# The Role of Positive Vibes in Preventing Academic Stres Among MTsN 1 Palangka Raya Students

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**Abstrack**

Academic stress is an internal pressure experienced by students due to demands in the learning environment that feel heavy.  Therefore, students need to have the ability to always have positive vibes so that they are not easily stressed due to academic pressure. This study aims to determine the methods used in overcoming academic stress and methods in building positive vibes of MTsN 1 Palangka Raya students. This research uses a descriptive qualitative approach with the subject of 10 superior VIII grade students. Data were collected through observation, interviews, and documentation. The results showed that relaxation, time management, and self-healing techniques were effective in reducing stress. Meanwhile, methods in building positive vibes include having broad insights, not complaining easily, emotion regulation, and inspiring others. These methods can be applied in a modern educational environment.
**Keywords:** academic stress, positive vibes, prevention

*Abstrak*

*Stres akademik merupakan tekanan internal yang dialami oleh siswa akibat tuntutan di lingkungan belajar yang dirasa berat.  Oleh karena itu, siswa perlu memiliki kemampuan untuk selalu positive vibes agar tidak mudah stres akibat tekanan akademik. Penelitian ini bertujuan untuk mengetahui metode yang digunakan dalam menanggulangi stres akademik dan metode dalam membangun positive vibes siswa MTsN 1 Palangka Raya. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan subjek 10 siswa kelas VIII unggulan. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa teknik relaksasi, manajemen waktu, dan self-healing efektif mengurangi stres. Sedangkan metode dalam membangun positive vibes termasuk memiliki wawasan yang luas, tidak mudah mengeluh, regulasi emosi, dan menginspirasi orang lain. Metode ini dapat diterapkan dalam lingkungan pendidikan modern.*
*Kata Kunci: stres akademik, positive vibes, pencegahan*

## INTRODUCTION

Academic stress is a pervasive issue among students, particularly adolescents, stemming from the numerous pressures and challenges inherent in the educational process (Merry & Mamahit, 2020) . Adolescents are particularly vulnerable to stress arising from academic demands, including pressure to achieve high grades, substantial workloads, extensive study time, and exam anxiety (Hakim, Fajri &Faizah, 2021; Barseli, Ifdil &Fitria, 2020) . This developmental period, often characterized as a time of "storm and stress," is marked by internal turmoil, anxiety, and mood fluctuations (Taufik, 2021; Norvia, Surawan & Safitri; Hafifah, Hamdanah, & Surawan, 2023) . While educational institutions require students to adhere to curricula and maximize their academic potential (Wardah, Nurbaity & Nasution, 2020), the sheer volume of assignments, intended to enhance learning and skill development (Wulansari; Santoso, 2021), can paradoxically become a significant source of pressure, contributing to academic stress (Wicaksono, Rosanti & Purwanti, 2022).

Stress can manifest in both positive (eustress) and negative (distress) forms (Astuti, 2022; Setyaningrum & Arianingsih, 2023). While eustress can enhance motivation and performance, distress leads to detrimental physical, cognitive, emotional, and behavioral symptoms, including anxiety and social withdrawal. The impact of academic stress, whether positive or negative, depends on individual coping mechanisms and varies based on the specific stressors and individual characteristics. Research suggests that students can employ various strategies to manage academic pressure, such as logical thinking and problem-solving (Utami & Fari'ah, 2023). A positive school environment also plays a crucial role in mitigating stress (Adawiyah & Pratiwi, 2022). Cultivating "positive vibes," characterized by a positive outlook on academic challenges, can empower students to cope more effectively (Tiara, 2021). This aligns with the Islamic concept of *husnudzzon* (positive thinking), which emphasizes maintaining a positive mindset, free from negativity, and fostering positive actions (Kamaluddin, 2022).

Observations at MTsN 1 Palangka Raya have revealed that while students experience academic stress due to demanding learning environments, including project-based assignments and exams, they often employ positive thinking as a coping mechanism. Students who view these demands as opportunities for growth, rather than burdens, are better equipped to manage stress. Furthermore, a supportive school environment, including positive relationships with peers and teachers, can further alleviate stress levels. Given the prevalence of academic stress among students, particularly in environments with high academic competition, such as the superior classes at MTsN 1 Palangka Raya, it is crucial to investigate effective prevention methods. Therefore, the purpose of this study is to find out what methods students use in overcoming the academic stress they feel and to find out students' methods in building positive vibes, where this focuses on how students can build broad insights, not easily complain, be able to control emotions well and be able to inspire others. The novelty of this research emphasizes positive vibes as the main method in dealing with academic stress which has not been widely researched in the educational context. In addition, this study also highlights the importance of developing broad insights, emotional control and the ability to inspire others as important aspects in building resilience to stress.

