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Research Article

The Influence of Management, Learning Environment, and Academic Stress on Students' Psychology of Elementary School Teacher Education (PGSD) Study Program Students in the Era of Technology

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ABSTRACT

This study aims to analyze the influence of classroom management, learning environment, and academic stress on the psychology of students of the Basic Education Study Program (PGSD) of the University of Jambi in the framework of technology-based education. A quantitative methodology was used to collect data from 230 active PGSD students using a courage questionnaire. Data analysis uses Partial Least Squares Structural Equation Modeling (PLS-SEM). This study tested six hypotheses: The learning environment (X1) has a positive influence on student psychology (Y1). P-Value: 0.018 (Supported); Hypothesis 2: Classroom management (X2) has a positive effect on the learning environment (X1). P-Value: 0.045 (Supported); Hypothesis 3: Classroom management (X2) has a negative effect on academic stress (X3). P-Value: 0.000 (Supported); H4: Academic stress (X3) has a positive influence on student psychology (Y1). P-Value: 0.034 (Supported); H5: Classroom management (X2) exerts a good influence on student psychology (Y1). P-Value: 0.021 (Supported); Hypothesis 6: The learning environment (X1) exerts a good influence on academic stress (X3). P-Value: 0.000 (Confirmed). The results showed that the sixth hypothesis was supported by significant findings. A conducive learning environment and classroom management that is able to reduce academic stress and improve students' psychological well-being. Academic stress significantly affects student psychology, depending on its intensity. These findings highlight the importance of effectively managed learning environments and classrooms in improving students' mental health. The study was limited to one university and relied on self-reported data. Subsequent research should investigate more heterogeneous populations and integrate qualitative methodologies to cover a broader range of student perspectives. The study offers important insights for educators and policymakers to improve teaching practices and promote children's psychological well-being in PGSD programs.

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INTRODUCTION

Education has changed drastically due to rapid technological innovation (Selwyn, 2011; Tondeur et al., 2011). As is known, education plays a role in preparing quality of human resources (Akbar, 2023). Education is also the spearhead of the successor to improve existing conditions at all times (Haryani, 2022). And technology has changed the availability and delivery of knowledge as well as student psychology (Prensky, 2010; Kim et al., 2019). Students now also have greater access to technology and information, so new approaches in teaching are important (Syarif et al., 2023). Classroom management, learning environment, and academic stress affect students' mental health and learning (Desmita, 2012; Afriza, 2014). Creating an educational climate that promotes mental health and academic performance requires an understanding of how these components interact (Anitei et al., 2015; Wulandari, 2020). Digital technology has been widely used in educational institutions to improve access to information and learning (Selwyn, 2011; Tondeur et al., 2011). Information can be accessed and teaching and learning become more efficient using this technology (Kim et al., 2019; Prensky, 2010). The classroom is the primary location of formal education, and its administration influences learning outcomes (Saron, 2011; Ramadan & Yushita, 2021). Effective classroom management promotes psychological growth and student engagement as well as control and discipline (Afriza, 2014; Desmita, 2012). As a classroom management tool, peer guidance formalizes learning in accordance with educational goals, standards, and improves the learning environment (Afriza, 2014; Anitei et al., 2015). Learning support professionals help create a safe and supportive workplace (Wulandari, 2020; Pratiwi, 2021). The importance of strengthening children's academic performance, psychological resilience, and social-emotional well-being was highlighted (Sari & Suryani, 2020; Siregar, 2020).

Saron (2011) defines a conducive learning environment as everything related to the location of learning (Selwyn, 2011; Tondeur et al., 2011). Classroom layout, technology, and social support from peers and teachers affect students' mental health (Afriza, 2014; Ramadan & Yushita, 2021). A friendly and inclusive learning atmosphere can reduce stress, increase motivation, and provide comfort for optimal learning (Desmita, 2012; Kim et al., 2019). However, academic stress is the main obstacle in learning (Desmita, 2012; Anitei et al., 2015). Student capacity and educational demands are not suiTable, resulting in physical, mental, or emotional stress (Wulandari, 2020; Pratiwi, 2021). Stress can interfere with learning and cause psychiatric problems (Sari & Suryani, 2020; Siregar, 2020). Therefore, a holistic approach is needed that addresses the academic, emotional, and psychological needs of students (Prensky, 2010; Kim et al., 2019).

