



Counseling Interventions for Academic Stress in Students: A Systematic Literature Review Using PRISMA 2020 Guidelines

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Abstract. Academic stress constitutes a pervasive global challenge with measurable consequences for students' psychological well-being and academic performance. Despite the proliferation of counseling interventions across diverse educational contexts, a comprehensive synthesis evaluating their effectiveness and cross-cultural applicability remains limited. This study aims to identify global trends in effective counseling interventions designed to mitigate student academic stress across various educational levels. Employing the Systematic Literature Review (SLR) method in accordance with the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines, a comprehensive literature search was conducted within the Scopus database. The initial identification process yielded 269 articles published between 2020 and 2025, which were subsequently refined through a rigorous screening process to select 10 articles that fully met the inclusion criteria for final analysis. The findings demonstrate that diverse interventions, including Cognitive Behavioral Therapy, Mindfulness, Group Counseling, Stress Management Programs, and Acceptance and Commitment Therapy, are highly effective in reducing students' academic stress. Among these, Mindfulness-Based Interventions (MBIs) emerged as a particularly promising approach, demonstrating consistently positive outcomes across multiple cultural contexts, as evidenced by significant effect sizes (e.g., $d = 0.62-0.84$) in three independent studies conducted in Indonesia, the United States, and China. These insights offer a valuable reference for practitioners implementing evidence-based counseling services, particularly through group formats and digital platforms tailored to the specific cultural contexts of students.

Keywords: Systematic Literature Review, Counseling Interventions, Academic Stress, Student Counseling, Student Mental Health, Cross-Cultural Adaptation.

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Introduction

Academic stress refers to the condition experienced by individuals when the demands or expectations of education exceed a student's ability, which ultimately leads to feelings of distress (Ikromi, 2025; Rohmah & Mahrus, 2024). This form of stress can emerge as the most significant stressor that affects students' mental well-being (Barbayannis et al., 2022; Djoar et al., 2024; Labina et al., 2024). This is reinforced by *Narrative Review* which summarizes the results of cross-border research, including findings from international surveys such as PISA involving dozens of countries, which show that academic stress and learning stress are widespread phenomena around the world (Pascoe et al., 2020). In the midst of these existing concerns, the Covid-19 pandemic that has hit the world since 2020 is present as a new pressure that has been proven to worsen the mental health condition of students globally.

The COVID-19 pandemic has significantly worsened the mental health of students worldwide (Kuan & Lou, 2023). The accelerated shift to online learning, combined with social isolation and heightened academic demands, elevated academic stress as a priority concern in post-pandemic education. This context urgently called for more adaptive, scalable, and technology-based models of counseling interventions (Barbayannis et al., 2022). This has prompted the emergence of new research that seeks to identify and test the effectiveness of counseling interventions to address student academic stress in different parts of the world.

In response to the global challenge of academic stress, various counseling interventions including cognitive behavioral, mindfulness, and group-based approaches have been developed to address academic stress across diverse educational settings (Amanvermez et al., 2023; Arief, 2025). Yet their effectiveness remains fragmented across countries and cultural contexts, with no comprehensive synthesis of global trends. This gap underscores the need for a theoretically grounded systematic review to identify which interventions work, for whom, and under what conditions.

Lazarus and Folkman in the theory of Stress and Transactional Coping explain that stress is the result of interaction between individuals and the environment through the process of cognitive evaluation and coping strategies used by individuals in dealing with stress. This theoretical framework emphasizes that individuals play an active role in interpreting the situation at hand so that the stress response that arises can be different in each individual (Lazarus & Folkman, 1984; Spataru et al., 2024). Therefore, understanding the stress process is important in designing counseling interventions that can help students manage academic stress more adaptively (Obbarius et al., 2021).

Recent meta-analyses show that research on interventions to manage academic stress is growing. However, various interventions that have been implemented still show inconsistencies in the results of research regarding the effectiveness of intervention methods used to reduce students' academic stress (Franzoi et al., 2022; Iqra, 2024; Steare et al., 2023). In addition, systematic studies that specifically map the global trend of counseling interventions on student academic stress are also relatively limited, especially those that synthesize the results of the latest empirical research from various countries (Madigan et al., 2024).

