). Health concerns like exhaustion, appetite loss, headaches, and digestive problems can be brought on by excessive stress (Yuwei, 2022). For all those reasons, as well as the fact that we should strive for as much balance in our lives as we can, it's critical to determine whether stress is contributing to unnecessary hardship, negatively impacting our health, or interfering with our daily activities.

### **2.10 Appropriate Strategies and Programs**

The program of growing interest in mindfulness-based interventions aimed at promoting the population's mental health and well-being (Connor, 2023). An examination of the growing of studies on mindfulness-based interventions with children and teens showed that these interventions lessen behavioral issues, attention issues, and manage everyday stress as well as disorder of anxiety (Barbara, 2022). The next program also to overcome academic stress which is done with many nations, including the US, Korea, Japan, Germany, and others, are expanding their forest education programs. The impact of forest healing programs on elementary school students' mental and emotional recovery, engaging in forest activities helps children avoid stress and mental/emotional issues (Kim et al., 2019). It also helps students whose mental and emotional health has declined to recover mentally. The findings also demonstrate that elementary school forest experience programs taught students about the interdependence of humans and the environment, which is an important aspect of ecological literacy. These programs also help students develop their emotional intelligence and sense of respect for life. Additionally, students can develop a positive sense of self by discovering their uniqueness to realize that they are unique individuals with the potential to be the best, students can prepare for and explore their career paths (Jeong, 2018).

### **2.11 Improving Academic Productivity**

According to research, experiencing too much stress at school lowers our desire to complete tasks, harms our overall academic performance, and raises the likelihood that we will drop out (The Jed Foundation, 2024). It's simple to brush off stress since it appears normal. We could even become self-critical because we think we should be able to manage things better. Because of this, we now have the opportunity to increase our academic output by leveraging the academic stress experience itself (Kenneth, 2018). Create a plan for enhancing every aspect, then carry out plans one by one. To achieve the best value for our productivity, start with a plan that is simple to execute but likely to result in a discernible rise in productivity (Harvard, 2024). Designating a workspace will help us stay productive and focused during our learning phase. Our brains pick up cues from our surroundings, so designating a specific area as a workspace and only going there to study will help our brains enter the work mode (Stanford, 2024).

### **2.12 Achieving Academic Goals**

Academic goals, sometimes called educational goals, are essentially precise aims or objectives that students set for their advancement and performance in the classroom (Pathways to Advancement, 2024). Depending on interests, academic standing, and career goals, these objectives may change. Educational goals give students a road map for success in both their academic and professional lives and help them stay motivated and focused during their studies. As a result, students experience academic stress as a terrifying specter that hinders them from achieving their intended academic objectives (Georgia, 2022). Conversely, educational objectives serve as a roadmap for learners, ensuring they stay on course and stay ahead of the curve during their academic career (Erin Condren, 2024). It is intended that by going through this academic stress experience, someone will be able to accomplish their academic objectives that were put on hold because of the academic stress phase of their lives (Xinhang, 2023).

### **2.13 Student's Mental Health**

The issue of mental health has been making the rounds on social media lately. Furthermore, the generation of this era, who are aware of and care about mental health for their life, echoes this issue widely (Arlin, 2023). The current surge in mental health awareness can alter the stigma that mental health is important and should not be taboo to learn about or discuss by bringing such issues to the public's attention. Since mental health is just as important as physical health, if someone ever experiences a mental health issue, they should see psychologists or psychiatrists right away so that can be properly handled without causing them to feel guilty or doubtful (Utah Health, 2022). To prevent people from simply self-diagnosing and to enable prompt and appropriate treatment by qualified professionals, as previously indicated, to receive psychological services that are beneficial to society as a whole. Mayo Clinic (2022), stated that we also must underline that having mental health issues is common, but it also matters how we respond to it. Upon conducting a basic social exploration of related issues, it was discovered that many Indonesian students also struggle with mental health issues in the educational part (Andry, 2024).

