



THE PSYCHOLOGICAL MANAGEMENT OF EDUCATION IN IMPROVING THE BALANCE BETWEEN ACADEMIC ACHIEVEMENT AND STUDENT MENTAL WELL-BEING

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Abstract

This study aims to analyze the management of educational psychology in improving the balance between academic achievement and mental well-being of students at the Faculty of Tarbiyah and Teacher Training, UIN Sultan Maulana Hasanuddin Banten. This study employs a qualitative method with in-depth interviews and observations of students under academic pressure as a means of data collection. According to the study's findings, the main element influencing students' mental health was academic pressure—that which results from deadlines and assignments piling on. In addition, good social relationships, a healthy lifestyle, and guidance and counselling services were also found to play an important role in maintaining this balance. Social support from peers, family, and lecturers helped students cope with academic stress, while a healthy lifestyle supported their mental health. The academic performance of students can be positively influenced by the reduction of anxiety and stress that can be achieved through the provision of effective guidance and counselling services. This investigation underscores the significance of psychological support in maintaining the equilibrium between students' academic performance and mental health.

Keywords: Academic Achievement, Mental Well-being, Psychological Management, Students.

INTRODUCTION

Higher education is a process aimed not only at academic success but also at students' mental health. In this regard, educational psychology management is crucial in balancing the two. Many times, students have difficulties that require them to maintain good academic performance without compromising their mental health. Consequently, research on the management of educational psychology in higher education particularly regarding students' academic performance and mental well-being is rather important.

Management, in essence, is the process of planning, organizing, directing, and controlling resources to achieve organizational goals effectively and efficiently (Hasibuan, 2021). In education, management regulates human and material resources and pays attention to psychological aspects that affect the teaching and learning process. In this case, educational psychology management leads to efforts to create a learning environment that supports academic achievement and student mental health. In higher education, effective management can create a conducive atmosphere where students can develop optimally both in their academic achievements and mental well-being.

How students balance their mental health with their academic performance is one of the toughest issues. High academic pressure has been found in past studies to induce in students stress, anxiety, and even depression (Vierdiana, 2021). Particularly for students preparing for tests, major assignments, or final research, expected academic performance can cause anxiety. If not managed correctly, this disorder might affect students' mental State's. Conversely, good mental health is one of the main elements in reaching great academic performance. Students who feel psychologically well can work more effectively and approach academic challenges with a cool head. Thus, balancing the two is crucial to enable students to grow generally.

Having an approach that integrates psychological factors into higher education management is important. One way to achieve this is by providing effective guidance and counselling services in higher education. These services can help students manage academic stress, overcome anxiety, and develop coping skills to improve their mental well-being. Research by Karlina (2023) shows that guidance and counselling services in higher education can reduce anxiety levels and improve students' academic achievement.

The Faculty of Tarbiyah and Teacher Training (FTK) of UIN Sultan Maulana Hasanuddin Banten is one of the higher education institutions that produces prospective educators in Indonesia. Students in this faculty often face high academic demands, especially when preparing theses and final assignments. As prospective educators, they are expected to not only master academic material but also have good social and emotional competencies. However, research at FTK shows that students in this faculty often experience significant academic stress. Karlina (2023), in her research, found that final-semester students at FTK UIN Banten experienced higher stress levels than students in the previous semester. This academic stress can impact students' quality of life regarding their academic performance and mental well-being. Therefore, it is important to examine more deeply how educational psychology management can support them in addressing these issues and achieving a healthy balance between the two.

Several factors influence the equilibrium between academic achievement and the mental well-being of students. These factors include the quality of social relationships, the amount of academic pressure, and the quality of lifestyle choices. Students frequently experience stress due to high academic pressure caused by mounting assignments, approaching examinations, and stringent deadlines. The research conducted by Hasibuan (2021) demonstrates that students subjected to high academic pressure are more likely to experience higher stress levels. This stress can disrupt concentration and decrease motivation, impacting the student's academic performance. In addition, the mental well-being of students is indirectly impacted by the quality of their social relationships. Students can find it easier to deal with the stress of their academic work if they have strong social support from their classmates, families, and teachers. According to the findings of research conducted by Vierdiana (2021), students with strong social support are better able to manage the pressures of their academic work. The development of positive social relationships gives students a feeling of

safety. It boosts their self-confidence, both of which are essential for students to have in order to keep a healthy balance between their academic performance and their mental health.