Students of the Elementary School Teacher Education Study Program (PGSD) University of Jambi urgently need this study As prospective educators, PGSD students must have academic competence and psychological readiness in facing technological difficulties The impact of technology on classroom management, learning environment, and academic stress of PGSD students at the University of Jambi is not clear Students must balance academic obligations with technology and its impact on their mental health (Sari & Suryani, 2020; Pratiwi, 2021). This research will help build a more adaptive learning strategy by revealing aspects that affect the psychology of PGSD

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students at the University of Jambi This research can help instructors and education management at the University of Jambi create a learning environment that supports mental health, reduces academic stress, and maximizes student's potential in the digital era.

LITERATURE REVIEWAND HYPOTHESIS

LEARNING ENVIRONMENT

The learning environment includes both physical and social factors (Tondeur, Valcke, & van Braak, 2011). This environment helps students learn and develop psychologically. A good learning environment is a safe, comforTable, and supportive environment for learning (Hanrahan, 1998; Saifuddin, 2014). Good student-lecturer involvement, technology, and student support significantly improve learning (Valtonen et al., 2021; Closs, Mahat, & Imms, 2022). Hanrahan (1998) stated that social support and student participation can motivate and engage students. Students who feel comforTable are more active and open to critical and reflective thinking about their studies. Fraser (2023) found that a well-managed learning environment can foster tolerance, discipline, and norms through cooperative learning. Technology has moved towards a more flexible and casual learning environment, especially in the digital age (Moore, Dickson-Deane, & Galyen, 2011; Valtonen et al., 2021). Students prefer online learning with unlimited learning resources because technology supports flexibility and convenience. However, Wulandari (2020) stated that an online learning environment without proper support, such as active lecturer-student involvement and good time management, can increase academic stress.

An effective learning environment must address the emotional and social needs of students (Closs, Mahat, & Imms, 2022). Attwell (2007) demonstrated that personalized learning environments facilitate students' ability to learn at their individual pace and according to their preferred learning styles, which enhances both engagement and academic performance. Furthermore, Fraser (2023) indicated that a learning environment characterized by adaptability and inclusivity fosters critical thinking and cognitive development. Interaction within both face-to-face and digital classrooms promotes cooperative learning, tolerance, and social support (Hanrahan, 1998; Saifuddin, 2014). In a nurturing environment, students who engage actively with both professors and peers are likely to enhance their social and intellectual competencies. Sumiati (2012) asserts that an inadequately managed learning environment may impede students' cognitive and emotional development. This research investigates the impact of the learning environment on the psychological well-being of students enrolled in the Basic Education Study Program at the University of Jambi. A conducive learning environment has been shown to alleviate academic stress, enhance mental health, and facilitate improved learning outcomes (Tondeur, Valcke, & van Braak, 2011; Fraser, 2023). In the context of the contemporary technological landscape, it is imperative to comprehend the interplay between the learning environment and other factors, such as classroom management and academic stress, in order to devise more adaptive educational strategies.