### **2.14 Self-Esteem**

This is corroborated by the information that exams, the quantity, and complexity of the material that needs to be learned, comprehension challenges, and the sheer volume of assignments are some of the factors that contribute to students' academic stress (David, 2021). Certain factors, including self-efficacy, self-esteem, and the bond between parents and their child or children, are thought to have an impact on academic stress (Seto, 2016). It is accurate to say that students experience less academic stress the more confident they are in their ability to complete their assignments and there will be a strong correlation between academic self-efficacy and positive self-esteem in students (Elizabeth, 2022). Under these circumstances, the child or children perceive a lack of social support and believe they are the only ones dealing with their academic issues. Thus, students who have strained parent-child relationships are more likely to experience stress related to their studies (Yuwei, 2022).

### **2.15 Self-Efficacy**

Academic stress was shown to be highly and negatively connected with academic self-efficacy and considerably and positively correlated with academic anxiety and academic burnout (Xinhang, 2023).

Higher academic self-efficacy may be able to mitigate the detrimental effects of academic stress. Academic stress's direct influence on academic burnout was significantly reduced by academic self-efficacy (Pardis, 2019). Academic anxiety to academic burnout was the second half of the mediated model's route, which was significantly moderated by academic self-efficacy (Sara, 2023). In other words, low academic self-efficacy increases the risk effect of academic anxiety on academic burnout. It is also acknowledged that low self-efficacy is associated with a tendency to give up easily when faced with challenges in one's life or with academic difficulties, whereas high self-efficacy is associated with the ability to believe in completing tasks as assigned, to work hard, and to persevere through difficult tasks to completion. Thus, one of the capacities for stress reduction is thought to be self-efficacy (Mental Health LLC, 2024).

### 3. Hypothesis Development

Accordingly, four main factors which are peer stress, parental issues, fear of failure, and the value of education have been identified by research on the academic stress instrument (Sarah, 2019). Depending on the appropriateness and balance of the issue, circumstance, or condition that a child is going through, these instruments can all appear at once, only a few, or eventually only just one instrument (Cheryl, 2018). These instruments have a significant impact on the development of academic stress in students, which may be broadly classified into two categories such as internal causes (Xinhang, 2023). Including fear of failing and the value of education, and external factors, which include peer and parental stress (Vivienne, 2022). Thus, the hypothesis:

***H1: Internal and external factors positive influence on Academic stress.***

Academic stress has detrimental effects in the form of a variety of conditions that can affect and create an unbalance between mind and body health (Xinhang, 2023). Additionally, the type of forms such as psychiatric disorders, physical disorders, anxiety disorders, and other affective disorders (Fatmawati 2018). Children may feel every consequence of academic stress, but in certain cases, the child only feels certain side effects that recur (Yuwei, 2022). This influence or effect should not be allowed to just happen to the child. If it truly has a lasting effect on the children as they grow and develop, it will undoubtedly be a nightmare for them when they eventually grow up and become adults because it can affect a person's emotional and psychological well-being (Rinaldi, 2023). So, the hypothesis is:

***H2: Unbalance mind and body positive influence on Academic stress.***

Academic stress can disrupt the lives of those who can connect to going through it themselves (The Jet Foundation, 2024). However, some strategies and programs can lessen this issue so that the number does not rise (Collegenp, 2023). Examples of these include school-based mindfulness training and forest education programs in urban natural parks that have been tested in a variety of nations, including the US, Korea, Japan, Germany, and others (Lee, 2017). With the help of this program or activity, effective in helping students particularly those in elementary school overcome academic stress, students can thrive in their learning environments and find their comfort zone, allowing them to spend their school days in a much more comfortable and enjoyable atmosphere and influence student motivation and success which all without any kind of disruptions or challenges anymore (Shayna, 2022). Then, the hypothesis is:

***H3: Appropriate strategies and programs positive influence on Academic stress.***

There is a real relationship or effect between academic stress and mental health, which refers to the mental health of students as mentioned (Pamela, 2023). Based on potential causes that frequently create stress in school-age children, academic stress involves a variety of symptoms that further lead to problems that can harm the mental health of students (The Jed Foundation, 2024). It should be mentioned that a student who experiences academic stress has a history of unstable physical and mental conditions (Georgia, 2022). Which can negatively impact someone's mental and physical health and leave them feeling helpless (Miftah, 2024). Hence, the hypothesis is:

***H4: Academic stress positive influence on Students' mental health.***

#### 4. Research Model

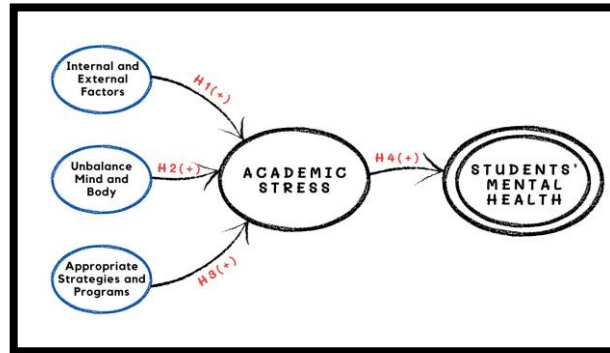


Figure 1. Research Model

The research model for this study, which is shown in *Picture 1*, actually addresses issues and topics related to academic stress as well as student mental health. These are broken down into three branches such as internal and external factors are the first to cause problems, followed by an unbalanced mind and body that also contributes to the problem's emergence, and appropriate strategies and programs are necessary to consider potential solutions. In the context of the issue explored in this study, each of the three plays a significant part.

Starting with the first point, it is stated that the internal factors are those that originate from the student's self and include things like pressure from oneself, an obsession with success, and a fear of failing. The external factors are relationships and expectations from people in the student's immediate environment, including parents, friends, teachers, and schools (Subramani, 2019). Moving on to the second point, a person's or student's mental and physical health will be at risk because, to pass wisely, they must have a backup plan or other effective means of preserving their mental and physical balance during this stressful academic phase (Rachael, 2023). If they don't, they could fall fatally victim to this type of occasion because we must know that a healthy mind lives in a healthy body (Tinh, 2023). The final point which necessary to handle any kind of problem, including the case or issue under discussion in this study. Two program types were identified that could serve as references to be applied, which are forest education programs in urban natural parks (Jeong, 2018) and school-based mindfulness training. With references like these, it will undoubtedly be easier for all parties to control this issue wisely and thoroughly through to the end, ensuring that no more students or children suffer the cruel effects of academic stress during their time in school.

Topics that stray from the research model shown in *Picture 2* above and branch out into several indicators that are connected to or have an impact on the three areas of academic stress and the mental health of students. Here, indicators serve as hints or branches of the three previously explained points, creating a chemistry between the branching points and the whole to create a concrete scheme and link among themselves to form a deeper understanding of the study being discussed this time, which is about academic stress and its potential effects on students' mental health, particularly in the state of Indonesia.

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When discussing both internal and external factors, these indicators include the obsession to success because the person is fear of failing, as well as expectations from others, which put pressure on those who are experiencing academic stress to work hard to meet the expectations of the other parties (Sarah, 2019). Then, within the context of an unbalanced mind and body, psychological and physical disorders are discussed. These conditions are impacted by the imbalance between an individual's mental and physical



states (Xinhang, 2023). The importance of improving academic productivity by applying techniques or solutions that have been thought to be applied to a student's academic stress phase is then discussed in appropriate strategies and programs as a branch, where the result is that the student can achieve academic goals as desired and expected (Collegenp, 2023). Regarding academic stress, the focus of the conversation is on the academic pressure students experience as well as the academic validation these students need to pursue to realize their aspirations. The final aspect of student mental health is self-esteem and self-efficacy, which enable students to deal with this kind of issue and others solidly and sensibly (Seto, 2016).