Another important factor is a healthy lifestyle, including a good diet, regular exercise, and adequate sleep. Students who ignore a healthy lifestyle are more susceptible to psychological problems, such as anxiety and depression, which can affect their academic performance. In addition, guidance and counselling services are also very important. Research by Mutakin (2021) shows that this service can help students manage academic anxiety and stress and provide the support needed to improve academic achievement. Students can balance their academic performance and mental health better with the right support.

This research focuses on academic pressure experienced by students at the Faculty of Tarbiyah and Teaching, UIN Sultan Maulana Hasanuddin Banten. In the fast-paced and demanding academic life, students often face the challenge of balancing high academic achievement and mental well-being. Many students experience stress, anxiety, and even depression due to the demands of heavy assignments, exams, and other academic obligations. This phenomenon not only impacts the academic quality of students but also affects their overall quality of life. Previous research results revealed that students who are under high academic pressure neglect their mental health, which in turn reduces their enthusiasm for learning and negatively affects their academic achievement (Vierdiana, 2021).

A phenomenon found an urgent need to manage students' mental health through effective educational psychology management. Many students need psychological support in dealing with their academic stress. The availability of effective guidance and counselling services and good stress management can help students overcome the emotional problems they face, thereby improving their mental well-being and encouraging better academic achievement. Educational psychology management that includes these aspects is expected to create a healthy and balanced educational environment for students, ultimately improving the quality of their education and personal development (Hasibuan, 2021).

This study identifies several problems faced by students at the Faculty of Tarbiyah and Teacher Training, UIN Sultan Maulana Hasanuddin Banten, related to balancing their academic achievement and mental well-being. One of the main problems is the high level of academic stress experienced by students. Many students feel stressed because of the piling workload, exams often approaching simultaneously, and the demands of maintaining a high GPA. This problem is often exacerbated by a lack of good time management and an inability to divide time between studies and other activities, ultimately impacting their mental well-being. Research by Ramanda et al. (2022) shows that students who face high academic pressure tend to experience anxiety that disrupts their life balance.

Another issue discovered was students' low knowledge regarding preserving health through kinetic academic activities. Most students ignore early symptoms of stress or emotional issues they go through since they believe they should keep concentrating on academics and neglect to give their

mental health any space. This results in a situation whereby their mental problems get worse and finally influence their academic performance. Furthermore, even if some colleges offer counselling services, many students lack confidence or access to these facilities, aggravating the issue of insufficient psychological support (Karlina, 2023).

Several previous studies provide a clear picture of students' challenges in balancing academic achievement and mental well-being. One study by Hasibuan (2021) highlights the factors influencing students' happiness in learning during the COVID-19 pandemic. The study found that increased academic pressure, coupled with the uncertainty of the pandemic, made students more vulnerable to stress and other mental health problems. This study shows that lower learning happiness is directly related to increased academic anxiety, which in turn affects the quality of their academic achievement.

Another relevant study was conducted by Karlina (2023), who examined the level of academic stress in final semester students at the Faculty of Tarbiyah and Teaching, UIN Sultan Maulana Hasanuddin Banten. The study results showed that final-semester students experienced significant stress levels triggered by the demands of completing their thesis and final exams. This academic stress often disrupts their mental balance, with many students neglecting the importance of emotional well-being in the pursuit of academic achievement. It is also in line with the findings in research by Vierdiana (2021), which shows that academically stressed students experience decreased academic performance and poor mental well-being.

Research by Ramanda et al. (2022) also found that students of the Faculty of Tarbiyah and Teacher Training at UIN Sultan Maulana Hasanuddin Banten experienced high anxiety related to their future careers. This study revealed that career anxiety, which often occurs together with academic burden, contributes to mental health disorders that affect their learning productivity. This study emphasizes the importance of psychological services that can simultaneously help students manage academic and career anxiety. In addition, research by Mutakin (2021) highlights the relationship between guidance and counselling services and students' academic achievement. It was found that students who utilized counselling services were better able to manage academic stress and anxiety, which contributed to improving their academic performance. This study supports the argument that psychological support provided by universities can play a very important role in maintaining the balance between students' mental health and academic achievement.