**METHOD**

This study uses a descriptive qualitative approach to thoroughly investigate what methods students use in dealing with academic stress and how students' methods in building positive vibes. The participants in this study were ten students of the superior class VIII at MTsN 1 Palangka Raya who had good learning motivation, and had concerns about grades. Informants included Guidance and Counseling teachers and parents. The study lasted for two months, from August to October 2024. Data collection methods consisted of observation, interviews, and documentation. Interviews were semi-structured, which allowed for open-ended questions regarding students' methods of coping with academic stress, and students' methods of building positive vibes. Observations focused on classroom interactions, student behavior, and the overall school environment.

Data validity was ensured through source triangulation. This process is carried out by comparing information obtained from various sources, from students, teachers, guidance and counseling teacher, and parents. By comparing different perspectives, researchers can identify similarities and differences in responses, which helps ensure data consistency. This triangulation serves as a validation step, so that the findings produced are more reliable and reflect the existing reality. Thus, the data analysis conducted not only focuses on processing information, but also on validity testing to provide accurate and relevant results.

Data analysis in this study followed the Miles and Huberman model, which consists of four stages, namely: data collection, data reduction, data presentation, and conclusion drawing. First, data reduction. After data were collected from observations, interviews, and documentation, researchers filtered out irrelevant information to focus on themes related to how students cope with academic stress and methods in building positive vibes. Second, data organization. The reduced data was organized and presented in a structured form, including quotes from participants to provide more in-depth context. Third, data presentation. Data presentation aims to facilitate understanding of patterns that emerge from the data. Finally, conclusions were drawn based on the identified themes, researchers draw conclusions that are valid and accountable. This conclusion answers the research questions and provides a deep understanding of the phenomenon under study, which reveals patterns and insights about methods in overcoming academic stress and methods in building positive vibes.

**RESULT AND DISCUSSION**
**Methods in Overcoming Academic Stress of Students of MTsN 1 Palangka Raya**

A method is a systematic and planned way, technique, or procedure to achieve a specific goal. In this context, method refers to the means students use in the process of managing academic stress. In facing academic challenges, students are often faced with situations that can trigger stress and anxiety. Stress is a stimulus or situation that can cause distress and create physical and physical demands on individuals(Khaira, 2023). According to Barseli in Bahriarninur et al., (2022) academic stress is a reaction that arises due to conditions of mismatch between demands and tasks given to students.

Based on observations made at MTsN 1 Palangka Raya school on August 29, 2024. Some superior VIII grade students use several methods in preventing academic stress such as relaxation methods, time management, and also *healing.* Some students are seen using breathing techniques, namely by taking a deep breath and exhaling slowly, during recess many students do physical activities such as sports playing soccer or

basketball in relieving fatigue felt due to demands in the school environment. In addition, there are also students who involve themselves in creative or artistic activities such as playing music, drawing and coloring which serves as a way to distract from academic pressure. In addition, there are also students who apply time management techniques by making daily schedules and also setting time limits for each activity to be carried out. When feeling tired of learning at school, during break time there are students who go for a walk around the school, socialize with friends, and go to the canteen to enjoy their favorite food. Furthermore, it is reinforced by interviews with superior VIII grade students of MTsN 1 Palangka Raya regarding the methods they use in overcoming academic stress.

**Relaxation**

According to Sari & Martini in Aufar & Raharjo, (2020) relaxation is an activity that aims to relax the muscles of the body, which can be useful for reducing perceived tension. In line with this Sari, (2019) argues that this relaxation method is one of the self-management techniques based on the workings   of the sympathetic and parasympathetic nervous systems. When the muscles have been relaxed, the function of the organs in the body will return to normal.

Based on the results of interviews about methods in overcoming academic stress there are several methods that have been used.

"*Metode yang saya gunakan biasanya adalah relaksasi, seperti teknik pernapasan dalam, ini membuat saya lebih tenang saat menghadapi ujian*". (Results of an interview with RM on Friday, August 30, 2024, at 09.30 WIB).

This is also reinforced by IM, as the Guidance and Counseling (BK) teacher at MTsN 1 Palangka Raya. Usually some students often do deep breathing, playing ball, and drawing to calm the mind and improve their focus in learning. (Interview with IM on Thursday, September 5, 2024 at 10.00 WIB).