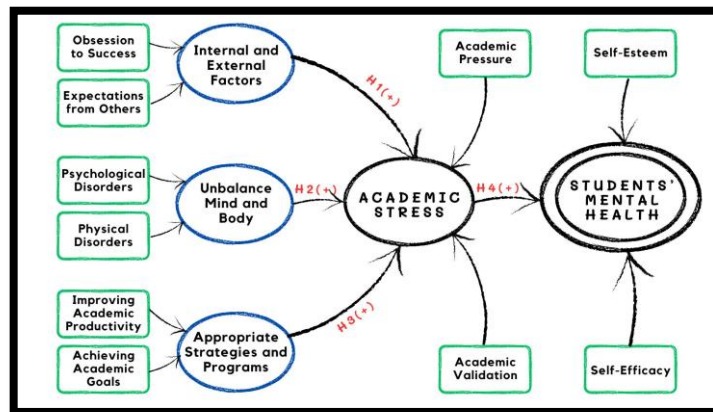


Figure 2. Detail Research Model

## 5. Methodology

A quantitative approach using a descriptive design was used to carry out this study. A literature review is the method employed to gather reliable data which has already been used to help research in this paper amount a lot of journals and articles. "Academic Stress Leads Issues for Elementary Students' Mental Health" is the topic of the obtained references, which are pertinent. Additionally, the quantitative approach is defined by Babbie (2016) as a study that focuses on quantifying phenomena through the use of measurement tools that allow for objective counting and measurement. Nasution (2017), stated that this approach is a type of research methodology focused on gathering data that can be described as a set of numbers and sources the gathered data may have come from observation, questionnaire completion, or secondary data processing that can be quantified. After the data has been gathered, statistical techniques are applied to analyze it and produce trustworthy and unbiased results (Sugiyono, 2018). It can also help to reach a mutually agreeable solution that needs to be quickly expressed and mobilized by state officials and citizens to succeed in the better development of this nation and create a golden generation of successful students in Indonesia (Ahmad, 2024).

## 6. Results and Discussions

The following information is based on the answers to a questionnaire that the respondents in question filled out beforehand.

Table 1. Questionnaire Data Analysis Part 1

No.	Variable	Indicators	Statements 1-4	Scale					
				SD	D	LA	A	SA	VSA
1.	Internal and External Factors	Obsession to Succes	I feel the need to achieve a perfect or near-perfect score on every assignment or test.	-	0.7%	16.7%	36.7%	29.2%	16.7%
			I feel the need to always be the best in class or my study group.	-	5%	27.5%	45%	13.3%	9.2%

		Expectations from Others	My parents and family have high expectations of my academic achievement.	-	1.7%	7.5%	33.3%	32.5%	25%
			I felt that there were high expectations from people around me for my academic achievements.	-	5%	11.7%	43.3%	22.5%	17.5%

Table 1 above shows that, regarding all connected statements, Agree (A) is the most frequently selected scale among the other scales. Where the proportion is higher than the others on this Agree (A) scale such as for Statement 1 (36.7%), Statement 2 (45%), Statement 3 (33.3%), and Statement 4 (43.3%). This can demonstrate that the respondents which are 120 people in total, have experienced or are currently experiencing academic stress. The variables and indicators related to this, which are presented in the form of statements selected by the respondents, can reflect their past, ongoing circumstances that are still entangled in academic stress (Sugiyono, 2018).

The first variable in this table, Internal and External Factors, is divided into two indicators which are Obsession to Success and Expectations from Others. The data revealed that many students are still bound by harmful experiences such as these, which they shouldn't feel or go through. When examined again, one of the indicators, obsession with success, states that it is true to have a desire or ambition to excel and succeed, especially in the academic field where we measure our dependence on learning activities, which is legal. However, many students are unaware that their obsession with pursuing success in their academic field can become dangerous as it pushes them to use any means necessary to achieve their goals, including unhealthy ones for themselves or those around them (Afifah, 2021).

Regarding the expectations from others portion, it appears that many of the people who are closest to or surrounding the students in question still have expectations that may be deemed high, to the point where the students may feel pressured in their early years, particularly in the academic sector. However, according to Waterford (2023), those closest to children or students know, as was previously mentioned, that every child or student is in a period of growth and development, they require more support from those closest to them and their environment than from pressure that is too heavy for them at such a young age, as this support can help them become successful students.

**Table 2. Questionnaire Data Analysis Part 2**

No.	Variable	Indicators	Statements 5-8	Scale					
				SD	D	LA	A	SA	VSA
2.	Unbalance Mind and Body	Psychological Disorders	Sometimes I have experienced emotional exhaustion, such as despair and loss of interest and motivation to learn.	3.3%	4.2%	9.2%	33.3%	24.2%	25.8%
			I feel tense and anxious during exam times.	2.4%	4.2%	19.2%	36.7%	23.3%	14.2%
		Physical Disorders	I find it difficult to rest or sleep well if I have unfinished tasks.	1.7%	5%	15.8%	40%	15.8%	21.7%