Different from previous reviews conducted by (Jagiello et al., 2024) focusing on one type of intervention, this study makes a distinct contribution in the form of a comprehensive mapping of six types of counseling interventions simultaneously, which includes studies from different cultural contexts and educational levels using the Scopus database and the 2020-2025 range. Scopus was selected as the sole database due to its comprehensive coverage of peer-reviewed journals across psychology, education, and health sciences, its compatibility with PRISMA 2020 search protocols. This choice, while limiting, ensures search consistency and reproducibility

In addition, this study also maps the comparative effectiveness of interventions on a global scale, taking into account the cross-cultural dimensions of developed and developing countries, and distinguishes between digital and non-digital interventions as part of modern counseling trends that have not yet been comprehensively examined in a single systematic review.

Overall, this study aims to examine the global trend of counseling interventions used to manage students' academic stress through the Systematic Literature Review (SLR) approach. The novelty of this research lies in the effort to synthesize the results of the latest empirical research on counseling interventions to deal with student academic stress globally so as to provide a comprehensive overview of the direction of research development and counseling intervention practice in various countries. This study is expected to be able to present evidence-based recommendations that can be applied in various educational settings, especially in integrating comprehensive prevention and healing methods to overcome the challenges of academic stress in the modern educational age.

Method

Research Design

This study uses the Systematic Literature Review (SLR) approach to understand the design of systematic review research and examine the global trends of counseling interventions used to manage academic stress in students at various levels of education (Daulay et al., 2022; Moro et al., 2024). This approach is one of the methods that follows several systematic stages such as processing, preparation, and reassessment of all empirical evidence (Hafizah et al., 2024). The SLR approach in this study refers to the guidelines of Preferred Reporting Items for Systematic Reviews and Meta-Analysis (PRISMA) to ensure that the review process is transparent, and the reproducibility of the review process (Haddaway et al., 2022).

To focus the direction and scope of this systematic review, the research was designed based on research questions, namely: (1) What are the trends of counseling on academic stress globally? (2) What are the trends of effective counseling interventions to address student academic stress globally?

Data Sources and Article Search Process

To obtain relevant literature, the researcher conducted a systematic search process on the international database, namely Scopus (Rahawarin et al., 2024). The Scopus database was chosen as the primary source because it is known as one of the largest and most

comprehensive academic databases that provides access to high-quality publications from various fields of science (Ananda et al., 2025). The search process is focused on articles published in the last 5 years to be relevant to current intervention trends.

Risk of Bias and Quality Appraisal

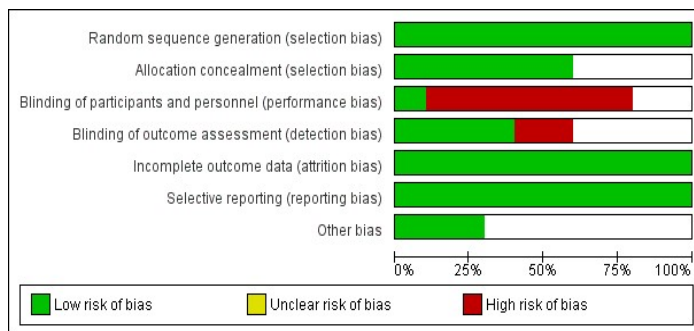


Figure 1. Risk of Bias use the Review Manager

To assess the validity of the results of this systematic review, the researchers conducted a critical appraisal based on the guidelines from the Systematic Review Critical Appraisal Sheet, which includes four key questions: (1) whether the PICO questions are clearly stated, (2) whether it is unlikely that important studies were omitted, (3) whether the study selection criteria are appropriate, and (4) whether the included studies have adequate validity. Based on this assessment, this article demonstrates good clarity in its research questions (RQ1 and RQ2 are explicitly stated). However, a limitation was identified in the literature search, which relied solely on a single database (Scopus) without including a search for unpublished studies or a manual reference check, thereby risking the omission of relevant studies. The inclusion and exclusion criteria were clearly stated in a table. Of the ten included studies, all were experimental studies (RCTs and controlled trials) that aligned with the questions regarding the effectiveness of the intervention, although individual quality assessments were not reported in detail. Overall, the results of this review are methodologically valid, with the caveat of limitations in the scope of the literature search.

