Research Paper
EL-FATIH: JURNAL DAKWAH DAN PENYULUHAN ISLAM
Volume 05, Nomor 2, Oktober 2026, E-ISSN: 2830 - 3156

The Effect Of Self-Instruction Technique On Reducing Students' Academic Stress

Sandra Alia[1], Miftahul Hayat[2], Dadan Sunandar[3], Muhammad Taufiq[4]

[1]Sekolah Tinggi Pesantren Darunna'im (STPDN) Rangkasbitung, Lebak, Indonesia; sandraalia01@gmail.com * (coresponden)

[2]Sekolah Tinggi Pesantren Darunna'im (STPDN) Rangkasbitung, Lebak, Indonesia; miftah.pb@gmail.com

[3]Sekolah Tinggi Pesantren Darunna'im (STPDN) Rangkasbitung, Lebak, Indonesia; dadansunandar68@gmail.com

[4]International Institute of Islamic Thought and Civilization (ISTAC-IIUM), Malaysia; taufiq.muhammad@live.iium.edu.my

ABSTRACT

This study examines the Self-Instruction technique among ninth-grade students at SMP PGRI 31 Legok, specifically focusing on its implementation, the resulting decrease in academic stress, and the magnitude of this effect. Utilizing a quantitative approach with descriptive-analytic methods, the research analyzes independent variable X (Self-Instruction) and dependent variable Y (academic stress reduction). For variable X, data showed a mean of 119, a standard error of the mean of 2, a median of 117, a mode of 113, a standard deviation of 12, a variance of 142, a maximum score of 142, and a minimum score of 80. For variable Y, the results indicated a mean of 108, a standard error of the mean of 2, a median of 108, a mode of 102, a standard deviation of 14, a variance of 197, a maximum score of 135, and a minimum score of 83. After fulfilling SPSS classical assumptions, a simple linear regression test yielded an Fcount of 30.415, which exceeds the Ftable value of 4.17 at a significance level of 0.000<0.05. Consequently, the null hypothesis is rejected, and the alternative hypothesis confirming a positive effect is accepted. Furthermore, the coefficient of determination reached 50.3%, demonstrating that students can effectively manage academic stress by replacing negative thoughts with positive self-talk.

Keyword: Self-Instruction, Academic Stress, Students

This Work Is licensed under a Creative Commons Attribution 4.0 International License

INTRODUCTION

Academic stress is a significant challenge for students that directly impacts mental health and academic performance,thereby requiring management through various psychological approaches. Psychoeducational programs and Rational Emotive Behavioral Therapy (REBT) have proven effective in assisting adjustment and stress management at both the school and university levels (Ahmad et al., 2022; Ogakwu et al., 2023). In addition, experience-based interventions such as Dance Movement Therapy (DMT) and vestibular stimulation have been shown to alleviate physical and emotional tension in adolescents and college students (Ong et al., 2026; Patwari & Vajpayee, 2026). Emotional intelligence training,resilience enhancement, and the application of active coping strategies also serve as psychological defense barriers in facing academic demands (Dey et al., 2024; Ždanoviča, 2026). Furthermore, spiritual practices provide additional stress-coping support for some students (Ekwonye et al., 2020).

The high level of academic stress among ninth-grade students is a complex problem triggered by various factors, ranging from high-stakes testing and excessive workloads to high expectations from parents, teachers, and themselves (Kouzma & Kennedy, 2004; Nandagaon & Raddi, 2020). Social competition pressures and unpleasant school experiences further exacerbate the psychological condition of adolescents during this crucial phase (Pascoe et al., 2020; Wang et al., 2025). The resulting impacts are not limited to declining academic performance and loss of motivation, but also extend to serious mental health issues such as anxiety, depression, sleep disorders, and the risk of reduced student engagement with the school environment (Ardhanaari et al., 2026; Abdollahi et al., 2020). Therefore, a deep understanding of the sources and impacts of this stress is essential to design appropriate coping strategies for ninth-grade students.

Stress significantly disrupts students' learning processes and outcomes through impaired cognitive functions, emotional instability, and physiological changes that diminish concentration and memory during learning (Whiting et al., 2021).Chronic stress and academic pressure have been shown to worsen physiological body responses, such as heart rate variability, which ultimately hampers information retrieval and the comprehension of new concepts (Latino et al., 2025).Beyond damaging daily learning processes, high levels of stress and anxiety are also directly correlated with declines in academic achievement, the emergence of mental health problems such as depression, and decreases in students' learning motivation (Becker & Börnert-Ringleb, 2024; Fogarty et al., 2026). This issue is further compounded by the accumulation of external pressures, such as family demands and financial concerns, creating a comprehensive barrier to a child's academic development at school (Deng et al., 2022).