One of the superior class VIII students at MTsN 1 Palangka Raya showed that using the relaxation method can help him feel more relaxed when facing tests. In addition, this method can help in reducing tension and increasing student focus, so that students feel more able to focus their attention on the material they are learning or on exam questions.

As for the results of the data analysis above, one of the methods used by students in overcoming academic stress is through relaxation with deep breathing techniques, by relaxing a person can prevent tension and anxiety that might appear (Mustary, 2021). Based on research conducted by Wahyuni et al.,(2024) stated that one way of relaxation is through respiratory techniques (respiratory relaxation). The deep breathing relaxation technique involves slow, rhythmic, and comfortable abdominal breathing which is usually done by closing the eyes. The purpose of this technique is to improve alveoli ventilation, maintain gas exchange, prevent lung atelectation, increase cough efficiency, reduce stress both physical and emotional stress including reducing pain intensity and anxiety(Rahayu dkk., 2022).

This is in line with research conducted by Mutawarudin, (2022) which states that *deep breathing* relaxation techniques can calm students' nervous systems, reduce anxiety, and increase focus. This process not only provides a sense of calm, but also helps students to be more prepared to learn, through this deep breathing exercise students can learn to recognize and manage their emotions better. Deep breathing relaxation technique is one

method that is able to relieve academic stress felt by students, make the body calmer and strengthen the individual's ability to deal with disorders that arise due to academic pressure (Parinduri, 2020)

Apart form these techniques, other students also use relaxtion methods by doing physical activities such as sports to cope with stress.

"*Saya biasanya berolahraga, seperti bermain sepak bola atau bola basket. Ini membantu saya merasa lebih baik dan melepaskan ketegangan.*" (Interview with FR on Friday, August 30, 2024, at 09.30 WIB).

This is corroborated by MF as FR's informant that FR does exercise a lot , he looks *calmer* and more focused after doing physical activity. (Interview with MF on Thursday, September 5, 2024 at 16.00 WIB). Based on the interview results, engaging in physical activity with sports, such as playing soccer and basketball, is not only beneficial for physical health but can also improve mood and reduce perceived stress.

As for the results of the data analysis above, another relaxation technique used by students is exercise. Based on the results of research conducted by Rajab et al., (2024) states that sports are activities carried out by humans which have elements of play, provide a sense of pleasure, and are usually carried out during free time. In addition, this activity also provides its own satisfaction when done (Idris et al., 2020) . These activities not only contribute to physical health, such as increasing muscle strength, endurance, and flexibility, but also support mental health by reducing stress and improving mood(Fadilah dkk., 2023). This is in line with research conducted by Juniarto et al., (2022) emphasize that exercise is basically the needs of every human being in everyday life, so that physical condition and health are well maintained. Saufi et al., (2024) states that exercising such as playing soccer, basketball, or other activities is also one of the important methods in dealing with stress, by regularly exercising students can distract themselves from academic pressure and enjoy time for themselves.

In addition to deep breathing techniques and physical activity, other students also use relaxation methods by listening to music or playing music.

"*Mendengarkan lagu favorit saya dan memainkan alat musik dapat membantu saya merasa lebih santai dan nyaman*". (Results of interview with RA on Friday, August 30, 2024 at 09.30 WIB).

This is corroborated by IN as RA's informant that RA feels calmer and can reduce his anxiety after listening to his favorite music. (Results of interview with IN on Thursday, September 5, 2024 at 14.00 WIB). Based on the results of these interviews, music can be an alternative to relieve stress and improve mood. Listening to music can have a calming effect and help students distract themselves from the academic pressure they face.

As for the results of the data analysis above, another relaxation technique used by students is listening to music. Based on the results of research conducted by Alfath et al., (2022)states that music has the ability to stimulate positive emotions, which can reduce anxiety and increase focus. Listening to music can affect brain activity related to emotions, making it a useful method of managing stress. In line with this, research conducted by Nalendra et al., (2023)said that music has the power to influence mood and emotions, by listening to their favorite music can help create a more calming environment, so they can focus more on their studies. Music can also be a tool to increase motivation and creativity, which is very important in the learning process. This is also in line with

research conducted by Andaryani in(Najiha & Batam, 2024) stating that people who listen to music tend to have stronger mental, stable emotions, and a more comfortable life.

In addition to some of the techniques that have been mentioned in dealing with stress, other students also use relaxation methods with drawing and coloring techniques.

> *"Saya biasanya menggambar atau mewarnai ketika saya merasa stres, karena itu membuat saya lebih tenang dan saya dapat mengekspresikan perasaan saya"*. (Interview with NA on Friday, August 30, 2024 at 09.30 WIB).