Inclusion and Exclusion Criteria

In this systematic literature review, research is included and excluded if:

Table 1. Inclusion and Exclusion Criteria

Criteria	Inclusion Criteria	Exclusion Criteria
Study Focus	The study focuses on the implementation and intervention of counseling to manage academic stress in students/students	Studies that address non-academic stress (work-related stress, stress due to certain clinical conditions)
Year of Publication	Published in the last 5 years (2020-2025)	Studies published before 2020
Method	Experiments	Non-Experimental
Text Availability	Studies must be accessible in <i>full-text</i>	Studies whose full text is not accessible
Publication Type	The study must be in the form of a scientific journal article	Publication in the form of <i>book chapters, articles.</i>

Inclusion criteria were limited to experimental designs because only such designs can demonstrate a causal relationship between counseling interventions and reduced academic

stress, in accordance with the principles of the hierarchy of scientific evidence. Quasi-experimental studies were still considered, given that pure randomization is often ethically unfeasible in school counseling settings; however, they were included only if they had pre-tests, post-tests, and a control group; studies with a single group were excluded. Pilot studies were excluded because they are designed to test feasibility, not effectiveness, and thus are insufficient as scientific evidence. The 15 articles excluded based on publication year did not originate from the main database filtered for 2020–2025, but rather from grey literature searches and cross-referencing that were not subject to automatic filters; therefore, manual verification was still required during the screening stage.

Search Strategies and Keywords

The search process is carried out combining several relevant keywords. The search strategy is designed using Boolean operators with keywords: ("Counseling intervention" OR "Psychological Intervention" OR "Mental Health Intervention") And ("Student" OR "School") And ("Academic Stress" AND "Counseling" AND "Intervention"). The search is limited to scientific journal articles published in the 2020-2025 range and are available in full-text form.

Data Analysis

Data analysis in this study was conducted by extracting data from all studies that passed the selection process, including the studies themselves, participant characteristics, type of interventions and key findings.

Results

The process of filtering articles in this study follows *Preferred Reporting Items for Systematic Reviews and Meta-Analysis* (PRISMA), which describes in detail the number of studies selected, eliminated, and the reasons for their exclusion at each stage of screening (Haddaway et al., 2022). In figure 1, Illustrate the stages Literature selection consisting of 4 main stages which was carried out, starting from the process of identification, screening, eligibility, and inclusion, which ultimately resulted in 10 articles that met the criteria and were analyzed in depth.

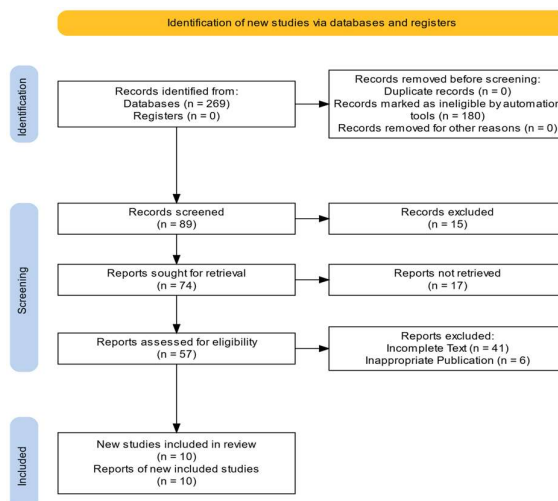


Figure 2. PRISMA Diagram 2020

The first stage is identification; at this stage it was found as many as 269 articles obtained from the *Scopus* database. The second stage is *Screening*; at this stage there are 180 literature that were issued because they were marked unsuitable for analysis because they did not discuss academic stress or related to it and analyzed using Covidence Tools to facilitate the initial analysis process. Then, after 180 literature is issued, there are 89 literatures left which are then filtered again, of these 89 articles there are 15 articles excluded after seeing the year of publication. Then, the remaining 74 literature was discarded, as many as 17 literatures were discarded due to methods that were not included in the inclusion criteria and there were 57 literatures to be assessed for eligibility.