The application of the self-instruction technique has the potential to reduce student academic stress through self-regulation mechanisms and the management of academic procrastination (Saputra & Lidyawati, 2019). Although explicit research on the direct impact of self-instruction on academic stress remains limited, this technique is an integral part of self-regulated learning strategies, which have proven effective in suppressing stress levels while enhancing psychological well-being and student academic performance (García-Ros et al., 2023; Hamim et al., 2023). The use of self-instruction,particularly in group counseling formats, helps students control negative thoughts, reduce task avoidance, and build emotional resilience when facing academic demands (Ragusa et al., 2023). By practicing positive self-direction, students are able to develop a better self-regulation capacity as a primary bulwark in mitigating stress burdens within the school environment (Ibrahim et al., 2024).

Shifting negative thought patterns into positive ones among students can be achieved through various techniques grounded in cognitive approaches and positive psychology, such as cognitive restructuring, positive self-talk, and cognitive defusion (Larsson et al., 2016). The implementation of positive psychology interventions, such as recording successful experiences and reflecting on personal achievements, has also proven effective in boosting optimism,emotional endurance, and student psychological well-being in the school environment (Baourda et al., 2024). These interventions can be applied through individual guidance, structured training programs, or the use of supporting interactive media (Abdellatif, 2022; Sharma et al., 2023).

Previous research indicates that shifting negative thought patterns into positive ones can be achieved through various interventions based on cognitive-behavioral therapy (CBT) and positive psychology (Briñol & Petty, 2026). Key techniques such as cognitive restructuring and positive self-talk have proven effective in reframing destructive thoughts into rational and optimistic self-dialogue forms, thereby reducing negative emotions and lowering test anxiety levels (Murphy et al., 2023; Stenzel et al., 2025). Moreover, positive psychology exercises involving positive imagery, reflection on successes, and thought stopping contribute directly to enhancing life satisfaction, psychological resilience, and student learning performance (Cagande et al., 2025).

Although CBT and positive psychology interventions such as cognitive restructuring and positive imagery have proven effective in reducing general anxiety and enhancing learning resilience, the integration of the self-instruction technique specifically to address junior high school students' academic stress remains underexplored. Most previous studies have focused more on high school or college student populations with general anxiety variables. Therefore, an empirical gap exists regarding the effectiveness of self-instruction at the junior high school level. The novelty of this study lies in the specific application of the self-instruction technique in reducing academic stress within the psychological developmental dynamics of ninth-grade students at SMP PGRI 31 Legok. Unlike previous studies focusing on general cognitive therapies, this study formulates self-instruction scenarios tailored directly to the test pressures and distinctive workload of late junior high school students, thereby presenting a practical and contextual intervention novelty.

Theoretically, this study enriches guidance and counseling literature regarding the effectiveness of micro-scale cognitive-behavioral therapy in early adolescents. Practically, the research findings provide concrete guidance for guidance and counseling teachers at SMP PGRI 31 Legok and similar schools in designing self-instruction-based intervention programs. This study also assists students in developing independent cognitive regulation to manage academic pressure rationally and sustainably within the school environment. This study aims to identify the overview of the implementation of the self-instruction technique among ninth-grade students at SMP PGRI 31 Legok. In addition, this research seeks to analyze the level of student academic stress reduction and examine whether there is a significant effect of utilizing the self-instruction technique in reducing academic stress at school.

RESEARCH METHODOLOGY

This study employs a quantitative approach utilizing regression and statistical analysis methods to examine the relationship and functional effect between the independent variable (X), namely the Self-Instruction Technique, and the dependent variable (Y), namely the Reduction of Students' Academic Stress. A descriptive approach via survey research was applied to collect in-depth data and information related to the issue under investigation. Data collection was carried out using

closed-ended questionnaire instruments distributed to respondents. This study was conducted at SMP PGRI 31 Legok, grounded in real-world phenomena and gaps identified in classroom learning practices.

The population in this study comprises all ninth-grade students of SMP PGRI 31 Legok for the 2023–2024 academic year,totaling 32 students, divided into class IX A (14 students) and class IX B (18 students). A sample represents a portion of population characteristics serving as the observation unit. According to Arikunto's view, if the population is less than 100 people, the entire population can be used as the research sample. Therefore, this study applies a saturated sampling or census technique, where 100% of the total population, or a total of 32 students, was taken entirely as respondents to represent the characteristics of the overall population.

The primary instrument in this study was a scaled closed-ended questionnaire (angket) to collect primary data, which was then measured using a 5-point Likert scale ranging from scores of 1 to 5. In addition to the questionnaire, data collection was supported by structured observation methods to directly monitor conditions, events, and subjects' behaviors within the school environment, as well as documentation techniques to complement research data related to the effect of the self-instruction technique on reducing students' academic stress at SMP PGRI 31 Legok.

