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# EDUCATION STRESS MANAGEMENT STRATEGIES TO ENHANCE ELEMENTARY SCHOOL STUDENTS' PSYCHOLOGICAL WELL-BEING AT PHATNAWITYA SCHOOL THAILAND

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## ABSTRACT

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### Keywords

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Improving the psychological well-being of primary school students is a major concern in the context of modern education. The psychological well-being efforts made by Phatnawitya School have implemented mental health in the view of Islam. Mental health in the view of Islam is a very important and integral aspect of a Muslim's life. Islam teaches a balance between physical, mental and spiritual health. This service aims to educate stress management strategies to improve the psychological well-being of students at Phatnawitya School, Thailand. This kind of activity program is recommended because it can help students cope better with academic pressure, create a healthy learning environment, and contribute to efforts to realize the Sustainable Development Goals (SDGs) in achieving healthy and prosperous lives and quality education that includes holistic education. The community service was conducted at Phatnawitya School in Thailand from August to September 2024. The method used started with education to 20 grade VI students combined with a quantitative approach to assess students' understanding at pre and post education. The educational program included understanding stress, time management, and positive coping strategies. Results showed significant improvement in students' psychological well-being as measured through questionnaires before and after the intervention. This improvement was reflected in increased knowledge about stress, improved stress management skills, and increased self-satisfaction. The findings indicate that stress management strategy education can be an effective tool in supporting the psychological well-being of elementary school students. The education can be implemented in similar programs in other schools to support students' overall psychological development.

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## Introduction

Most of the stress that children experience is considered unimportant by adults. This is because children have little experience to learn from. For children, small changes in their lives can have

psychological effects. Stress in the world of children occurs when children feel unable to withstand pressures that come from outside themselves (external pressure), such as pressure from friends, family, and school or from within

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themselves (internal pressure) (Robjant K et al, 2019).

Stress is a non-specific human response to every demanding need that exists within him in the form of the body's reaction to situations that cause pressure, change, emotional tension, and others (Mick Cooper and Duncan Law, 2018). Stress can also be caused by psychological factors, individuals, and there are several types of psychological stressors, namely pressure, frustration and conflict (Bruce B. Frey, 2018). Stress can arise due to the relationship between a person and their environment, where in that environment there is guidance that exceeds ability and endangers well-being (Dawn M et al, 2018).

Children aged 10 to 12 years (equivalent to grades 4 to 6 of elementary school) have entered prepuberty, where there will be biophysical changes and changes in mindset. Researchers revealed that 10 to 12 yearolds are vulnerable to stress, for example when their developmental tasks are hindered or hindered in carrying them out due to a condition (Vismara L et al, 2020). In another study, it was said that there were 20 incidents of severe stress in 1000 children aged 10 to 12 years (Tal A et al, 2020). Research in the Netherlands found a 70.7% increase in cortisol (stress hormone) levels thirty minutes after waking up in the morning in children aged 10 to 12 years (Vial A et al, 2020).

Stress management is a program for controlling or regulating stress that aims to recognize the causes of stress and know techniques for managing stress, so that people can handle stress in their lives better (Schafer in Rahmawati, Firmiana & Hadiansyah, 2021). Broadly speaking, stress management aims to improve the quality of life of individuals (Pratiwi and Sari, 2020). Stress management is an important skill that can help individuals maintain their mental and physical health. To effectively cope with stress, various educational programs and approaches can be applied, such as: meditation, coping skills training, mental health education and physical activity and exercise.

Coping mechanism is a person's way or tactic in dealing with situations that make him feel stressed or depressed. Whether we realize it or not, everyone must have a coping mechanism that appears when an event occurs that makes him feel stressed. The purpose of coping mechanisms is to help a person regulate emotions that arise due to stress, such as

loneliness, anger, sadness, anxiety, and depression. By using coping mechanisms, these uncomfortable feelings are expected to subside soon, emotional balance can be maintained, and help a person learn to adapt to every change that occurs in life. A healthy/positive coping mechanism is a person's effort to calm their heart and mind temporarily by doing positive activities. Some examples of healthy coping mechanisms are as follows: 1) Doing sports, such as yoga, cycling, and hiking; 2) Taking care of yourself, for example by doing facials or styling your hair; 3) Cleaning the house; 4) Gardening; 5) Cooking food that you like; 6) Journaling; 7) Playing with pets; 8) Doing hobbies, such as painting, sewing, etc. (Dr. Vincent, 2023).

Thailand, a country of nearly 70 million people, has a similar education system as Indonesia, from early childhood education to higher education. Basic education in Thailand is meant to be 12 years of study divided into 6 years of primary school (Prathom 1-6), followed by 3 years of junior high school (Mattayom 1-3) and 3 years of senior high school (Mattayom 4-6). Since 2003, compulsory education has been extended to 9 years (6 years of primary school and 3 years of junior high school), but school education is free for up to 12 years so students are expected to complete up to Mattayom 6, which is equivalent to high school graduation. Phatnawitya School is one of the educational units with elementary school level at 19 Pangmuang 5 Road, Sateng, เมือง Yala 95000 Thailand. This psychoeducation activity on the importance of stress management is one of the work programs carried out by KKN students of Muhammadiyah Bandung University in Thailand in collaboration with Muhammadiyah Jakarta University. This psychoeducation work program aims to educate about stress management so that students can improve their stress management skills properly. Therefore, it is hoped that this psychoeducation activity can help students in their efforts to reduce the stress they experience.