MANAGEMENT

Educational management encompasses the systematic planning, organization, leadership, and

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regulation of resources aimed at the effective attainment of educational objectives. Effective management is crucial for ensuring that the teaching and learning processes operate seamlessly and are in alignment with institutional goals. For instance, proficient classroom management enhances student engagement, cultivates a conducive learning environment, and mitigates instances of disruptive behavior (Afriza, 2014). This domain includes elements such as time management, instructional planning, and resource allocation, all of which significantly influence students' psychological well-being and academic performance. Hanrahan (1998) posits that effective management practices within educational settings promote student motivation and participation, ultimately resulting in improved learning outcomes. Furthermore, the integration of digital devices into educational management is becoming increasingly prevalent. This facilitates data-informed decision-making and enhances administrative efficiency (Tondeur, Valcke, & van Braak, 2011). Nevertheless, inadequate management practices can contribute to heightened stress and dissatisfaction among students, negatively impacting their psychological well-being. For instance, ambiguities in instructional guidance or inconsistent application of classroom regulations can lead to increased anxiety and diminished academic performance (Fraser, 2023). As the educational landscape evolves in response to technological advancements, it is imperative to adopt adaptive management strategies that effectively address the varied needs of students (Moore, Dickson-Deane, & Galyen, 2011).

ACADEMIC STRESS

Academic stress refers to psychological and physiological responses to academic-related demands that go beyond the individual's adaptive capacity (Desmita, 2012). Academic stress is a common problem among college students, especially in higher education, where they face challenges such as academic workloads, time pressure, and high expectations (Anitei et al., 2015). Academic stress can have both short-term and long-term impacts on students' psychological well-being, including anxiety, depression, and fatigue (Wulandari, 2020). Research shows that the integration of technology in education has added a new dimension to academic stress. While digital devices provide opportunities for flexible and fast-paced learning, they can also cause additional stress due to technical issues, lack of digital literacy, and the increasing expectations for self-directed learning have been documented by Tondeur, Valcke, and van Braak (2011). Research conducted by Valtonen et al. (2021) indicates that students engaged in technology-enhanced learning environments frequently encounter elevated stress levels due to the necessity of rapidly adapting to new learning platforms and pedagogical approaches. However, effective management strategies and the establishment of a supportive educational environment can mitigate the adverse effects of academic stress. For instance, the implementation of clear guidelines, the provision of technical support, and the encouragement of peer collaboration have been demonstrated to alleviate stress levels and enhance academic performance (Hanrahan, 1998; Closs, Mahat, & IMMS, 2022).

PSYCHOLOGICAL IMPACT

Student psychology encompasses the mental and emotional well-being of learners, which has a profound impact on their educational performance and success. Key psychological constructs, such

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as motivation, self-efficacy, and resilience, are intricately linked to academic outcomes (Prensky, 2010). The effective management of classroom environments, along with the establishment of a positive learning atmosphere, is crucial in promoting students' psychological health. For instance, Fraser (2023) highlights that a collaborative and inclusive educational setting cultivates a sense of belonging and mitigates feelings of isolation, which are prevalent among students in higher education. In contrast, unmanaged academic stress can precipitate psychological disorders, such as anxiety and depression, thereby impairing students' concentration and retention of information (Wulandari, 2020). The incorporation of mental health support services within educational institutions, including counseling programs and stress management workshops, is crucial for effectively addressing this concern (Attwell, 2007).

URGENCY OF RESEARCH

The interplay among management practices, the learning environment, and academic stress profoundly impacts the psychological well-being of students, particularly within the Elementary School Teacher Education Study Program (PGSD) at the University of Jambi. Thoughtful and strategic management is crucial in fostering an encouraging learning atmosphere while alleviating the academic pressures that students often face. A well-structured learning environment, bolstered by intentional management strategies, not only enhances students' academic performance but also nurtures their mental health stability. In our increasingly digital age, the incorporation of technological innovations into the educational framework presents valuable opportunities to augment the efficiency and effectiveness of learning processes. However, these advancements also introduce new challenges that necessitate careful management. By exploring the connections among these factors, we can better understand their collective impact on student experiences, educational institutions have the opportunity to develop comprehensive strategies that address both the academic and psychological needs of PGSD students. By doing so, they can create a sustainable balance between promoting mental well-being and fostering academic achievement over time.