Table 1. Self-Instruction Questionnaire

No.	Statement
1.	I am pleased to see the counselor using the self-instruction technique.
2.	I like it when the counselor clearly explains the purpose and benefits of the self-instruction technique before starting.
3.	The counselor provides an opportunity for the counselee to express what makes them uncomfortable.
4.	I dislike the counselor using the self-instruction technique because it is inefficient.
5.	I prefer the counselor to use other techniques in guidance and counseling.
6.	I am very pleased with the technique presented by the counselor.
7.	I find it easier to understand the method used when the counselor demonstrates it first.
8.	I understand the method more easily when it is presented with clear steps.
9.	I dislike techniques that involve specific steps as they are a waste of time.
10.	I am confident that by preparing myself, I am ready to handle things I have not yet mastered.
11.	I am sometimes confused by the method explained by the counselor.
12.	I strongly believe that every individual possesses both strengths and weaknesses.
13.	I feel pressured by my own shortcomings.
14.	I feel helped by the formation of transitions within the self-instruction technique.
15.	I believe that failure is delayed success.
16.	I find it difficult to recognize my own identity.
17.	There is repetition in demonstrating the self-instruction technique.
18.	The counselor provides good feedback to the counselee in using the self-instruction technique.
19.	I feel unconfident about interacting with new people.
20.	I do not think positively and am always afraid to start new things.
21.	I allocate time to practice the self-instruction technique in my daily life.
22.	I understand that perseverance is a crucial point in achieving success.
23.	I am not confident in my own abilities.
24.	I sometimes feel anxious and restless when interacting with others.
25.	I believe that every individual has their respective duties and responsibilities and can carry them out well.
26.	I am confident and believe in the abilities I possess.
27.	I have no desire to participate in the use of the self-instruction technique demonstrated by the counselor.
28.	I feel confident in building relationships with people around me.
29.	I believe I can develop and manage my time in my daily life.
30.	I believe that I can start new things well.

Table 2. Student Academic Stress Questionnaire

No.	Statement
1.	I feel energized when failing to achieve something, which makes me want to try harder.
2.	I find myself easily angered by trivial matters.

3.	My mouth feels dry during the teaching and learning process.
4.	I tend to overreact to conditions/situations that do not match my expectations.
5.	I feel that I have used a lot of mental energy in completing school assignments.
6.	I feel more enthusiastic with the large amount of lessons and time spent at school.
7.	I feel burdened by the heavy volume of lessons I have to master.
8.	I become more enthusiastic when encountering lessons that are difficult for me to understand, driving me to study harder.
9.	I dislike techniques that involve specific steps as they are a waste of time. *(Note: Duplicated item from Table 1)*
10.	I feel a great sense of relief when exams are over.
11.	I feel burdened by the presence of exams at school.
12.	I tend to dislike delayed schedules (e.g., teachers arriving late).
13.	I easily sweat when giving presentations in front of the class.
14.	I feel happy even if I do not have friends.
15.	I can sleep soundly even if I have a presentation in front of the class tomorrow.
16.	I find it difficult to concentrate on studying and struggle to take the initiative to start new things.
17.	I easily feel hungry during the learning process.
18.	I am afraid of receiving assignments given by the teacher.
19.	I feel unconfident when taking exams.
20.	I do not think positively and am always afraid to start presentations in front of the class.
21.	I do not feel tired after studying all day in class, even though I feel bored.
22.	I can understand the lessons explained by the teacher.
23.	I am not confident in my own abilities.
24.	I sometimes feel anxious and restless during teaching and learning activities.
25.	I feel appreciated for the assignments I have completed, such as independent assignment sheets, papers, and presentations in front of the class.
26.	I am confident and believe in the abilities I possess.
27.	I feel my heart beating very fast when I am asked questions by the teacher.
28.	I remain calm even when there is a sudden test schedule.
29.	I feel that I am a valuable person.
30.	My appetite remains good even though I have many unfinished school assignments.

Validity testing was conducted to measure the extent to which the questionnaire instrument could accurately record data. This testing utilized a correlational method by comparing the rcountrcount value (Pearson Correlation) of each statement item against the r_{table} value at a 5% significance level. An instrument item is declared valid if $r_{count} > r_{table}$. Subsequently, valid instruments were tested for consistency via reliability testing using Cronbach's Alpha formula. An instrument is declared dependable or reliable if the overall Cronbach's Alpha value exceeds the minimum threshold (CA > 0.60).

Data analysis began with descriptive analysis and inferential statistics. Descriptive analysis serves to illustrate data through calculations of measures of central tendency and dispersion, which include the mean, median, mode, and standard deviation (SD) to accurately present a picture of the data frequency distribution. Meanwhile, regression analysis prerequisite testing included normality testing and linearity testing to ensure the validity of the statistical model.Normality testing was conducted to determine whether the variable data is normally distributed, with the decision rule that if the significance value (Sig.) is >0.05, the data is normally distributed, whereas if Sig. < 0.05, the data is not normally distributed. Meanwhile, linearity testing using curve estimation aims to ensure a linear relationship between the independent variable (X) and the dependent variable (Y), where a relationship is declared linear if the significance value f≤0.05.

Hypothesis testing in this study used a simple linear regression analysis technique to determine the direction of the relationship and estimate the value of the dependent variable (Y) resulting from changes in the independent variable (X),using the mathematical formula Y^=a+bX. To test the effect of variables simultaneously, the FF statistical test was used through steps including formulating the hypothesis, determining a 5% significance level (α=0.05) with n = 30 and k = 2

yielding an F_{table} value of 1.29, establishing testing criteria, calculating the F_{value} using SPSS software, and drawing conclusions based on a comparison of the calculated value against its critical point.

