The Effectiveness of Psychoeducational Learning Strategies and Stress Management in Students

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Abstract

The pandemic caused by the COVID-19 virus has had a significant influence on developments across all spheres of human existence, but particularly in the intellectual sphere. The transition from traditional classroom instruction to instruction delivered both online and offline presents students with a significant adjustment barrier. As a result of this, there is a need for psychoeducation as a kind of reinforcement in order to adjust to a new learning style. This research was conducted with the intention of determining whether or not students benefit from receiving psychoeducation on learning methods and stress management techniques while they are studying during a pandemic. By contrasting the groups of students who get psychoeducation with the groups of students who do not receive psychoeducation, the purpose of this research is to test the hypothesis that there is an impact of psychoeducation on the levels of stress and student learning management. Both an experimental group of students who were given psychoeducation and a control group of students who were not given any psychoeducational interventions were considered to be participants in the psychoeducation. In this study, the Wilcoxon Signed Rank Test served as the quantitative research technique that was used.

Keywords: Psychoeducation • Management • Stress Reduction

Introduction

Learning that takes place via the use of the internet or a local area network as a way of engaging in the learning process, such as the distribution of information, is referred to as online learning [1]. Online learning may take place everywhere there is an internet connection. In order to engage in online education, one has to have access to the internet and a computer, laptop, or smartphone that is connected to the internet network. Now that these capabilities are accessible, students and teachers are able to work together concurrently on their education by using a variety of online media platforms to communicate and cooperate with one another [2]. Throughout their time spent pursuing academic endeavors online, students are likely to face a wide range of obstacles. Some of these challenges include signals that are not supportive, a lack of quota, a large number of distractions when studying at home, the sensation of being less focused on learning without direct interaction with teachers and other students, material that is

presented that is difficult to understand, and a lack of readiness on the part of teaching staff in preparing material. Because of this, students could have feelings of being overburdened [3-6].

It takes work to adapt to new circumstances, and if a person is unable to do so, they may have disturbances in their body functions, behaviors, emotions, and mental health as a result of the stress they are under. The onset of these symptoms may be brought on by a wide range of factors, such as frustration, conflict, pressure, or an emergency situation. "Academic stress" is a term that may be used to describe the uneasiness that many students experience [7]. Academic stress is the response of a student to the severe demands put on them at school, which may lead to feelings of discomfort, tension, and changes in behavior. The term "academic stress" was coined by psychologists in the 1950s. A person's life may be made more stressful by the presence of certain factors, which are referred to as stressors. There is a possibility that the development of stress may be traced back to the activation of dysfunctional cognitive evaluation processes [8]. This gives rise to negative thoughts, which in turn provide stress for the individual [9].

During the Covid-19 outbreak, it is necessary to provide psychoeducation to patients on learning strategies and stress management in order to overcome this barrier. The goal of this education is to provide assistance to students while they engage in the process of learning and to lessen the amount of academic pressure that kids feel [10]. What is meant by the term "psychoeducation" in the Indonesian Psychological Code of Ethics is an activity that is carried out to increase understanding or skills in an effort to prevent the emergence of psychological disorders and to increase understanding for the community, especially families, about psychological disorders. This is done in an effort to both prevent the emergence of

psychological disorders and increase understanding for families. This definition may be found in the Indonesian Psychological Code of Ethics.

The description that was provided earlier, the purpose of this study is to determine whether or not psychoeducation is useful in reducing the levels of academic stress that students experience and in assisting students with their learning processes while the Covid-19 epidemic is ongoing [11]. This research is important because the academic pressures and difficulties in learning that students face may interfere with their ability to learn, which in turn may have an impact on the outcomes of the students' education [12]. As a consequence of this, it is very necessary to have information that is applicable to this topic to use as a follow-up to online learning.

Methods

Comparing the group that received psychoeducation to the group that did not get psychoeducation was done as a quantitative type, and observation was done as a qualitative one, as part of this study's technique, which used a mixed method approach. As the statistical tool for this study, the Wilcoxon Signed Rank Test was used. Students were solicited for participation in the psychoeducation, with a total of ten students acting as participants in the experimental group that was given psychoeducation and another ten students acting as participants in the control group that was not given any psychoeducational interventions. Students were recruited to take part in the psychoeducation. The study tool that was used was a questionnaire, and it was disseminated using Google. In all, there were thirty items included in the questionnaire. There was a total of 30 questions, of which 10 pertained to learning techniques, 10 pertained to stress management, and 3 were to the present situation of the study participants and were open-ended. In the following passages, I will provide a more in-depth discussion of the data obtained from the observations made while the treatment was being carried out on the two different groups.