			I have experienced physical symptoms such as dizziness, headaches, or migraines due to academic stress.	2.4%	7.5%	15%	41.7%	19.2%	14.2%
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Based on *Table 2* above, it is evident that most respondents who have completed this questionnaire select the Agree (A) scale such as (33.3% for Statement 5), (36.7% for Statement 6), (40% for Statement 7), (41.7% for Statement 8), and that the percentage of numbers in this choice differs significantly from that of other scale choices. Speaking of the variables and indicators in this second section, Unbalance Mind and Body, which is broken down into two indicators which are Psychological Disorders and Physical Disorders, it goes without saying that there are connections between them in terms of academic stress and how it affects students' health. Based on the data shown above, it is evident that some students continue to struggle with maintaining a healthy psychological and physical balance as a result of the stress placed on them by their academic fields during their formative years. It is widely acknowledged that upholding a healthy balance between psychological and physical well-being is crucial for the well-being of students. This is because students who maintain good psychological and physical health are better equipped to deal with life's challenges, form healthy relationships, and enjoy a high standard of living in the future (Agnia, 2023).

**Table 3. Questionnaire Data Analysis Part 3**

No.	Variable	Indicators	Statements 9-12	Scale					
				SD	D	LA	A	SA	VSA
3.	Appropriate Strategies and Programs	Improving Academic Productivity	I feel able to organize my study schedule better.	-	1.6%	17.5%	42.5%	26.7%	11.7%
			I need peace of mind to study effectively and efficiently.	-	-	0.9%	30.8%	32.5%	35.8%
		Achieving Academic Goals	Advice and input from those closest to me motivated me to pursue academic achievement.	-	0.9%	2.5%	43.3%	25.8%	27.5%
			I feel relieved and happy when I achieve my desired academic performance.	-	-	-	23.4%	28.3%	48.3%

*Table 3* above shows that the Agree (A) option scale performs best for Statements 9 (42.5%) and 11 (43.3%), while the Very Strongly Agree (VSA) option scale prevails for the remaining Statements 10 (35.8%) and Statement 12 (48.3%). This essentially reflects the third variable, Appropriate Strategies and Programs, which is broken down into two indicators which are Achieving Academic Goals and Improving Academic Productivity. It shows that children and students genuinely want the chance to have their own space to grow and develop, but that space must still be provided with direction and guidance from those who are closest to them without coercion or pressure. According to Lori (2023), additional research revealed that an Arizona State University study revealed that pressuring kids, particularly to always succeed in academics, puts them at risk for failure later in life by causing them to experience episodes of anxiety, depression, low self-esteem, behavioral issues, and learning difficulties.

Afwan (2023) asserts that education serves as the cornerstone for kids' moral growth. Teaching with love is one of the strongest and most successful strategies in this process. It is true that children who receive love as their first education will develop into kind, considerate adults who can make valuable contributions to society. Also, children who experience love will, in turn, feel safe, valued, and motivated to grow and develop to attain achievement, including, as they hope, success in academics.

**Table 4. Questionnaire Data Analysis Part 4**

No.	Variable	Indicators	Statements 13-16	Scale					
				SD	D	LA	A	SA	VSA
4.	Academic Stress	Academic Pressure	I feel worried that my academic performance will affect how others perceive me as an individual.	3.4%	6.7%	18.3%	30.8%	18.3%	22.5%
			I felt stressed and exhausted because of my busy schedule with assignments and exams.	1.7%	4.2%	10.8%	40.8%	19.2%	23.3%
		Academic Validation	I feel satisfied or proud when I am recognized for my academic achievements.	-	1.7%	5.8%	35.8%	24.2%	32.5%
			My academic achievements are considered important by my parents, or family.	-	2.6%	10%	38.3%	23.3%	25.8%

Table 4 above illustrates how the Agree (A) option scale continues to dominate respondents' responses. The specifics are as follows such as Statement 13 (30.8%), Statement 14 (40.8%), Statement 15 (35.8%), and Statement 16 (38.3%). Based on the data above, the fourth variable, Academic Stress, can be divided into two indicators which are Academic Pressure and Academic Validation. Academic pressure serves as the foundation for achieving a validation value for academics, which is a burden for students to feel and experience. This indicates that there are still a lot of students who are trapped in academic stress. According to the Newport Institute (2022), the number of students experiencing academic stress is rising until it is reported to have reached a very high level. This is because the data above also shows that students who experience academic pressure and academic validation have a much higher percentage than students who do not. Thus, while academic achievement is often a positive thing, it may also become a negative thing if we work and are forced too hard and lose control because we have disregarded crucial components of our own pleasure (Inc. Magazine, 2018).