RESULT AND DISCUSSION

Descriptive Statistics



Figure 1. Descriptive Statistics of Self-Instruction

Based on the histogram in Figure 1, the *Self-Instruction* variable from a total of 32 respondents yielded a mean value of 119.19 with a standard deviation of 11.918. The data distribution indicates a lowest score range in the interval of 80 to 90 and the highest score reaching the interval of 140 to 150. The highest respondent frequency is concentrated in the score range of 110 to 120, totaling 14 students. In addition, the symmetrical normal curve shape following the pattern of the histogram bars indicates that the data on students' application capability of the self-instruction technique is normally distributed and tends to be homogeneous around the mean value.

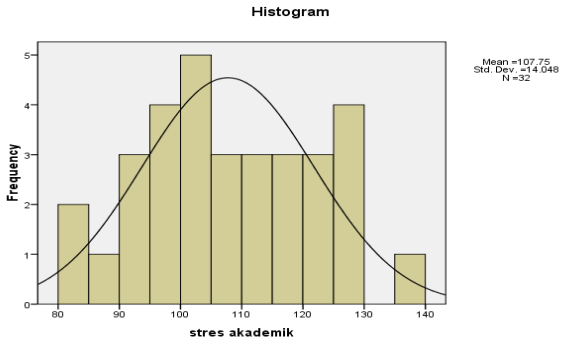


Figure 2. Descriptive Statistics of Students' Academic Stress Reduction

Based on the histogram in Figure 2, the student academic stress reduction variable from 32 respondents showed a mean value of 107.75 with a standard deviation of 14.048. The larger standard deviation compared to the independent variable reflects slightly more dispersed score variations in the range of 80 to 140. The highest frequency peak is in the score interval of 100 to 105 encompassing 5 respondents, followed by the intervals of 95 to 100 and 125 to 130 with 4 respondents each. Overall, the bell-shaped curve line confirms that the distribution of student academic stress data has met the assumption of a normal distribution.

Validity and Reliability Data

Table 3. Self-Instruction Technique Validity Results

No Item	rcount	rtable	Validity	Description
Item 1	0.388	0.349	Valid	Used
Item 2	0.381	0.349	Valid	Used
Item 3	0.444	0.349	Valid	Used

Item 4	0.379	0.349	Valid	Used
Item 5	0.396	0.349	Valid	Used
Item 6	0.356	0.349	Valid	Used
Item 7	0.439	0.349	Valid	Used
Item 8	0.413	0.349	Valid	Used
Item 9	0.510	0.349	Valid	Used
Item 10	0.412	0.349	Valid	Used
Item 11	0.438	0.349	Valid	Used
Item 12	0.378	0.349	Valid	Used
Item 13	0.528	0.349	Valid	Used
Item 14	0.612	0.349	Valid	Used
Item 15	0.561	0.349	Valid	Used
Item 16	0.374	0.349	Valid	Used
Item 17	0.449	0.349	Valid	Used
Item 18	0.474	0.349	Valid	Used
Item 19	0.454	0.349	Valid	Used
Item 20	0.352	0.349	Valid	Used
Item 21	0.650	0.349	Valid	Used
Item 22	0.455	0.349	Valid	Used
Item 23	0.370	0.349	Valid	Used
Item 24	0.452	0.349	Valid	Used
Item 25	0.522	0.349	Valid	Used
Item 26	0.548	0.349	Valid	Used
Item 27	0.428	0.349	Valid	Used
Item 28	0.483	0.349	Valid	Used
Item 29	0.453	0.349	Valid	Used
Item 30	0.417	0.349	Valid	Used

From Table 3 of the validity test results on the Self-Instruction technique variable (X), out of 30 statement items tested, all 30 statement items were found to be valid in the validity testing conducted.

Table 4. Self-Instruction Reliability Test (X)

Cronbach's Alpha	N of Items
0.852	30

Based on Table 4 of the reliability test from the SPSS 16 output, a Cronbach's Alpha value of 0.852 was obtained. Thus, it can be concluded that the research instrument possesses a level of reliability within the Cronbach's Alpha range of 0.80–1.00, classified as a "very strong" reliability level, making the instrument valid for measuring the Self-Instruction Technique variable (X).

Table 5. Student Academic Stress Validity Results

No Item	rcount	rtable	Validity	Description
Item 1	0.442	0.349	Valid	Used
Item 2	0.567	0.349	Valid	Used
Item 3	0.382	0.349	Valid	Used
Item 4	0.477	0.349	Valid	Used
Item 5	0.445	0.349	Valid	Used
Item 6	0.385	0.349	Valid	Used
Item 7	0.410	0.349	Valid	Used
Item 8	0.407	0.349	Valid	Used
Item 9	0.473	0.349	Valid	Used
Item 10	0.504	0.349	Valid	Used
Item 11	0.417	0.349	Valid	Used
Item 12	0.523	0.349	Valid	Used
Item 13	0.426	0.349	Valid	Used
Item 14	0.381	0.349	Valid	Used