The third stage is *Eligibility*, out of 57 literatures, 41 were issued on the grounds that the text was incomplete and 6 literatures were issued on the grounds that the publication was not suitable. And the last stage is *Included*, in this last stage only 10 literature is obtained that finally meets the criteria and is included in a systematic review.

Table 2. Summary of Literature Review Findings

Author	Counseling Intervention	Research Focus	Key Findings
(Eneogu et al., 2024)	Cognitive Behavioral Therapy (CBT)	Efficacy of Cognitive Behavioral Therapy on Academic Stress Among Rural Community Secondary School Economics Students: A Randomized Controlled Evaluation	The results showed that students who received an eight-week CBT session experienced a significant reduction in academic stress in the post-test compared to the pre-test.
(Kortsch et al., 2025)	Stress Management Intervention	Improving mental health in high school students shortly before their final exams: a pilot study of a stress management intervention	Key findings from this study suggest that stress management interventions are effective in improving students' knowledge of stressors and resources, as well as significantly increasing their learning engagement, especially in groups with high peer support.
(Grégoire et al., 2024)	Online Peer Support Program	An online peer support program to improve mental health among university students: A randomized controlled trial	Online peer support interventions based on Acceptance and Commitment Therapy (ACT) significantly improve psychological well-being, mental well-being, and reduce stress, anxiety, and depression in students. This positive effect has also been shown to last or even increase up to five weeks after the program ends. In addition, these interventions also showed improvements in academic engagement.
(Abood et al., 2025)	Cognitive Behavioral Therapy (CBT)	A Group Counseling Program Based on Cognitive-Behavioral Theory: Enhancing Self-Efficacy and Reducing Pessimism in Academically Challenged High School Students	The study found that cognitive behavioral therapy-based interventions (CBT) delivered in a group counseling format were effective in increasing students' confidence in their academic abilities while reducing their negative outlook on the future, and this effect persisted after the program ended.

Author	Counseling Intervention	Research Focus	Key Findings
(Listiyandini et al., 2025)	Internet Adapted Mindfulness Intervention	A culturally adapted internet-delivered mindfulness intervention with counsellor guidance for reducing distress among Indonesian university students: A randomized waitlist-controlled trial	This study found that the culturally adapted internet-based mindfulness program, PSIDAMAI, with the guidance of a counselor, significantly and effectively reduced psychological distress (depression, anxiety, and stress) and improved mindfulness and well-being in university students in Indonesia. These positive effects persist for up to one month after the intervention
(Baumgartner Jennifer N. & Schneider Tamera R., 2023)	Mindfulness Based Stress Reduction	A randomized controlled trial of mindfulness-based stress reduction on academic resilience and performance in college students	This study consistently shows that Mindfulness-Based Stress Reduction (MBSR) programs significantly improve academic perseverance, academic performance (especially GPA), and mindfulness scores in students.
(Astaneh & Ebrahimi, 2025)	Acceptance and Commitment Therapy	Acceptance and Commitment Therapy on Students' Perceived Stress and Test Anxiety	The researchers concluded that ACT-based programs are effective in lowering academic stress and exam anxiety because this approach encourages students to accept negative experiences without judging them, increases psychological flexibility, and directs behaviors according to personal values rather than just avoiding anxiety.
(Sun et al., 2025)	Brief Mindfulness Training	The effectiveness of brief mindfulness training in reducing test anxiety among high school students	The main results showed that after 5 days of training, the mindfulness group experienced a significant improvement in overall levels of awareness, particularly in the ability to observe and describe. Another finding was that the effect of reducing exam anxiety was already visible after only one training session (8 minutes)
(Yeager et al., 2022)	Synergistic Mindsets Intervention	A synergistic mindsets intervention protects adolescents from stress	The main findings of this study suggest that this brief intervention combines a growth mindset and the view that stress can help performance consistently reduce adverse stress responses in adolescents.
(Liu et al., 2025)	Cognitive Behavioral Group Counseling	Efficacy of cognitive behavioral group counseling in enhancing the psychological resilience and academic emotion of urban primary school students	This study showed that this intervention significantly improved the psychological resilience of urban elementary school students, which was then followed by an increase in positive academic emotions as well as a decrease in negative academic emotions in the group that received the intervention compared to the control group.