Lestari et al. (2020) conducted research that indicated students who experience mental health issues have a harder time adjusting to stressful academic environments. This investigation determined that the absence of stress management abilities among college students results in a decrease in motivation and an elevated risk of developing mental disorders, which subsequently impacts their academic performance. This research offers a critical viewpoint on cultivating stress management abilities to facilitate the equilibrium between students' academic pursuits and mental health.

The Research Gap based on previous research that has been studied in this study can be seen in the table :

Table 2 Research Gap Research

| No | Researchers & Years | Research Focus | Research result | Weakness (<i>Research Gap</i>) |
|----|---|--|--|--|
| 1 | Ramanda, Komalasari, & Nurrasyidah (2022) | Career concerns of students of the Faculty of Tarbiyah and Teaching, UIN Sultan Maulana Hasanuddin Banten | Found that high career anxiety contributes to mental health disorders in college students. | This study only examines career anxiety and does not discuss in depth how educational psychology management can improve the balance between academic achievement and mental health. |
| 2 | Mutakin (2021) | Guidance and counselling services and academic achievement of students at the Faculty of Tarbiyah UIN Sultan Maulana Hasanuddin Banten | Students who utilize counselling services are better able to manage academic stress and anxiety. | This study only focuses on counselling guidance as a solution but does not explore the more comprehensive managerial approach in educational psychology. |
| 3 | Lestari et al. (2020) | Management of student stress on Academic Performance in education study programs | Stress management is very important in maintaining students' academic achievement. | This study focuses more on stress management without delving further into the relationship between academic achievement and mental well-being in the context of educational psychology management. |
| 4 | Karlina (2023) | The level of academic stress of students at the Faculty of Tarbiyah and Teacher Training, UIN Sultan Maulana Hasanuddin Banten | Final-year students experience high levels of stress, which affects their mental well-being. | This study has not discussed in depth how educational psychology management can address academic stress problems and holistically improve students' mental well-being. |

| No | Researchers & Years | Research Focus | Research result | Weakness (Research Gap) |
|----|---------------------|---|---|---|
| 5 | The Unknown (2021) | Factors that influence students' learning happiness during the pandemic | Academic stress and the pandemic caused students' learning happiness to decrease. | This study focuses more on the impact of the pandemic on student happiness without considering solutions related to educational psychology management in supporting the balance between academic achievement and mental health. |

These previous studies provide an important picture of the challenges students face related to academic stress and mental health but have not comprehensively examined how educational psychology management can be a solution to create a balance between the two. Therefore, this study aims to fill this gap by further exploring the application of educational psychology management to improve the balance between academic achievement and mental health of students at the Faculty of Tarbiyah and Teacher Training, UIN Sultan Maulana Hasanuddin Banten.

LITERATURE REVIEW

Academic Stress Theory

A high academic workload, including the accumulation of assignments, the impending examinations, and the pressure to maintain satisfactory performance, frequently induces academic stress. Lazarus and Folkman (1984) asserted that stress is an individual's reaction to demands perceived as beyond their capacity to manage. In the context of students, academic stress can have a detrimental impact on their mental health and academic performance if not effectively managed. Research conducted by Hasibuan (2021) indicates that students' academic performance and concentration are negatively affected by elevated stress levels, which are correlated with high academic pressure. Consequently, managing academic stress is crucial to preserve a balance between students' mental health and academic success.

Social Support

Social support is a significant factor in maintaining an individual's mental well-being. Research by Cohen and Wills (1985) suggests that social support can serve as a buffer or protector against the negative effects of stress. In the context of college students, positive social relationships with peers, family, and professors can help them cope with academic stress and improve their mental health.

Vierdiana's (2021) research reinforces this by showing that students with good social support from their social environment can better manage academic stress and balance their academic life and mental well-being.