Item 15	0.402	0.349	Valid	Used
Item 16	0.577	0.349	Valid	Used
Item 17	0.350	0.349	Valid	Used
Item 18	0.433	0.349	Valid	Used
Item 19	0.563	0.349	Valid	Used
Item 20	0.560	0.349	Valid	Used
Item 21	0.554	0.349	Valid	Used
Item 22	0.480	0.349	Valid	Used
Item 23	0.383	0.349	Valid	Used
Item 24	0.528	0.349	Valid	Used
Item 25	0.561	0.349	Valid	Used
Item 26	0.567	0.349	Valid	Used
Item 27	0.463	0.349	Valid	Used
Item 28	0.555	0.349	Valid	Used
Item 29	0.515	0.349	Valid	Used
Item 30	0.508	0.349	Valid	Used

From Table 5 of the validity test results on student academic stress (Y), out of 30 statement items tested, all 30 statement items were found to be valid in the validity testing conducted.

Table 6. Student Academic Stress Reliability Test (Y)

Cronbach's Alpha	N of Items
0.872	30

Based on Table 6 of the reliability test from the SPSS 16 output, a Cronbach's Alpha value of 0.872 was obtained. Thus, it can be concluded that the research instrument possesses a level of reliability within the Cronbach's Alpha range of 0.80–1.00, classified as a "very strong" reliability level, making the instrument valid for measuring the Student Academic Stress Reduction variable (Y).

Analysis Prerequisite Testing

Normality Test

Table 7. One-Sample Kolmogorov-Smirnov Test

Parameter	Unstandardized Residual
N	32
Normal Parameters (Mean)	0.0000000
Normal Parameters (Std. Deviation)	9.89951298
Most Extreme Differences (Absolute)	0.117
Most Extreme Differences (Positive)	0.107
Most Extreme Differences (Negative)	-0.117
Kolmogorov-Smirnov Z	0.661
Asymp. Sig. (2-tailed)	0.775

a. Test distribution is Normal.

Based on the normality test in Table 7 above, it is known that the Self-Instruction technique and academic stress data are normally distributed with a value of 0.661. The Kolmogorov-Smirnov table value at a significance level of α=0.05 with N=32 (since N is closest to N=30) is 0.242. Therefore, because 0.775>0.242, the data is normally distributed.

Linearity Test

Table 8. Linearity Test (ANOVA)

			Sum of Squares	df	Mean Square	F	Sig.
Academic Stress * Self-Instruction Technique	Between Groups	(Combined)	5722.700	23	248.813	5.035
		Linearity	3079.989	1	3079.989	62.332
		Deviation from Linearity	2642.711	22	120.123	2.431

	Within Groups	395.300	8	49.413
	Total	6118.000	31	

Based on Table 8, the significance (sig) value from the SPSS output above yields Fcount > Ftable (62.332>3.29) and a deviation from linearity sig. of 0.098>0.05. Therefore, it can be concluded that there is a linear relationship between the Self-Instruction technique (X) and student academic stress reduction (Y).

Hypothesis Testing

Table 9. Regression Results

Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3079.989	1	3079.989	30.415
	Residual	3038.011	30	101.267	
	Total	6118.000	31		

a. Predictors: (Constant), Self-Instruction Technique

b. Dependent Variable: Academic Stress

Based on the results in Table 9 above, an Fcount=30.415 was obtained, whereas F_{table} = 4.17, with a significance value of 0.000 < 0.05. The criterion states that H0 is rejected if Fcount > Ftable at α=0.05 (5%) with a value of 30.415 > 4.17. Thus, the results of this simple linear regression test can be interpreted as HaHa, which states that the Self-Instruction technique has a positive effect on reducing students' academic stress, being accepted, and consequently H0H0 is rejected.

Table 10. ANOVA / Coefficients

Model	Unstandardized Coefficients B	Standardized Coefficients Std. Error	t Beta	Sig.
1	(Constant)	8.063	18.163	
	Self-Instruction Technique	0.836	0.152	0.710

a. Dependent Variable: Academic Stress

Based on Table 10 above, an X coefficient of 0.836 and a constant of 8.063 were obtained. Thus, the form of the effect of the Self-Instruction technique variable on student academic stress can be described in the form of the Regression Equation Y=8.063+0.836X. This indicates that the Self-Instruction technique affects the reduction of student academic stress.

Table 11. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.710a	0.503	0.487	10.063

a. Predictors: (Constant): Self-Instruction Technique

b. Dependent Variable: Academic Stress

In Table 11 above, it is shown that the magnitude of the correlation value (RR) is 0.710. From this output, a coefficient of determination (R2R2) of 0.503 was obtained, implying that the effect of the independent variable (Self-Instruction Technique) on the dependent variable (student academic stress) is 50.3%.