Based on the results of these interviews, drawing and coloring are forms of creative expression that can help students relieve the tension they feel. These activities can distract from negative thoughts and academic pressure. By creating art, students can express their emotions in a useful way, thus providing a sense of relief and calmness.

As for the results of the data analysis above, one of the methods used by students in overcoming academic stress is by drawing and coloring. Based on research conducted by Martin in Fahrurrozi et al., (2022) said that drawing is one of the hobby activities that can relieve stress, thus making adults more relaxed. In line with this Astuti et al., (2022) say that art activities such as drawing and coloring can stimulate parts of the brain related to emotions and creativity, resulting in a significant calming effect. In addition, these activities can also improve concentration and focus, which is very beneficial when students when they return to learning activities.

**Time Management**

According to Martini in Azzahra & Amanda, (2024) time management is defined as a method or way to utilize and manage every part of time in completing activities that have been planned and must be completed within a specified time period. In line with this Himmah & Shofiah, (2021) also defines time management as self-regulation in using time as effectively and efficiently as possible by planning, scheduling, having control over time, and prioritizing tasks based on what is important and desired to stay organized. One way to manage time is to use the pomodoro method, which is a structured way to increase focus and productivity during study. This technique usually involves dividing time into intensive study periods, usually around 25 minutes followed by breaks of around 5 minutes. The aim is to focus on the task without any distractions. This timing during study sessions can help in maintaining concentration (Tarumasely, 2024)

Based on the results of interviews about methods in overcoming academic stress with MTsN 1 Palangka Raya students, one of them uses the time management method.

> *"Saya biasanya mengatur waktu saya dengan membuat jadwal harian untuk belajar dan beristirahat, dengan cara ini saya bisa lebih tenang ketika ada banyak tugas di sekolah"*. (Interview with RH on Friday, August 30, 2024 at 09.30 WIB).

This is confirmed by JK as RH's informant that RH has good discipline in managing time. (Result of interview with JK on Thursday, September 5, 2024 at 13.00 WIB). The same thing was also conveyed by one of the superior VIII class students who said that:

> *"Dengan mengatur waktu saya dengan baik, saya merasa lebih siap saat menghadapi tugas di sekolah"*. (Interview with KS on Friday, August 30, 2024 at 09.30 WIB).

Based on the results of the interview above, it can be concluded that good time management plays an important role in helping students prevent stress, by making proper planning students can reduce anxiety and increase a sense of comfort in learning. This proper time management can allow students to set priorities and complete their tasks on time, so they don't feel burdened by the deadlines given.

As for the results of the analysis above, one of the methods used by students in preventing academic stress is using time management. This method allows students to organize and prioritize their learning activities effectively. With time management students can plan their daily activities, set priorities, and ensure that any given task can be completed on time. By having this structured schedule students can more easily allocate time to study, rest, and also do other activities. Based on research conducted by Sintesa, (2022) says that effective time management also contributes to increased student motivation and focus. When students have a clear plan, they feel more purposeful and confident in completing academic tasks. Thus, the role of time management here is very necessary in the context of learning activities, with effective time management can be an encouragement for each individual to learn with enthusiasm (Aula et al., 2024).

The application of time management is very important to overcome academic stress, with this time management method a person will be better able to control himself so that he can reduce the risk of experiencing stress(Himmah & Shofiah, 2021). Low time management skills are one of the causes of academic stress among students. However, with the improvement of effective time management skills students can reduce procrastination in academics, increase time control and the ability to complete various tasks. These skills allow students to better plan and organize their time, thus allocating sufficient time for each task and activity. In this way, students will be better able to meet their academic demands without feeling overwhelmed. In addition, good time management also helps students avoid chaotic and urgent situations that are often a source of stress(Febriani dkk., 2024). Time management is an important decision that can affect a person's activities. If a decision is made inappropriately, it can result in disruption of daily activities which can result in a person possibly experiencing stress, decreased endurance, and even decreased student academic achievement (Suardin & Yusnan, 2021).

**Healing**

Healing is a process that aims to relieve and restore the mental burden of an individual. The term healing itself comes from the root word "heal" which means to heal, make well, and become sane (Superwiratni & Sugiarto, 2024) . In addition, healing is included in the process carried out in a conscious way, such as doing fun activities to reduce stress (Hikmah et al., 2022) . Healing itself does not always require the help of a therapist, but can also be done independently, known as self-healing. Self healing is a stage in the recovery process carried out by the individual himself which is often guided by instincts and instincts (Mutohharoh, 2022)Based on the results of interviews about methods in overcoming academic stress with MTsN 1 Palangka Raya students, one of them uses the healing method.