This goal is in line with the Sustainable Development Goals (SDGs) points 3 and 4, namely achieving a healthy and prosperous life and quality education. In order to overcome the problem of stress that can arise from academic activities at school, this community service has an important role in providing understanding, skills, and support to students to manage stress effectively. Through this approach, it is expected to help reduce stress among students and contribute to the realization of sustainable development goals.

**Method**

The community service entitled “Education Stress Management Strategies to Enhance Elementary School Students' Psychological Well-being at Phatnawitya School Thailand” will be conducted at Phatnawitya School, Yala, Thailand from August to September 2024. This service will involve 6th grade students, with a total of 20 students, because at this age children begin to have better cognitive abilities to understand basic stress management concepts. The psychoeducation method is carried out with video animation media with Thai subtitles because children tend to be more enthusiastic about things that make them interested coupled with the problem that children at Phatnawitya School do not all speak English and Malay, so the appearance of animated videos with Thai translators is considered capable of making children interested and enthusiastic to watch and understand them.

Evaluation of children's level of understanding is assessed by pre-test and post-test.

**Results and Discussion**

The community service entitled “Education Stress Management Strategies to Enhance Elementary School Students' Psychological Well-being at Phatnawitya School Thailand” will be conducted at Phatnawitya School, Yala, Thailand from August to September 2024. This service will involve 6th grade students, with a total of 20 students, because at this age children begin to have better cognitive abilities to understand basic stress management concepts.



Fig 1. Implementation of educational activities on stress management while studying: a) presentation of material at Phatnawitya School, Thailand; b) group photo at Phatnawitya School, Thailand; c) group photo at Phatnawitya School, Thailand.

The material is delivered with video animation media with Thai subtitles because children tend to be more enthusiastic about things that make them interested coupled with the problem of children at Phatnawitya School not all speak English and Malay, so the appearance of animated videos with Thai translators is considered capable of making

children interested and enthusiastic to watch and understand it. The material provided is about the understanding of stress, namely stress is a change in the body's reaction that demands a pattern of individual adjustment responses psychologically and physically because of something that disturbs its balance.

Stress affects the body of individual learners so that the function of the body's organ system is disrupted or does not work as it should, such as experiencing sleep disorders (insomnia), difficulty focusing on understanding school subject matter, fluctuating emotions, and so on. The efforts that can be made for stress management in elementary school children are as follows.

1) Emotional Education: Help children recognize and understand their own emotions.

- 2) Relaxation Techniques: Teaches children effective ways to calm themselves down when feeling stressed.
- 3) Physical Activity: Provides a positive outlet for physical energy and stress.
- 4) Open Communication: Helps the child feel heard and understood, which can reduce emotional burden.

Table 1.: Results of pre-test and post test by students at Phatnawitya School, Thailand.

Name	Pre-Test	Post-Test
เด็กชาย ชอฟาอียะห์ อะลี	40	70
เด็กชาย อินอาม มะมะ	50	80
เด็กหญิง เกษร โตตะยะ	60	80
เด็กชาย ชลล์ ซามิล อูมา	40	70
เด็กชาย อับดุลมุนตาคิม กอระฮ์	30	70
เด็กหญิง ศอฟฟีย์ยะห์ บินมะฮ์	40	90
เด็กหญิง บานาฮา คาลียา	50	70
เด็กหญิง อินอามร์ สามะ	50	70
เด็กชาย มุฮัมหมัด มูดอ	60	80
เด็กชาย มุฮัมหมัดฟัยซาล ลาเป	50	80
เด็กชาย พัชรพล แสนนึ่ง	60	80
เด็กชาย อัซมัน ซิฮ์	50	90
เด็กหญิง ฟาติมะฮ์ อะฮ์นินะ	60	80
เด็กหญิง นูรอัยยะห์ ลือเบนชา	50	70
เด็กหญิง นูรอัยยะห์ อะฮ์นินะ	60	80
เด็กหญิง โรสฟาฏิลล่า สลับประพันธ์	50	90
เด็กชาย มุฮัมหมัดซามิม สุกใส	50	70
เด็กชาย ฟาดีล กาสอ	60	80
เด็กชาย มุนีร์ อีแอ	40	70
เด็กชาย นิลฎฟี เส็งปียา	50	80
Average	49	77,5

Based on Figure 2, the average pre-test was 49 and the post-test was 77.5. This shows that there is an increase in knowledge about stress management in students at Phatnawitya School, Thailand. Improving the psychological well-being of elementary school students is a major concern in the context of modern education. Like the psychological well-being carried out by Phatnawitya School, which has implemented

mental health in the Islamic view. Mental health in the view of Islam is a very important and integral aspect in the life of a Muslim. Islam teaches a balance between physical, mental, and spiritual health. This service aims to educate stress management strategies in improving the psychological well-being of students at Phatnawitya School, Thailand.

**Conclusion**

The community service was conducted at Phatnawitya School in Thailand from August to September 2024. The method used began with education to 20 6th grade students combined with a quantitative approach to assess student understanding at pre and post education. The educational program included understanding stress, time management, and positive coping strategies. Results showed significant improvement in students' psychological well-being as measured through questionnaires before and after the intervention. This improvement was reflected in increased knowledge about stress, improved stress management skills, and increased self-satisfaction. The findings indicate that stress management strategy education can be an effective tool in supporting the psychological well-being of elementary school students. The education can be implemented in similar programs in other schools to support students' overall psychological development.

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