**Table 5. Questionnaire Data Analysis Part 5**

No.	Variable	Indicators	Statements 17-20	Scale					
				SD	D	LA	A	SA	VSA
5.	Students' Mental Health	Self-Esteem	I feel loved and appreciated by the people around me.	0.7%	1.7%	14.2%	40%	21.7%	21.7%
			I feel proud of my achievements, especially in terms of academics.	-	0.8%	11.7%	46.7%	18.3%	22.5%
		Self-Efficacy	I need support and help from others if I am experiencing difficulties.	-	-	6.7%	39.2%	25.8%	28.3%

			I feel confident that I can maintain a balance between studying and other activities in my life.	0.8%	0.8%	15%	48.4%	25%	10%
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It is evident that in the last table, *Table 5*, the Agree (A) response choice scale is selected the most frequently and takes up most of the table. This is specifically the case for Statements 17 (40%), 18 (46.7%), 19 (39.2%), and 20 (48.4%). According to the data obtained, many students take care of themselves to always apply self-love and not forget to love others as well. This illustrates that student mental health plays a very important role in regarding self-esteem and self-efficacy as well as others where the context is positive. Based on the data above, the fifth and final variable is Students' Mental Health, which is branched into two which are Self-Esteem and Self-Efficacy. The percentage of numbers in the aforementioned statistics also shows that, in instances where assistance from others is needed, a large number of pupils already feel secure, dare to assume responsibility, and respect others.

Additionally, Agnia (2023) asserts that mental health is a critical component, particularly for students. Preserving mental health indeed contributes to a healthy development and high quality of life. The capacity to handle stress, solve issues, and form wholesome social interactions can all be influenced by mental health. Students' mental health will be able to develop and thrive as best they can if this is done. So, students need to lower their risk of stress and preserve balance in their personal lives by practicing good time management and taking enough breaks for everything.

## CONCLUSION

Based on all of the information and data gathered for this study, it is possible to conclude that there are a large number of students in Indonesia who have a bad relationship with academic stress. The data used in this study was derived from the respondents' responses, which was further supported by data from other sources, which are other students whose data had previously been published in some journals and articles that assisted the author in compiling this study, particularly for those who had completed elementary school phase. It is clear from all of these data that students are still experiencing academic stress, and that the numbers are consistently high. Additionally, several factors contribute to the academic stress that students experience, such as a fear of failing and the ensuing obsession with success, pressure from both themselves and those around them, the need for validation in the worst way, and an inability to maintain balance in all facets of their lives, including their academic and educational pursuits.

In light of this, academic stress in students can undoubtedly affect them both physically and psychologically. It can also harm how they develop as individuals in the future, potentially leading to emotionally and mentally unstable adults due to the serious disruptions it causes to their mental health. Therefore, it is necessary to develop plans, programs, activities, or other means of helping students cope with the stress of academics. These must have been tried and tested, and they must also have standards or certifications that are workable and allow the parties involved to carry out the plans in related discussions. In this way, students will be able to have much higher levels of self-efficacy and self-esteem later on if the methods or solutions provided can be appropriately applied and implemented. This can motivate them to always be productive in a positive way, particularly in the area of education related to their academic scope where they can eventually achieve the academic goals they have been aiming for and want to achieve until they become a success leads them to the essence of true success.

## RECOMMENDATION

Furthermore, the author continues to feel that the number of respondents is still far from the total number of elementary school students in Indonesia. This is especially true concerning the information and data that have been collected in this study, particularly data from respondents, which amounted to 120 respondents who were successfully collected by filling out questionnaire forms that had previously been made and

distributed. Furthermore, the respondents who were effectively drawn in continued to reside in the author's immediate vicinity, specifically in Cikarang, Bekasi, and Jakarta. For the data generated to be much more valid and authentic than this, the author hopes that the discussion of this study can be carried on and that more elementary school students from various other areas or regions of Indonesia will cooperate and participate in filling out questionnaire forms and other types of data collection. Thus, the author sincerely hopes that more people will become aware of this study and its findings in the future. This will increase public awareness of the problem, which calls for appropriate action and cooperation from all parties to overcome and suppress to stop the numbers of this case from periodically rising which later in the future, Indonesia are able to aspires to be a nation free from life-threatening illnesses and able to nurture a golden age in which every citizen enjoys steady, balanced mental and physical health.

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