Results and Discussion

The research is going to put off own hypothesis to the test to see whether or not they were accurate in their expectation that the hypothesis would be accepted or rejected. The Wilcoxon Signed Rank Test was the technique of statistical analysis that was used to test the hypothesis. The comparison of the experimental group and the control group served as the foundation for evaluating the hypothesis. This assessment was conducted with the intention of determining whether or not psychoeducational learning methods and stress management approaches were helpful in the process of assisting pupils (Table 1).

The findings acquired by the experimental group and those obtained by the control group in the table that has been displayed above suggest that there is a significant difference between the two sets of results. A value of $p = 0.05$ or p 0.05 shows that this difference exists. As a consequence of this, the alternative hypothesis has a chance of being recognized as a valid alternative, while the null hypothesis continues to be unverified. On the basis of the outcomes of statistical tests, it was shown that there were distinctions to be made between the groups that received psychoeducation and those who did not get psychoeducation. The control group consisted of the groups that did not participate in the psychoeducational program.

On the other hand, there was not a statistically significant difference in the differences in subtest scores between the experimental group and the control group when it came to learning style psychoeducation. One of the methods used during the schooling process is known as learning style psychoeducation [13]. On the other hand, there were noticeable

discrepancies in the subtest results with reference to the psychoeducational content surrounding stress management. This provides evidence that the individual may have had prior experience with information on various approaches to learning at an earlier stage in their life. Following participation in the trial, individuals of the control group provided replies to the open-ended questions indicating that they were more prepared to cope with the negative impacts of stress as a result of having been exposed to psychoeducation.

The extent to which students are able to successfully manage their stress may have an influence on the degree to which they are willing to engage in activities related to teaching and learning. The replies of the students suggested that during this time of upheaval, they were under a great lot of strain since they had so much homework to accomplish. This was evidenced by the fact that they were under a tremendous deal of pressure. Students reported that their inability to effectively manage the stress that they were under contributed, at least in part, to their lower levels of productivity when it came to completing activities. Students will have less of a motivation to study if they are unable to get their stress under control, which is something that can be worked on. The learning motivation of the students is positively impacted when there is a focus on the variable that addresses stress management [14].

Because a person's thoughts and emotions are focused on the stress they are feeling, a person who is stressed frequently has difficulty controlling their behavior. This is because their thoughts and emotions are focused on the stress they are experiencing. This is due to the fact that their thoughts and emotions are mostly focused on the stress that they are now going through. In a similar spirit, while children are in school, they are subjected to a great deal of pressure to do well academically. A lot of the events that occurred at school and included students were reactions to the load of thoughts and sentiments that students had concerning topics that were regarded in a bad manner [15]. These reactions included kids acting out as a result of the occurrences that took place at school. As a direct consequence of this, pupils were unable to communicate their thoughts, solicit information from their peers, or conduct themselves in a productive way. Students, as a result of this deficiency, have a difficult time identifying the main challenges that arise inside themselves. They have a tendency, on the other hand, to blame the problems they are having to other people or to their environment as the cause of the problems they are having to deal with.

The effects of stress are sure to manifest themselves in every sphere of a person's life. An emotional condition known as stress may impact anybody in some way, although to differing degrees of severity, and presents itself in a variety of different ways. Stress can be caused by a number of different things, including: The growth of a person's view of his or her ability to respond to an experience or scenario may be a cause of stress for that individual. [Case in point:] The same collection of events might elicit positive, neutral, or negative reactions from individuals who are thinking about them in different ways. This assessment is completely dependent on the person carrying it out in every way. Because of this, a single person could feel more concerned than other others, even if they are all seeing the same event.

According to the results of the study, the participant might progressively gain the capacity to produce new self-verbalizations during the course of the research. This capability may be evaluated based on the subject's capacity to communicate their thoughts, amass information, and behave in a way that can be analyzed and interpreted [16]. According to the results of the study, the participant might progressively gain the capacity to produce new self-verbalizations during the course of the research. In the early stages of the experiment, before the subject had been given therapy, the subject had not been able to properly describe himself. As a consequence of this, the ability predicted to seem to seem to notice changes in the stress level he was experiencing was negative. As soon as they begin the intervention stage of the procedure, they will begin to see a gradual increase in their ability, which will continue for the whole of the process. The participants were able to show improvements in their capabilities to acquire data, convey their views, and take more responsibility for the activities they took [17].

Table 1. Wilcoxon Signed Rank Test Result.