Based on table 2, it can be seen that 6 interventions reviewed based on 10 literature showed significant results in managing academic stress. Compared to interventions in the literature, MBI is an intervention with a higher level of effectiveness because it is an intervention that can be used for a relatively short period of time or duration but the results

are able to reduce academic stress, then the scope of benefits is wider such as reducing anxiety and stress, improving psychological well-being, increasing academic perseverance, improving academic performance. Of the 10 literatures, they came from countries with different backgrounds, namely developed countries such as China, the US, Canada, Hungary, and Germany as well as developing countries such as Jordan, Iran, Indonesia, and Nigeria. The use of interventions from other countries does have the potential to cause bias, but this does not mean that the intervention cannot be used, this requires careful cultural adaptation. The example of PSIDAMAI in this article proves that with the right adaptation, interventions from abroad can work effectively even in the context of Indonesia's unique and diverse culture.

Discussion

RQ1. What are the trends in counseling on academic stress globally?

Group Intervention

Group interventions utilize group dynamics as a therapeutic medium that allows students to share experiences and obtain social support collaboratively. Several studies have shown its effectiveness, including CBT-based group counseling by (Liu et al., 2025) that enhance students' positive academic and emotional psychological resilience in China, as well as (Abood et al., 2025) which found an increase in self-efficacy and a decrease in academic pessimism among high school students in Jordan. ACT-based Online Peer Support Program (Grégoire, 2024) in Canada it was also shown to significantly reduce student stress and anxiety, with effects lasting up to five weeks post-intervention.

Individual Intervention

Individual interventions focus on each student's unique needs and can be delivered in person or through digital platforms. Applied individualized CBT (Eneogu et al., 2024) in Nigeria it was shown to significantly lower academic stress after eight weeks. Internet-based mindfulness program with counselor guidance (PSIDAMAI) by (Listiyandini et al., 2025) in Indonesia is also effective in reducing psychological distress with a lasting effect of one month after intervention. In addition, individual ACT (Astaneh & Ebrahimi, 2025), MBSR (Baumgartner & Schneide, 2023) and (Yeager et al., 2022) consistently shows a decrease in stress and improved academic well-being of students in different countries.

Overall, the findings of this systematic review suggest that both group and individual interventions have an important role in global trends in the management of students' academic stress. Group interventions excel in terms of service efficiency, social support, and shared experience-based learning, while individual interventions are better able to address the specific needs of each student with a more personalized and in-depth approach. The diversity of these approaches reflects the wealth of counseling strategies available and their relevance in a wide range of global education contexts.

The diversity of these approaches reflects the wealth of counseling strategies available and their relevance in a wide range of global education contexts. There is also a significant paradigm shift in this research trend, from an approach that aims solely at reducing stress to an approach that trains students to regulate and accept stress as part of the academic

experience. This shift is in line with the development of Self-Determination Theory (Deci & Ryan, 2000) which emphasizes the importance of autonomy and internal competence of individuals, as well as with the perspective of Acceptance Based Models which reinforces the argument that stress acceptance rather than avoidance is the key to sustainable psychological well-being.

RQ2. What are the trends of effective counseling interventions to address student academic stress globally?

Cognitive Behavioral Therapy (CBT)

In the context of academic stress, CBT works by helping students identify and evaluate automated thoughts that are negative in nature, such as over belief about academic failures or incompetence's, and replace them with a more realistic and adaptive mindset. This is in line with Lazarus and Folkman's (1984) perspective on cognitive appraisal: when students are able to perform secondary appraisals more accurately, i.e. assessing that they have adequate coping resources, the stress response will be significantly reduced.