"*Biasanya saya mencari makanan favorit saya atau pergi ke tempat yang nyaman ketika saya merasa stres karena tuntutan akademik*". (Interview result with HZ on Friday, September 30, 2024 at 09.30 WIB)**.**

This is confirmed by MH as HZ's informant that HZ has a habit of seeking comfort through food and fun places, in helping to reduce his study stress. (Result of interview

with MH on Monday, September 16, 2024 at 16.00 WIB). Based on the results of the interviews above, it can be concluded that students tend to use coping mechanisms or ways to deal with stress by doing simple *self-healing*. In this case, students choose to seek comfort through food and a pleasant environment as an effort to reduce the pressure due to academic demands. This choice is in line with various studies showing that *pleasurable* activities can be an effective coping mechanism in reducing stress (Siregar & Sari, 2021; Mukholil, 2018). Coping itself is an effort that a person makes to face and overcome situations that are considered *stressful* or threatening (Maryam, 2017).

As for the results of the data analysis above, one of the methods used by students in preventing academic stress is healing/self healing. Based on research conducted by Rahmawati in Agustina, (2023) states that basically everything that is felt to provide comfort is a form of self-healing. Self healing is one way that can reduce anxiety levels and help individuals control their emotions. This condition helps individuals organize negative aspects that cause stress (Hikmah et al., 2022) . In line with the results of the interview above, it indicates that self-healing does not always involve complex practices or require large costs, simple activities such as enjoying favorite foods or spending time in a comfortable place can have a positive impact on students' psychological well-being. This is in line with the opinion of Bachtiar & Faletehan, (2021) which states that *self-healing* involves a process of spiritual development and physical strengthening which has a positive impact on students' ability to control emotions.  Stable emotional conditions can strengthen positive mindsets and motivation to overcome the problems being experienced. Thus, emotional stability and calmness obtained through *healing* are the first steps that can be taken in reducing stress (Djunaidi & Paputungan, 2023).

**Tabel 1.**
Relaxation Methods and Perceived Effectiveness

| Relaxation Method | Description | Perceived Effectiveness | Example Student Comment |
|---|---|---|---|
| Deep Breathing Exercises | Slow, controlled breathing, often with eyes closed. | High | "The method I use is usually relaxation, such as deep breathing techniques, this makes me calmer when facing tests." (RM) |
| Physical Activity (Exercise) | Sports (soccer, basketball), other physical activities. | High | "I usually do sports, like playing soccer or basketball. This helps me to feel better and release tension." (FR);<br><br>"FR does often exercise, he looks calmer and more focused after doing physical activity." (MF) |
| Listening to/Playing Music | Listening to calming or enjoyable music, playing instruments. | Medium to High | "Listening to my favorite songs and playing musical instruments can help me feel more relaxed and comfortable." (RA);<br><br>"RA feels calmer and can reduce his anxiety after listening to his favorite music." (IN) |
| Drawing and Coloring | Engaging in artistic expression through drawing and coloring. | Medium | "I usually draw or color when I feel stressed, because it makes me calmer and I can express my feelings." (NA) |

The Table 1 demonstrates that students utilize a variety of relaxation methods, suggesting that finding the *right* technique is a personal journey. It also underscores the importance of providing students with access to and education about these different methods, so they can develop their own coping strategies.

Furthermore, according to Prahadila and Rahmasari in (Raodah et al., 2024) there are various forms of self healing that can be done, including positive self talk is everything that is thought or said to oneself that is positive, self compassion (loving attitude towards oneself), Mindfulness (a condition faced by someone in an effort to increase awareness that focuses on acceptance), Imagery (fantasizing or imagining about pleasant things), and forgivness (individuals carry out the process of releasing anger, resentment, and pain caused by others).

**Methods in Building *Positive Vibes***

In the context of building positive vibes, there are several important indicators that can be applied**,** including the ability to have broad insight**,** not easily complain, be

able to control emotions well, and inspire others are concrete examples of methods that can be used to build positive vibes. For example, having broad insight can help a person to think more critically and rationally, making it easier to control emotions in difficult situations(Hasan & Mud'is, 2022) . Conversely, the ability to control good emotions can create a positive atmosphere and inspire others to do the same(Mahmud dkk., 2022). By applying these methods, individuals can not only improve themselves, but also contribute to the creation of a more positive atmosphere around them.