Mental Health and Healthy Lifestyle

Good mental health is closely related to a healthy lifestyle, including a balanced diet, adequate sleep, and regular exercise. According to the World Health Organization (2013), mental health is a State's well-being in which individuals can realize their potential, cope with the normal stresses of life, work productively, and contribute to their community. Research by Mutakin (2021) shows that a healthy lifestyle, including sleep, diet, and physical activity, can reduce academic anxiety and improve students' academic performance. By maintaining a healthy lifestyle, students maintain their physical condition and support the mental health needed to achieve optimal academic performance.

METHOD

Types of research

Through a qualitative approach, this investigation investigates the factors influencing the equilibrium between academic achievement and mental well-being among students at the Faculty of Tarbiyah and Teacher Training, UIN Sultan Maulana Hasanuddin Banten. Researchers selected the qualitative approach due to its capacity to conduct a more comprehensive and in-depth examination of the perspectives and experiences of their subjects (Creswell, 2014). This investigation endeavours to comprehend students' views regarding the academic obstacles they encounter and how the cycles influence their mental health.

Population and Sample

The population in this study were students registered at the Faculty of Tarbiyah and Teacher Training, UIN Sultan Maulana Hasanuddin Banten. The research sample was taken using a purposive sampling technique, which aims to select individuals with direct experience regarding the balance between academic achievement and mental well-being (Palinkas et al., 2015). The selected sample consisted of 15 students from various departments in the faculty, with the criteria being students who actively attended lectures and were willing to share their experiences about academic pressure and mental well-being.

Data source

Primary data and secondary data comprise the data sources utilized in this investigation. In-depth interviews and focus group discussions were employed to obtain primary data directly from students. Academic documents and policies published by universities regarding psychological services and academic guidance for students are classified as secondary data (Hancock, 2002). This data source

will comprehensively understand the context that affects the equilibrium between students' academic performance and mental health.

Data collection technique

Data was collected using two main techniques: *in-depth interviews* and focus group discussions. In-depth interviews will provide more specific information about students' personal experiences in dealing with academic stress and its impact on their mental well-being (Kvale, 2007). Focus group discussions will allow interactive discussions between students to understand further their perceptions of social support, counselling services, and other factors that affect their mental well-being (Krueger & Casey, 2015).

Data Analysis Techniques

The data collected from interviews and focus group discussions will be analyzed using thematic analysis techniques. Thematic analysis is a technique that allows researchers to identify key themes that emerge from the data collected and interpret the meaning of the phenomena studied (Braun & Clarke, 2006). The analysis process is carried out in several stages: data transcription, coding, grouping themes, and interpretation of results. This process will reveal patterns in student experiences related to their academic achievement and mental well-being.

RESULTS AND DISCUSSION

Research result

This study intends to investigate how well students at the Faculty of Tarbiyah and Teacher Training, UIN Sultan Maulana Hasanuddin Banten, balance their mental well-being with their academic success. Following the findings of in-depth interviews and focus group discussions with fifteen students, several elements were identified as influencing the balance: academic pressure, quality of social relationships, good lifestyle, guidance and counselling services.

1. Academic Pressure

Most students who participated in the study stated that academic pressure was the main factor affecting their mental well-being. Piling up assignments, approaching exams, and tight deadlines cause significant stress. One student stated, "Sometimes I feel overwhelmed with assignments coming in all at once, coupled with exams approaching; it makes me stressed and anxious." In this case, academic pressure has been shown to have a major impact on student's mental health, especially in terms of anxiety and stress, which can affect their quality of learning and academic achievement.

2. Quality of Social Relationships

Students with good social relationships with peers, lecturers, and family tend to manage academic stress better. One participant said, "I feel calmer if I can talk to friends or family about it. They

always support me and make me feel better." Positive social support from those closest to them has been shown to play an important role in balancing students' academic achievement and mental well-being.

3. Healthy Lifestyle

The interview results found that a healthy lifestyle, such as a good diet, regular exercise, and adequate sleep, is important in maintaining students' mental well-being. Some students said they feel fitter and can focus more on studying while living a healthy lifestyle. "After exercising regularly and getting enough sleep, I feel more energetic and focused on completing my college assignments," said one student. However, some students also admitted having difficulty maintaining a healthy lifestyle due to their busy lecture schedules and assignments that must be completed.