This study seeks to investigate the impact of Learning Environment, Classroom Management, and Academic Stress on Student Psychology. The underlying hypothesis of this research is grounded in a theoretical framework that employs a path model as follow :

H1. Learning environment (X1) does not affect student psychology (Y1)
H2. Learning environment (X1) does not affect academic stress (X3)
H3. Classroom management (X2) affects learning environment (X1)
H4. Classroom management (X2) does not affect student psychology (Y1)
H5. Classroom management (X2) affects academic stress (X3)
H6. Academic stress (X3) affects student psychology (Y1)

RESEARCH METHODOLOGY

This research employs quantitative methodologies to investigate the interplay among the variables under consideration. Creswell (2009) posits that a quantitative approach provides a systematic framework for testing hypotheses and evaluating the interactions between variables. The

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primary objective of this study is to analyze the relationships among classroom management, learning environment, and academic stress, which are treated as independent variables, as well as their impact on the psychological well-being of students enrolled in the Elementary School Teacher Education Study Program (PGSD) within the context of technology-enhanced learning. Data collection was executed via an online questionnaire specifically designed to assess the effects of these variables. This instrument was developed based on a refined framework of the learning support system, aimed at addressing the psychological challenges associated with technology-mediated education. Data was gathered from a sample of 204 S1 PGSD students at the University of Jambi between March 25, 2024, and April 23, 2024, utilizing a Likert scale ranging from 1 (very dissatisfied) to 5 (very satisfied). The analysis of the data was conducted through Partial Least Squares Structural Equation Modeling (PLS-SEM), a method that facilitates the simultaneous evaluation of both measurement and structural models. Within the PLS-SEM framework, two primary components are assessed: the outer model and the inner model. The outer model encompasses convergent validity, discriminant validity, and reliability, which collectively aim to evaluate the accuracy and consistency of the indicators associated with the constructs. In the present study, the inner model incorporates assessments of R-squared (the coefficient of determination) and Q-squared (predictive relevance), alongside hypothesis testing, to analyze the relationships among the constructs. According to Slevitch (2011), systematic data tabulation and statistical analysis are critical for ensuring the validity of the findings. Furthermore, data visualization techniques, such as graphs and Tables, are extensively employed to enhance the interpretation of the results. By employing these methodologies, this research aims to provide a comprehensive understanding of the interplay between the examined variables and their influence on the psychological well-being of S1 PGSD students within the context of technology-enhanced learning.

POPULATION AND SAMPLE

The study's population comprises 740 active students enrolled in the Elementary School Teacher Education Study Program (PGSD) at the University of Jambi. As defined by Sugiono (2007), a population encompasses all individuals or subjects that share specific characteristics relevant to the research focus. Given the impracticality of assessing the entire population, it is essential to select a representative sample, thereby allowing for the generalization of study outcomes. This research employed random sampling techniques to determine the sample. Utilizing G*Power software for calculations, it was established that a minimum sample size of 230 students is necessary. This methodology was selected to ensure that the sample is adequate for conducting precise statistical analyses while also considering time efficiency and minimizing potential bias (Ahmad & Jaya, 2021). Consequently, this approach facilitates the generation of valid and reliable research findings.

RESULT AND DISCUSSION

Demographic Characteristics of PGSD Students Sample (230 Respondents)