The results of hypothesis testing using simple linear regression analysis indicate that the Self-Instruction technique (X) has a positive and significant effect on reducing student academic stress (Y). This is evidenced by an FcountFcount value of 30.415, which is greater than the FtableFtable of 4.17, alongside a significance value of 0.000 (less than 0.05), leading to the acceptance of the

alternative hypothesis (HaHa) and the rejection of the null hypothesis (H0H0). The resulting regression equation is Y = 8.063 + 0.836X (with a tcounttcount value of 5.515). Furthermore, a correlation coefficient (R) of 0.710 and a coefficient of determination (R^2) of 0.503 were obtained. This means that the Self-Instruction Technique contributes an effect of 50.3% toward reducing student academic stress, while the remainder is influenced by other factors. Broadly speaking, self-instruction is an integral part of self-regulation mechanisms, which play a crucial role in managing study pressure and anxiety. Self-regulation strategies combined with relaxation techniques, such as guided breathing and prayer, have been shown to reduce students' academic anxiety levels (Tache & Muntean, 2026). Moreover, enhancing self-regulation capacity has been shown to mediate the effectiveness of mindfulness-based stress reduction interventions in lowering student anxiety (Cary et al., 2024).

The effect of the self-instruction technique on academic stress can be observed through the interaction of its four primary indicators: strength, policy, capability, and courage in responding to study pressures. The aspects of strength and policy assist students in maintaining emotional stability and managing heavy assignment workloads through rational and structured thought restructuring. Meanwhile, the aspects of capability and courage play a vital role in aligning personal expectations, mitigating anxiety caused by grade attachment, and overcoming procrastination. Through this adaptive internal dialogue, students can transform perceived academic threats into manageable challenges, allowing negative emotional responses and study pressure to be significantly dampened. By reshaping this internal narrative, students are able to suppress fear, tension, and excessive worry, which in turn not only reduces psychological pressure but also encourages academic engagement and healthier coping strategies (Puchalska-Wasyl & Wikiera, 2026).

On the other hand, the application of self-talk techniques within group counseling services has also proven significant in building students' academic resilience, including among special needs groups such as visually impaired students, thereby indirectly strengthening their capacity to manage study pressure (Mufidah et al., 2026). Nevertheless, the effectiveness of internal dialogue heavily depends on its structure and cognitive content. Unfocused internal dialogue risks developing into negative self-talk, such as self-blame or self-derogation, which can diminish performance and potentially exacerbate stress levels (Guicciardi & Prinzis, 2021).

CONCLUSION

Based on a comprehensive series of data analyses conducted on the self-instruction technique variable and students' academic stress levels, several key conclusions can be drawn. All research instruments used to measure both variables proved to be valid and possessed an extremely high level of reliability, making the instruments highly suitable for data collection in the field. In addition, the analysis prerequisite test results indicated that the research data met the assumption of normal distribution and exhibited a significant linear relationship between the independent and dependent variables.Hypothesis testing via simple linear regression analysis empirically proved that the self-instruction technique exerts a positive and significant effect on reducing academic stress levels among students. This means that the more optimally the self-instruction technique is applied, the lower the academic stress experienced by students. The magnitude of this effect confirms that this method is highly effective in helping students manage psychological pressure through adaptive internal dialogue, cognitive restructuring, and enhanced self-regulation when facing learning challenges in

the school environment constructively, thereby fostering psychological well-being and more optimal learning performance for students.

This study has a primary limitation due to its subject scope being restricted to a specific school population and the use of self-assessment instruments that are vulnerable to respondent subjectivity bias. Nevertheless, this study provides an important contribution both theoretically and practically to the development of guidance and counseling services in schools as an empirical guide in mitigating students' psychological pressure through targeted internal dialogue training.As recommendations for future research, subsequent researchers are advised to expand the sample scope across regions,involve more diverse comparison groups, and examine additional mediating variables such as mental resilience and family social support to gain a more comprehensive and deep understanding of the dynamics of academic stress reduction in students, allowing the findings to be generalized more broadly.

REFERENCE

Abdellatif, M. S. (2022). The effectiveness of a training programme on positive thinking skills in reducing the tendency towards intellectual extremism of university students. *Cypriot Journal of Educational Sciences*, *17*(9), 3378–3395.https://doi.org/10.18844/cjes.v17i9.7872

Abdollahi, A., Panahipour, S., Akhavan Tafti, M., & Allen, K. A. (2020). Academic hardiness as a mediator for the relationship between school belonging and academic stress. *Psychology in the Schools*, *57*(5), 823–832.https://doi.org/10.1002/pits.22339

Ahmad, T. H. B., Meriç, M., & Ayasrah, M. (2022). The effect of psychoeducational stress management interventions on students stress reduction: Systematic review. *Journal of Educational, Cultural and Psychological Studies*, *2022*(25), 41–57. https://doi.org/10.7358/ecps-2022-025-hass

Ardhanaari, Sripada, P. N., Sangeetha, K., & Badri, B. (2026). The relationship between academic stress and mental health issues among adolescents. *Adolescencia e Saude*, *21*(1), 306–311. https://doi.org/10.67440/ahj.v21i1.645

Baourda, V. C., Brouzos, A., & Vassilopoulos, S. P. (2024). Efficacy of the "Feel Good - Think Positive", a school-based positive psychology intervention targeting optimism and hope in children. *Journal of Positive Psychology*, *19*(6), 1091–1108. https://doi.org/10.1080/17439760.2023.2297216