Based on the results of observations, interviews and documentation conducted with several subjects and informants, several indicators of positive vibes were found in superior class VIII students of MTsN 1 Palangka Raya.

**Have A Broad Insight**

The results of interviews with MTsN 1 Palangka Raya students show that they have a positive perspective. One of the keys to this positive attitude is having broad insight.

> "*Saya suka membaca buku fiksi dan non-fiksi, serta menonton video pembelajaran, dengan kegiatan ini membuat saya lebih melek berbagai informasi*". (Interview results with HA on Friday, August 30, 2024).

This was corroborated by NA as HA's informant that HA is always enthusiastic in learning. He often tells stories about the books he reads and the videos he watches. (Result of interview with NA on Thursday, September 5, 2024 at 16.00 WIB). Based on the interview results above, it can be concluded that having a broad insight plays an important role in reducing students' academic stress. The activity of reading fiction and non-fiction books, as well as watching learning videos, as done by HA, shows an active effort in enriching knowledge. This is in line with research conducted by Sitepu, (2018) which shows that students with broad horizons tend to have better problem-solving abilities. This ability allows students to face academic challenges more calmly and rationally, thus reducing the level of stress they experience.

As for the results of the data analysis above, one of the indicators of positive vibes owned by students is having broad insight. Based on research conducted by Yeni et al., (2020) said that broad insight can increase student confidence. When students have in-depth knowledge of a topic, they will feel more prepared for exams or assignments. This self-confidence plays an important role in reducing anxiety and stress that students often experience before exams or when facing difficulties in learning, by having positive and confident thoughts, students will find it easier to manage the stress they feel (Nurkia & Sulkifly, 2020)

Furthermore, having broad insights can also help students build better connections between the various concepts they learn (Lidiana et al., 2021) . When students can see the connection between one concept and another, they will find it easier to understand complex subject matter. This will reduce feelings of frustration and confusion that often trigger stress. In line with this, Astuti's research (2022) shows that students who have the ability to build connections between concepts tend to have better academic performance.

In addition, the conducive learning environment in the flagship class of MTsN 1 Palangka Raya has created an atmosphere that supports students in coping with academic stress. Through active group discussions and participation in various extracurricular activities, students not only gain extensive knowledge, but also develop important social and emotional skills. This broad insight gained from various sources acts as a buffer for

stress, as it gives students the ability to look at problems from multiple perspectives and seek creative solutions (Widiastuti, 2022). In other words, learning environments rich in stimulation and opportunities to interact with others have contributed to students' mental well-being (Rofiqi et al., 2023)

**Not Easy to Complain**

The results of interviews with superior class VIII students of MTsN 1 Palangka Raya show that they have an attitude of not complaining easily.

> "*Saya berusaha untuk tidak mengeluh, meskipun setiap hari ada tugas yang harus dilakukan, saya mencoba melihatnya sebagai kesempatan untuk belajar lebih baik. Jika saya merasa stres atau lelah, saya ingat untuk bersyukur dan fokus pada hal-hal baik dalam hidup saya*". (Result of interview with AF on Friday, August 30, 2024 at 09.30 WIB).

This is corroborated by AT as AFs informant that AF is able to manage stress well and stay focused on positive things. (Result of interview with AT on Thursday, September 5, 2024 at 13.00 WIB). Based on the results of these interviews, it can be concluded that these students show a positive attitude in overcoming academic stress. They are able to see every difficulty as an opportunity to learn and develop. For example, when faced with a large number of assignments or grades that are not as expected, they prefer to find solutions and focus on corrective steps rather than getting stuck in complaints or despair.

As for the results of the data analysis above, one of the indicators of positive vibes owned by students is not complaining easily, where this is related to the concept of self-efficacy. Based on research conducted by Lutfi dalam Sarifah et al., (2025) explains that someone who has self-efficacy will not give up easily when facing difficulties, because they have a commitment to themselves to achieve the targets and goals they want to achieve. In line with this (Minarni et al., 2023) said that self-efficacy is a person's belief about his ability to complete a given task or overcome an obstacle. Students who have high efficacy tend to be more active, enthusiastic, not lazy, do not complain easily, and always try to be able to do the tasks given well (Nurfadhilla, 2020). In situations like this, gratitude can be an effective tool to help them stay motivated. By being grateful, they can shift their focus from the stress they are facing and remember the positive things in their lives. This is reinforced by research Saputri et al., (2023) which states that gratitude can help us see the positive side of any situation, when a person is grateful, he or she tends to experience positive emotions such as happiness, serenity, satisfaction, and optimism. Where this can be an effective form of stress management so that it can help relieve tension, anxiety, and other symptoms of stress (Saputri et al., 2023)

According to Hudiyah et al., (2024) students who are able to hone their gratitude tend to be more motivated, focused and perform better. They are able to see challenges as opportunities for personal growth and development. The same thing is also said Aristama et al., (2024) One of the best ways to reduce stress is by being grateful, for example, such as thinking about positive events in our lives.