Null Hypothesis	Test	Sig.	Decision
The median of differences between control and experimental group equal 0.	Related Sample Wilcoxon Signed-Rank Test	0.005	Reject the null hypothesis

This circumstance is a direct outcome of the early treatment sessions; yet, it is quite possible that the person in question has not yet adjusted to the tasks that have been assigned to them. On the other hand, after a certain number of sessions, the situation became more stable, and it is thought that this was due to the fact that an adjustment procedure had been carried out. During the course of this intervention, it is abundantly obvious that the three persons made progress in their ability to articulate their thoughts and make positive affirmations.

The findings of this study show that a decrease in academic stress levels is not only evidenced by a decrease in the intensity of negative behavior and the quality of statements made by research subjects. Rather, the findings show that a decrease in academic stress levels is also evidenced by a decrease in the frequency of positive behavior. Rather, the data indicate that a reduction in the levels of academic stress is also reflected by a reduction in the frequency of positive conduct [18]. This was found to be the case. Even though the severity of negative conduct was reduced and study respondents were successful in effectively communicating their views, it is not possible to draw the conclusion that the amount of academic stress decreased. This is the case despite the fact that the study respondents were successful in effectively communicating their views. According to the findings of this study, in order to achieve the objective, which is to reduce the levels of academic stress, the subject must be able to increase their degree of self-awareness and the willingness to make changes from within themselves. This is necessary in order to reach the intended goal, which is to lower the levels of academic stress.

In addition, research has shown that individuals are more prone to have negative thoughts when they believe that they are unable to meet the tasks or expectations that are placed on them. This makes it more likely that people will have negative thoughts. When a person's mind is dominated by negative thoughts for an extended period of time, such thoughts will ultimately have an impact on that person's behavior [19]. As a result, a person's subjective judgment of a circumstance, scenario, or event that is more influenced or impacted by negative feelings or ideas is what causes stress in that individual. This could be a state of affairs, a predicament, or an incident.

"Academic stress" is a term that may be used to describe the uneasiness that many students experience. Students are said to suffer from academic stress when they are under the impression that there is an overwhelming amount of material that must be learnt, but that there is insufficient time to develop this information [20]. The stress that students experience as a result of their involvement in the many learning activities that take place at school is referred to as academic stress. It presents itself in the form of tensions that come from academic variables encountered by pupils. These tensions manifest themselves in the classroom. Kids' thoughts get twisted as a result of this strain, which in turn has a negative impact on the students' physical, mental, and behavioral health.

The term "academic stress" refers to the strain placed on a person as a result of the presence of academic stresses in the teaching and learning process or in concerns pertaining to learning activities. The pressure to attend class, the length of study, anxiety over exams, a large number of assignments to complete, getting poor test scores, the bureaucracy complex, decisions about majors and careers, and managing time effectively are some examples of academic stressors [21].

When a person is put in a situation or faced with a combination of circumstances that causes stress, it is only natural for them to try to relieve that stress by participating in a range of particular behaviors, some of which are healthy and some of which are unhealthy. This is a normal response. The process of developing a method to deal with stressful situations is referred to as "coping." When we speak about coping, we are referring to the process of making an effort to manage difficult circumstances or the intensity of experiences that are perceived as stressful situations [22]. If you are effective in appropriately managing situations that are seen to be difficult, then the negative consequences of stress may be mitigated to the maximum degree feasible, depending on how well you handle the stressful circumstances.

The degree to which a positive quality of subjective evaluation is able to dominate one's thoughts and emotions is the determining factor in determining whether or not an effort to control and decrease the effects of stressful situations, also known as coping, is effective. If an individual's thoughts and feelings are dominated by positive subjective appraisals, then the technique of coping that is chosen will be adaptable to the individual's circumstances. However, if an individual's thoughts and emotions are dominated by negative subjective judgments, the coping method that individual adopts will be maladaptive. [Case in point:] Students who have undergone stress management psychoeducation are in a better position to recognize and create coping mechanisms that are more suited to deal with the stressful situations in which they find themselves.

Conclusion

As a consequence of the impacts of psychoeducation, students who do get psychoeducational treatments feel much less academic stress than students who do not receive psychoeducational interventions. This is in comparison to students who do not receive psychoeducational interventions. It is possible to reach this conclusion as a result of an examination of the data that has been carried out. In addition to an improvement in the quality of learning that is seen to be greater in the group that is provided with psychoeducation in comparison to the group that is not provided with it, the results of this study also show that the group that is not provided with it has a more difficult time remembering what they have learned. During the COVID-19 pandemic, the educational strategy of psychoeducation may be employed as an appropriate and uncomplicated technique to aid students in the process of gaining new information. This may be the case since psychoeducation has been shown to be effective in similar situations.

Acknowledgments

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