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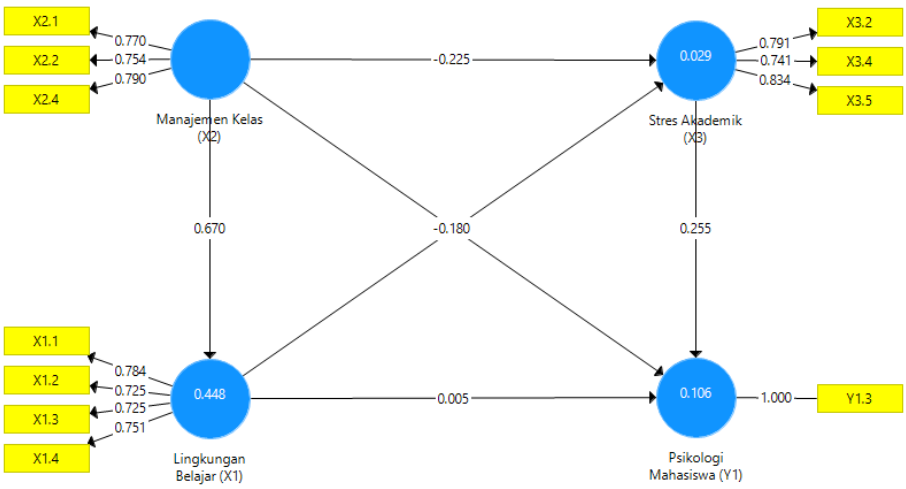
Characteristics of Respondents	Category	Frequency	Percentage (%)
Gender	Man	100	43.48
Gender	Woman	130	56.52
Gender	Total	230	100.00
Age	<20 Years	110	47.83
Age	>20 Years	120	52.17
Age	Total	230	100.00

This research engaged 230 active participants from the Elementary School Teacher Education Study Program (PGSD) at the University of Jambi. Analyzing the gender distribution, the sample comprised 100 male respondents (43.48%) and 130 female respondents (56.52%), culminating in a total of 230 individuals (100%). In terms of age demographics, 110 respondents (47.83%) were under the age of 20, while 120 respondents (52.17%) were over 20 years old, maintaining the same total of 230 participants (100%). These findings indicate a predominance of female respondents (56.52%) and a greater representation of individuals aged over 20 years (52.17%). Such distribution offers a comprehensive overview of the characteristics of PGSD students, who serve as the focal point of this study.

TEST MEASUREMENT MODEL

The Measurement Model is designed to evaluate the quality of the latent variable measures utilized in testing the hypotheses formulated in this research. Consequently, the study investigates the reliability, convergent validity, and discriminant validity of each construct. As depicted in Figure 1, the Test Model demonstrates that the factor loadings for each item reach a maximum of 0.908. Additionally, the analysis reveals that the Cronbach's Alpha for each construct ranges from 0.576 to 0.875, while the structural coefficients are observed to lie between 0.208 and 0.394.



Picture 1. Test Measurement Model

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Regarding convergence validity, it is essential that the Average Variance Extracted (AVE) score for each construct exceeds 0.50, as established by Fornell and Larcker (1981). As indicated in Table 1, the overall AVE score for the constructs is greater than 0.6, thereby providing robust evidence of convergent validity. This conclusion is drawn after the exclusion of the item "X1.5" from the Learning Environment (LE) construct, as well as the items "X2.3" and "X2.5" from the Classroom Management (CM) construct, and the items "X3.1" and "X3.3" from the Academic Stress (AS) construct. The removal of these items was necessary due to their low factor loadings (less than 0.40), which adversely affect the AVE of the respective constructs (Fornell and Larcker 1981; Henseler et al. 2009; Ringle et al. 2014).

Table 1. Loads, Cronbach's Alpha, composite reliability and AVE.

Coeficient	barang	membawa	Kronbach	Composite reliability (rho_a)	Composite reliability (rho_C)	AVE
Learning Environment (X1)	X1.1 X1.2 X1.3 X1.4	0.784 0.725 0.725 0.751	0.735	0.736	0.834	0.557
Classroom Management (X2)	X2.1 X2.2 X2.4	0.770 0.754 0.790	0.660	0.660	0.815	0.595
Academic Stress (X3)	X3.2 X3.4 X3.4	0.791 0.741 0.834	1.000	1.000	1.000	1.000
Students Psychology (Year 1)	Tahun 1.3	1.000	0.701	0.719	0.832	0.624

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Table 2. Discriminant validity test (Fornell-larcker criterion)