**Able to Control Emotions Well**

Emotion is a complex response involving physical, cognitive, and behavioral aspects of an individual to a stimulus (Hamdanah & Surawan, 2022). Good emotional control refers to a person's ability to recognize, understand, and manage these emotions adaptively. It involves skills such as self-awareness, emotion regulation, and the ability

to choose appropriate responses in various situations. Based on the results of interviews about being able to control emotions well, some students at MTsN 1 Palangka Raya show that they try hard to keep their emotions in certain situations.

> "*Ketika saya merasa marah atau frustrasi, saya mencoba menarik napas dalam-dalam dan merenungkan situasinya sebelum bereaksi*". (Interview with IR on Friday, August 30, 2024 at 16.00 WIB).

This is corroborated by SA as an informant of IR that IR is able to control its emotions well. (Result of interview with SA on Saturday, September 14, 2024). Based on the results of the interviews above, it can be concluded that IR students have a good ability to manage emotions, especially in situations related to academic pressure. IR students' statements of trying to take a deep breath and reflect on the situation before reacting indicate self-awareness and proactive efforts in managing negative emotions such as anger or frustration. This ability is particularly important in the context of academic stress, where students are often faced with high demands and pressure to excel (Kistoro, 2017; Sudinadji & Kumaidi, 2019; Surawan, 2020)

As for the results of the data analysis above, one of the indicators of *positive vibes* possessed by students is being able to control emotions well. Based on research conducted by Oktaviani & Suprapti, (2021) and Sambo et al., (2021), it shows that the ability to regulate emotions has a positive correlation with lower stress levels in students. When students are able to manage their emotions well, they tend to be calmer and more focused in facing academic challenges. Positive emotions provide tremendous benefits to mental and physical health, as they can improve mood, boost self-confidence, and help overcome stress and anxiety.  Positive emotions can also increase endurance, reduce the risk of depression, and provide a sense of meaning in life (Lestari et al., 2024). In addition, the ability to regulate emotions can also improve cognitive abilities such as concentration and problem solving (Yeni., et al 2020; Sukma & Priatna, 2021; Widiastuti, 2022) which are very important for achieving good academic performance (Surawan & Arzakiah, 2022)

Furthermore, the ability to control emotions can also improve the quality of students' social relationships (Faisal & Wati, 2023). Students who are able to manage their emotions tend to be more empathetic, better at communicating, and collaborate more easily with classmates. Empathy has an important role in one's social interactions, where the ability to feel and understand the emotional state of others can form better relationships (Aishah et al., 2024). This creates a more positive and supportive learning environment, which in turn can reduce stress levels. Research by Rahman et al., (2023) suggests that strong social support can be an effective buffer against stress. In addition, the ability to control emotions can also improve students' overall mental well-being. Students who are able to manage negative emotions well tend to have lower levels of anxiety and depression (Widiastuti, 2022)

### Able to Inspire Others

Analysis of interviews conducted with students of MTsN 1 Palangka Raya provided in-depth insights into the inspirational practices that students apply in their daily lives.

> "*Saya mencoba menjadi contoh yang baik bagi teman-teman saya dengan menunjukkan sikap positif dan semangat untuk belajar. Ketika saya berprestasi, saya berbagi pengalaman dan metode belajar saya untuk memotivasi mereka*". (Interview with HZ on Friday, September 30, 2024 at 09.30 WIB).

This was corroborated by MH as HZ's informant that HZ selalu berusaha memotivasi teman-temannya, dimana ketika dia mendapatkan nilai bagus, dia tidak segan-segan untuk membagikan tips belajar yang dia gunakan. (Interview result with MH on Monday, September 16, 2024 at 16.00 WIB). Based on the interview results above, it can be concluded that students who are able to inspire others, such as HZ, have a significant role in reducing academic stress, not only on themselves but also on the surrounding environment.