Becker, S., & Börnert-Ringleb, M. (2024). On the interplay of performance pressure, achievement orientations, school-related anxiety and stress. *Zeitschrift für Erziehungswissenschaft*, *27*(5), 1329–1350. https://doi.org/10.1007/s11618-024-01250-7

Briñol, P., & Petty, R. (2026). Fundamental processes of positive change. *European Review of Social Psychology*, *37*(1),202–239. https://doi.org/10.1080/10463283.2024.2424146

Cagande, C., Barnes, A., & Majeed, S. (2025). Positive child and adolescent psychiatry. In *Positive psychiatry, psychotherapy and psychology: Clinical applications for positive mental health* (pp. 45–50). Springer.https://doi.org/10.1007/978-3-031-94645-5_4

Cary, E. L., Bergen-Cico, D., Sinegar, S., Schutt, M. K. A., Helminen, E. C., & Felver, J. C. (2024). Self-regulation mediates effects of adapted mindfulness-based stress reduction on anxiety among college students. *Journal of American College Health*, *72*(9), 3818–3828. https://doi.org/10.1080/07448481.2023.2201843

Deng, Y., Cherian, J., Khan, N. U. N., Kumari, K., Sial, M. S., Comite, U., Gavurova, B., & Popp, J. (2022). Family and academic stress and their impact on students' depression level and academic performance. *Frontiers in Psychiatry*, *13*,869337. https://doi.org/10.3389/fpsyt.2022.869337

Dey, S., Kalla, N., Joshi, H., Sharma, M., & Kumar, M. (2024). The impact of emotional intelligence on academic stress and academic performance among university students. In *Contributions to finance and accounting* (Vol. Part F4082, pp.457–467). Springer Nature. https://doi.org/10.1007/978-3-031-75960-4_42

Ekwonye, A. U., Sheikhomar, N., & Phung, V. (2020). Spirituality: A psychological resource for managing academic-related stressors. *Mental Health, Religion and Culture*, *23*(9), 826–839. https://doi.org/10.1080/13674676.2020.1823951

Fogarty, J. S., Wu, Y., Rajamanickam, Y., Ali, F., & Lee, N. H. (2026). High school student ill-being and physiological stress in class predict academic achievement: Evidence from real school contexts. *Trends in Neuroscience and Education*,*44*, Article 100291. https://doi.org/10.1016/j.tine.2026.100291

García-Ros, R., Pérez-González, F., Tomás, J. M., & Sancho, P. (2023). Effects of self-regulated learning and procrastination on academic stress, subjective well-being, and academic achievement in secondary education. *Current Psychology*, *42*(30), 26602–26616. https://doi.org/10.1007/s12144-022-03759-8

Guicciardi, M., & Prinzis, F. (2021). Effects of the instructional and motivational self-talk on the cognitive and technical performance of young soccer goalkeepers. *Ricerche di Psicologia*, *44*(3). https://doi.org/10.3280/rip2021oa11936

Hamim, M., Zamahsari, G. K., & Candra, P. H. (2023). Challenges in the post-pandemic era: Examining the influence of self-regulated learning on academic stress among students in Indonesian higher education institutions. In *Proceedings of the 9th International Conference on Education and Technology (ICET)* (pp. 61–64). IEEE https://doi.org/10.1109/ICET59790.2023.10434994

Ibrahim, R. K., Al Sabbah, S., Al-Jarrah, M., Senior, J., Almomani, J. A., Darwish, A., Albannay, F., & Al Naimat, A.(2024). The mediating effect of digital literacy and self-regulation on the relationship between emotional intelligence and academic stress among university students: A cross-sectional study. *BMC Medical Education*, *24*(1), Article 1309 https://doi.org/10.1186/s12909-024-06279-0

Kouzma, N. M., & Kennedy, G. A. (2004). Self-reported sources of stress in senior high school students. *Psychological Reports*, *94*(1), 314–316. https://doi.org/10.2466/pr0.94.1.314-316

Larsson, A., Hooper, N., Osborne, L. A., Bennett, P., & McHugh, L. (2016). Using brief cognitive restructuring and cognitive defusion techniques to cope with negative thoughts. *Behavior Modification*, *40*(3), 452–482.https://doi.org/10.1177/0145445515621488

Latino, F., Tafuri, D., & Tafuri, F. (2025). Academic self-pressure and physiological responses in adolescents: A pilot experimental study on the moderating role of an escape room-based physical activity intervention on cognitive and academic outcomes. *International Journal of Environmental Research and Public Health*, *22*(6), Article 948.https://doi.org/10.3390/ijerph22060948

Mufidah, E. F., Atmoko, A., Muslihati, M., Ramli, M., Zolkepla, F. A. Z., & Badiẅa, L. I. (2026). Efforts to improve academic resilience in blind students through group counseling using self-talk techniques. *Turkish Psychological Counseling and Guidance Journal*, *16*(80), 147–160. https://doi.org/10.17066/tpdrd.1602244