Research results (Eneogu et al., 2024) in the context of rural Nigerian secondary school students showed that an eight-week CBT session significantly lowered academic stress scores on the post-test compared to the pre-test. These findings confirm the effectiveness of CBT even in contexts with limited resources. Meanwhile, (Abood et al., 2025) showed that CBT in the group counseling format not only lowered stress, but also improved academic self-efficacy and reduced student pessimism, with effects lasting after the program ended. These results are reinforced by (Liu et al., 2025) who found that group CBT significantly improved the psychological resilience of urban elementary school students in China, which was then followed by an increase in positive academic emotions and a decrease in negative academic emotions.

From the three literatures. CBT interventions are said to be effective because they show strong statistical evidence, (Eneogu et al., 2024) report $\eta^2=0.837$, (Liu et al., 2025) found an increase in psychological resilience with $t=-17,590$ ($p<0.001$), and (Abood et al., 2025) $\eta^2=0.646$ for a decrease in pessimism.

Mindfulness-Base Intervention (MBI)

Mindfulness-Based Intervention (MBI) appeared as a promising approach in terms of cross-cultural adaptability (Listiyandini et al., 2025), (Baumgartner & Schneide, 2023), and (Sun et al., 2025), which is applied in Indonesia, the United States, and China. This diversity of geographical contexts shows the high adaptability of cross-cultural MBI. MBI is based on the concept of mindfulness, which is the ability to pay full attention to current experiences in a full, deliberate, and non-judgmental manner (Kabat-Zinn, in (Baumgartner & Schneide, 2023). In relation to the transactional theory of Lazarus and Folkman, MBI works in the realm of cognitive appraisal by training individuals to observe thoughts and feelings of stress without reacting automatically and excessively. In other words, MBI builds students' metacognitive capacity so that they are able to identify and regulate stress responses more effectively.

The PSIDAMAI program developed (Listiyandini et al., 2025) is an internet-based mindfulness program that is culturally adapted for Indonesian students, with the guidance of a counselor. The results of randomized controlled trials showed that the program significantly reduced depression, anxiety, and stress, as well as improved psychological well-being and mindfulness abilities. Most significantly, these positive effects persisted for up to one month after the intervention ended, indicating psychological changes that were not merely temporary. This study is one of the early proofs of the importance of cultural adaptation in digital-based mindfulness interventions for the Southeast Asian context.

(Baumgartner & Schneide, 2023) testing Mindfulness-Based Stress Reduction (MBSR) in college students in the United States. Their RCT results proved that MBSR significantly improved academic grit, academic performance as measured by GPA, and mindfulness scores. Furthermore, MBSR has been shown to strengthen students' connection with their academic environment, thus protecting them from decreased perseverance when facing academic challenges. Meanwhile, (Sun et al., 2025) proving that even a very short mindfulness training of just five days with a duration of eight minutes per session was already able to produce a significant reduction in exam anxiety in high school students in China. These findings have important practical implications that mindfulness interventions don't have to take long to produce meaningful effects.

Acceptance and Commitment Therapy (ACT) dan Online Peer Support

ACT was applied in two studies as a standalone intervention (Astaneh & Ebrahimi, 2025) and peer support programs (Grégoire, 2024). Different from CBT which modifies the content of the mind, ACT encourages the acceptance of negative experiences and increased psychological flexibility as an acceptance-based coping strategy Lazarus & Folkman, 1984. (Astaneh & Ebrahimi, 2025) proved that ACT was effective in reducing perceived stress and exam anxiety in Iranian students.

Grégoire (2024) integrate the principles of the ACT into an online peer support program for students in Canada. Their RCT results showed that these interventions significantly improved psychological well-being and mental well-being, as well as reduced stress, anxiety and depression.

Synergistic Mindsets Intervention (SMI)

SMI (Yeager et al., 2022) Integrating the growth mindset with stress can be enhancing mindset, modifying primary and secondary appraisal synergistically within the framework of transactional theory. Students are directed to view academic pressure as a meaningful challenge, not a threat. The results of this study, published in the journal *Nature*, prove that short, mindset-based interventions are able to reduce stress responses, stabilize physiological function, improve psychological well-being, and support academic success, even the effects of surviving extreme stressful situations such as the Covid-19 pandemic.