4. Guidance and Counseling Services

Most students who attended the guidance and counselling service felt helped in managing academic stress and anxiety. One student stated, "The guidance and counselling service helped me a lot in dealing with my anxiety about exams and my future career. I feel more prepared for the exam after talking to the counsellor." This service helps students identify and address disruptive emotional issues and provides strategies to improve their academic performance.

5. Other Factors Affecting Students' Mental Well-Being

In addition to the factors mentioned above, some students also expressed that financial problems, lack of time to relax, and uncertainty about their career future were additional factors that affected their mental well-being. Financial problems are often a source of stress, as many students have to work part-time to finance their studies. "Sometimes I have to work part-time to help pay for my studies, and that leaves me with little time to study or rest," said one participant. Uncertainty about the future of my career is also a factor that influences students' anxiety, as they feel unprepared to face the challenges after graduation.

Discussion

1. Academic Pressure and Mental Well-Being

High academic pressure is often one of the main factors affecting students' mental well-being. It is in line with research conducted by Ramanda et al. (2022), which found that academic anxiety can affect students' mental health, which ultimately interferes with their learning productivity. Academic pressure from the many assignments and exams that must be completed in a limited time can cause high stress and anxiety, which will interfere with students' focus and quality of learning (Hasibuan, 2021). In this study, students revealed that they often felt stressed by very high academic demands, making it difficult to balance academic life and mental well-being.

2. Social Relationships and Psychological Support

This study also revealed that good social relationships with peers, lecturers, and family can help students manage academic stress. This finding aligns with research conducted by Vierdiana (2021), which found that social support has an important role in maintaining students' mental well-being. Students with good social networks feel more supported and can cope better with academic pressure. Social support provides a sense of security and can reduce the level of anxiety experienced by students so they can focus more on their academic tasks. This study confirms that the quality of social relationships in the campus environment plays a major role in balancing academic achievement and students' mental well-being.

3. Healthy Lifestyle as a Supporting Factor for Mental Well-Being

Healthy lifestyles, such as good diet, exercise, and adequate sleep, have been shown to play an important role in maintaining students' mental well-being. This study confirms the findings of Lestari et al. (2020), which state that students with a healthy lifestyle tend to be better able to manage stress and maintain good mental health. Conversely, students who neglect healthy diets, lack sleep, and do not exercise are prone to psychological problems that can affect their academic performance. In this context, students need to balance academic demands and the need to take care of their bodies to maintain their mental well-being.

4. Guidance and Counseling Services as a Solution

Guidance and counselling services available in higher education institutions have been shown to play an important role in supporting students' mental well-being. This study showed that students who used these services felt better prepared to deal with academic pressure and were better able to manage their anxiety. The research results by Mutakin (2021) show that guidance services can help students reduce academic stress and improve their academic performance. Universities should continue to improve the accessibility and quality of guidance and counselling services to help students manage their psychological problems and support the balance between academic achievement and mental health.

5. Other Factors Affecting Mental Well-Being

the study found that financial problems and uncertainty about the future of a career are factors that affect students' mental well-being. The findings of research by Lestari et al. (2020) identified that financial problems and career uncertainty can add to students' mental burden. Financial issues are often an additional source of stress, as students must work to meet their living expenses while still trying to maintain their academic quality. Therefore, universities must provide greater support regarding financial matters and clear guidance regarding career prospects for students.

CONCLUSION

The results of this study reveal several elements influencing the equilibrium between academic performance and mental health of students in the Faculty of Tarbiyah and Teacher Training, UIN Sultan Maulana Hasanuddin Banten. Academic pressure was the primary determinant discovered; it

can induce stress and anxiety that compromises the quality of students' learning and academic performance. Furthermore, strong, quality social interactions with peers, family, and professors are crucial for students' mental health and ability to manage academic stress.

Good diets, consistent exercise, and enough sleep are among the healthy habits that have also been demonstrated to help students preserve their mental and physical health, thus influencing their academic performance. Higher education guidance and counselling programs have also been successful in enabling students to control their anxiety and stress and raise their academic performance. This study underlines the need to juggle academic obligations regarding students' mental health. Universities should thus provide more psychological support and upgrade facilities that support students' mental well-being to enable their academic success.

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