Murphy, S. T., Vittorio, L. N., & Strunk, D. R. (2023). Vindicating pollyanna? An experimental test of cognitive restructuring and positive thinking interventions. *Psychotherapy Research*, *33*(6), 696–703. https://doi.org/10.1080/10503307.2022.2152397

Nandagaon, V. S., & Raddi, S. A. (2020). Depression and suicidal ideation as a consequence of academic stress among adolescent students. *Indian Journal of Forensic Medicine and Toxicology*, *14*(4), 4464–4468.https://doi.org/10.37506/ijfmt.v14i4.12344

Ogakwu, N. V., Ede, M. O., Agu, P. U., Manafa, I., Ezeaku, F., Onah, S. O., Okereke, G. K. O., Ome ke, F. C., Agbigwe, I.B., & Oneli, J. O. (2023). School-based intervention for academic stress management and school adjustment among industrial technical education students: Implications for educational administrators. *Medicine*, *102*(2), Article e32547. https://doi.org/10.1097/MD.0000000000032547

Ong, A. J. I., Aquino, J. M. R., Boadilla, J. M. D., Choi, H., de Jesus, K. C. G., Gamboa, A. Z. P., Lagrosa, K. C., Malsi,T. G. D., Quinto, J. M. S., Torres, C. J. C., Tumapang, D. A. G., Bautista, E. H., & Waking, C. T. (2026). The effectiveness of vestibular stimulation in reducing academic stress among student nurses in School X. *Acta Medica Philippina*, *60*(14), 87–95. https://doi.org/10.47895/amp.v60i14.13174

Pascoe, M. C., Hetrick, S. E., & Parker, A. G. (2020). The impact of stress on students in secondary school and higher education. *International Journal of Adolescence and Youth*, *25*(1), 104–112.https://doi.org/10.1080/02673843.2019.1596823

Patwari, P., & Vajpayee, A. (2026). Managing academic stress in adolescents through Dance Movement Therapy: A preliminary intervention study. *Body, Movement and Dance in Psychotherapy*, 1–17.https://doi.org/10.1080/17432979.2026.2738692

Puchalska-Wasyl, M. M., & Wikiera, K. (2026). Internal dialogue as a moderator of the relationships between trait anxiety and maladaptive stress coping strategies: Research on university students during the exam session. *Journal of College Student Mental Health*. Advance online publication. https://doi.org/10.1080/28367138.2026.2678859

Ragusa, A., González-Bernal, J., Trigueros, R., Caggiano, V., Navarro, N., Minguez-Minguez, L. A., Obregón, A. I., & Fernandez-Ortega, C. (2023). Effects of academic self-regulation on procrastination, academic stress and anxiety,resilience and academic performance in a sample of Spanish secondary school students. *Frontiers in Psychology*, *14*,Article 1073529. https://doi.org/10.3389/fpsyg.2023.1073529

Saputra, R., & Lidyawati, Y. (2019). Self-instruction technique in group counseling to reduce students' academic procrastination behavior. *Islamic Guidance and Counseling Journal*, *2*(2), 49–55. https://doi.org/10.25217/igcj.v2i2.420

Sharma, A., Rushton, K., Lin, I. W., Wadden, D., Lucas, K. G., Miner, A. S., Nguyen, T., & Althoff, T. (2023). Cognitive reframing of negative thoughts through human-language model interaction. In *Proceedings of the Annual Meeting of the Association for Computational Linguistics* (Vol. 1, pp. 9977–10000). Association for Computational Linguistics (ACL). https://doi.org/10.18653/v1/2023.acl-long.555

Stenzel, K. L., Keller, J., Kirchner, L., Rief, W., & Berg, M. (2025). Efficacy of cognitive behavioral therapy in treating repetitive negative thinking, rumination, and worry: A transdiagnostic meta-analysis. *Psychological Medicine*, *55*, Article e31. https://doi.org/10.1017/S0033291725000017

Tache, I. A., & Muntean, T. (2026). Effectiveness evaluation of relaxation techniques for anxious students through heart rate monitoring. In *Promoting mindfulness, flourishing, and wellness*

in higher education through the arts (pp. 429–461).IGI Global. https://doi.org/10.4018/979-8-3373-3877-4.ch016

Wang, R., Yang, S., Xu, X., Mi, S., & Hao, N. (2025). Exploring adolescent academic stress in the digital and urban age:A mixed-methods study from CIT to checklist validation. *Frontiers in Psychology*, *16*, Article 1692113.https://doi.org/10.3389/fpsyg.2025.1692113

Whiting, S. B., Wass, S. V., Green, S., & Thomas, M. S. C. (2021). Stress and learning in pupils: Neuroscience evidence and its relevance for teachers. *Mind, Brain, and Education*, *15*(2), 177–188. https://doi.org/10.1111/mbe.12282

Ždanoviča, I. (2026). Strengthening psychological resilience: Stress management in academic activities and extreme situations. *Soter*, *2026*(97), 51–60. https://doi.org/10.7220/2335-8785.97(125).4