Stress Management Intervention

Stress Management Intervention tested by (Kortsch et al., 2025) represents a comprehensive psychoeducational approach, in which students not only receive therapy but are also equipped with practical knowledge of stress mechanisms, sources of stress, and adaptive coping strategies. This approach is rooted in the transactional model of Lazarus and

Folkman (1984) which emphasizes the importance of a cognitive understanding of stress as the first step in building effective coping.

Study results (Kortsch et al., 2025) It shows that stress management interventions are effective in increasing students' knowledge of stressors and coping resources, as well as significantly increasing learning engagement. An interesting finding was that the effects of the intervention were stronger in groups of students with high peer support, indicating that social factors have an important moderation role in the effectiveness of stress management interventions. This confirms the ecological perspective in counseling: interventions cannot be separated from the social context in which the student is located.

Novelty of the Research

The novelty of this study lies in its systematic synthesis, which simultaneously compares the effectiveness of individual counseling and group counseling in reducing academic stress, drawing on the latest literature (2020–2025) that reflects the post-pandemic context. Unlike previous reviews, which tended to focus on a single counseling modality or a specific therapeutic technique, this study comparatively integrates both approaches using the PRISMA 2020 framework, thereby producing a more comprehensive and relevant evidence map for guidance and counseling practitioners at both the high school and college levels.

Implications and Contributions

Theoretically, this study contributes to the development of an evidence base in the field of educational counseling, particularly in understanding the mechanisms and conditions under which individual and group counseling are most effectively applied to address academic stress. Practically, the findings of this study can serve as a reference for school and college counselors in designing targeted intervention programs based on the needs and characteristics of the clients. For policymakers, the results of this study provide an empirical foundation to support the integration of evidence-based counseling services into the education system in a more systematic and structured manner.

Research Limitations

This study has several limitations that should be considered when interpreting the findings. First, the number of included studies is relatively small ($n = 10$), which limits the possibility of conducting a quantitative meta-analysis and broadly generalizing the findings. Second, the heterogeneity in study design, intervention techniques, and measurement instruments among the included studies makes direct comparisons between studies difficult. Third, the language restriction to English and Indonesian publications has the potential to introduce language bias, as relevant studies in other languages are not accessible. Fourth, as a systematic literature review (SLR), this study relies on the quality of reporting in the primary studies; studies with incomplete reporting cannot be optimally evaluated, even if they may be substantively relevant.

Conclusion

This systematic review concludes that academic stress is a global challenge that requires intervention through structured, evidence-based counseling. Based on an analysis of 10 articles meeting the 2020 PRISMA selection criteria, it was found that six types of counseling interventions were proven effective in reducing students' academic stress across various educational levels: Cognitive Behavioral Therapy (CBT), Mindfulness-Based Intervention (MBI), Acceptance and Commitment Therapy (ACT), Synergistic Mindsets Intervention, Stress Management, and Online Peer Support. These six interventions were implemented in both individual and group formats and demonstrated statistically significant results across various countries, including both developed and developing nations.

In practical terms, the findings of this study can serve as a guide for school and college counselors in designing evidence-based intervention programs, whether through group settings or digital platforms, tailored to the cultural context and needs of students. Policy-wise, governments and managers of educational institutions need to consider the integration of structured intervention-based counseling services into the formal education system, including the provision of budgets and competency training for counselors or psychologists. Scientifically, this systematic review contributes to the development of a scientific evidence base on academic stress counseling interventions at the global level, as well as identifying research gaps that can be used for future research, especially in the context of Southeast Asia and Indonesia in particular.

Author Distributions

LDI contributed to the development of the research design, as well as the collection and analysis of the literature. AS and MTA contributed by providing guidance, instruction, feedback, and suggestions throughout the process, from the development of the research design to the final research results. All authors reviewed and approved the final version of the manuscript.

Declaration of Conflict Interesting

The authors declare no potential conflicts of interest with respect to the research, authorship, or publication of this article

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