As for the results of the data analysis above, one of the indicators of positive vibes owned by students is being able to inspire others. Based on research conducted by (Wahyuni et al., 2022) states that by being a good example and sharing positive experiences, students can create a supportive and motivating atmosphere for their friends. This is in line with the concept of social support that has been widely researched in psychology, where support from peers can be a great source of strength in facing challenges, including academic stress (Susanti & Wulanyani, 2019). Peers are often a source of motivation that supports students to continue learning, either through invitations to study together, encouraging each other, or showing positive behavior. Thus, students can be motivated when they see friends who strive for achievement. Direct support from peers can also help students deal with academic pressure, while examples of positive behavior can encourage them to develop good study habits (Aqillah et al., 2024).

As motivators, peers can be an encouragement when students feel discouraged or face difficulties in learning. They can share learning strategies, provide tips, and remind each other about the importance of learning and achieving academic goals. High-achieving friends are often a clear example that academic success can be achieved with effort and dedication (Zanuara et al., 2024) . Research conducted by Hutahaean, (2020) shows that performing actions that benefit others can increase individual self-confidence, self-esteem, and emotional well-being. In other words, when helping friends, it can also indirectly help themselves to overcome stress and increase learning motivation.

**Tabel 2.**
Positive Vibes Indicators and Student Examples

| Positive Vibes Indicator | Description | Example Student/Informant Comment |
|---|---|---|
| Broad Insight | Possessing a wide range of knowledge and perspectives, often gained through reading, learning, and diverse experiences. | "I like reading fiction and non-fiction books, as well as watching learning videos, with these activities making me more literate to various information." (HA);<br><br>"HA is always enthusiastic in learning. He often tells stories about the books he reads and the videos he watches." (NA) |
| Not Easily Complaining | Maintaining a positive attitude and focusing on solutions rather than dwelling on problems. | "I try not to complain, even though every day there are tasks to be done, I try to see it as an opportunity to learn better. If I feel stressed or tired, I remember to be grateful and focus on the good things in my life." (AF);<br><br>"AF is able to manage stress well and stay focused on positive things." (AT) |
| Emotional Control | The ability to manage and regulate one's emotions, particularly in stressful situations. | "When I feel angry or frustrated, I try to take a deep breath and reflect on the situation before reacting." (IR);<br><br>"IR is able to control its emotions well." (SA) |
| Inspiring Others | Motivating and encouraging others through positive actions, words, and sharing experiences. | "I try to be a good example for my friends by showing a positive attitude and passion for learning. When I achieve, I share my experiences and learning methods to motivate them." (HZ);<br><br>"HZ always tries to motivate his friends, where when he gets good grades, he does not hesitate to share the learning tips he uses." (MH) |

Table 2 show that the four indicators-broad insight, not easily complaining, emotional control, and inspiring others-represent key aspects of a positive and resilient personality. The examples, again taken from student interviews, illustrate how these traits are expressed in real-life situations. For instance, students with broad insight actively seek knowledge through reading and learning, while those who are not easily complaining focus on solutions and maintain gratitude. The ability to control emotions and inspire others further contributes to a positive and supportive environment. This table shows that

cultivating positive vibes is not just an abstract concept but rather a set of tangible behaviors and attitudes that can be developed and practiced.

**CONCLUSIONS**

This study revealed three primary methods employed by eighth-grade students at MTsN 1 Palangka Raya to manage academic stress. These included relaxation techniques such as deep breathing exercises, physical activity, listening to music, and engaging in creative activities like drawing and coloring. Structured time management, exemplified by creating daily schedules, enabled students to organize academic tasks effectively, thereby minimizing feelings of being overwhelmed. Finally, self-healing activities, such as enjoying favorite foods and visiting calming places, provided students with outlets to alleviate stress. Furthermore, the study identified four key indicators of cultivating positive vibes: demonstrating broad perspectives, maintaining a positive attitude (avoiding frequent complaints), effectively managing emotions, and inspiring others.

This study highlights the importance of positive vibes strategies in preventing academic stress. Based on these findings, several practical recommendations can be made. First, schools should implement training programs for teachers to equip them with the skills to foster positive vibes within the classroom. This could involve training on incorporating relaxation techniques and time management strategies into the curriculum. Teachers can then, in turn, teach these skills to students, empowering them to manage their academic workload and stress more effectively. Second, schools could consider incorporating dedicated time for self-healing activities, such as mindfulness exercises or creative arts programs, into the school schedule. This would provide students with structured opportunities to de-stress and recharge. Finally, promoting a school culture that values positive thinking and mutual support is crucial. This could be achieved through peer mentorship programs or school-wide initiatives that encourage positive interactions and emotional well-being.

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