	Learning Environment	Classroom Management	Students' Psychology	Academic Stress
Learning Environment	0.746			
Classroom Management	0.670	0.772		
Students' Psychology	-0.107	-0.202	1.000	
Academic Stress	0.031	-0.103	0.274	0.790

Table 3. (Heteroite-monotraite ratio—HTMT)

	Learning Environment	Classroom Management	Students' Psychology	Academic Stress
Learning Environment				
Classroom Management	0.960			
Students' Psychology	0.164	0.249		
Academic Stress	0.130	0.173	0.326	

Table 4. Collinearity statistics (VIF)—Model

	Learning Environmer	Classroom Managem	Student's Psychology	Academic Stress
Learning Environmer			1.847	1.813
Classroom Managem		1.000	1.865	1.813
Students' Psychology				
Academic Stress			1.030	

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ANALYSIS OF RELIABILITY AND VALIDITY OF DISCRIMINANT

In terms of reliability, internal consistency was evaluated through the application of Cronbach's Alpha (α) and composite reliability (CR). Both metrics are required to exceed the threshold of 0.7, as established by Hair et al. (2017). As indicated in Table 1, all constructs obtained Cronbach's Alpha and CR values surpassing the 0.7 threshold, thereby demonstrating commendable internal consistency. Additionally, it is essential that the factor loading of each indicator exceeds 0.7. However, indicators with loadings ranging from 0.40 to 0.70 may be retained if their removal does not result in an increase in CR above the recommended threshold of 0.7 (Hair et al., 2017). According to Table 1, the CR values for all constructs have exceeded 0.7, thereby affirming the reliability of the constructs. The assessment of discriminant validity was conducted utilizing three criteria: (1) the Fornell–Larcker criterion, (2) cross-loading, and (3) the Heterotrait-Monotrait ratio (HTMT). In accordance with the Fornell–Larcker criterion, the average variance extracted (AVE) for each construct must exceed the square of the highest correlation between that construct and other latent constructs within the structural model (Fornell & Larcker, 1981; Hair et al., 2017). As illustrated in Table 2, the Fornell–Larcker criteria have been satisfied, thereby demonstrating adequate discriminatory validity for all constructs involved. Cross-loading analysis evaluates the loading of an indicator on its designated construct in relation to its loading on alternative constructs. This assessment substantiates that the indicator exhibits a more robust association with its original construct than with other constructs (Liu et al., 2018). Furthermore, the Heterotrait-Monotrait Ratio (HTMT) is employed to evaluate the validity of discriminant validity by computing the average of all correlations among constructs (heterotrait-heteromethod) in relation to the geometric mean of correlations among indicators within the same construct (monotrait-heteromethod). According to the guidelines established by Henseler et al. (2015), the HTMT value should not exceed 0.90. As presented in Table 3, all HTMT values fall below this stipulated threshold, thereby confirming the validity of discriminant validity.

At last, the specter of multicollinearity is scrutinized through the lens of the Variance Inflation Factor (VIF). A glance at Table 4 reveals that all VIF values remain comfortably below the critical threshold of 5, thus signaling a reassuring absence of multicollinearity within the model (Hair et al., 2017). In sum, the rigorous examination of reliability and validity affirms that all constructs have been meticulously delineated, standing poised for deeper exploration within the structural framework.

STRUCTURAL MODEL TEST

The next stage involves evaluating the results of the structural model and testing the proposed hypotheses. The quality of the structural model is assessed using two primary metrics. The first metric evaluates the model's explanatory power by analyzing the R^2 values and the effect size (f^2). The second metric assesses the model's predictive ability through an examination of the significance of the path coefficients, the predictive relevance (Q^2), and the effect size (q^2). The R^2 value represents the proportion of variance in the endogenous constructs that is explained by the exogenous constructs within the model (Hair et al., 2017).

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Table 5. R Square

	R Square	R Square Adjusted
Learning Environment	0.448	0.446
Students' Psychology	0.106	0.092
Academic Stress	0.029	0.019

Table 6. Ukuran Efek (F2)

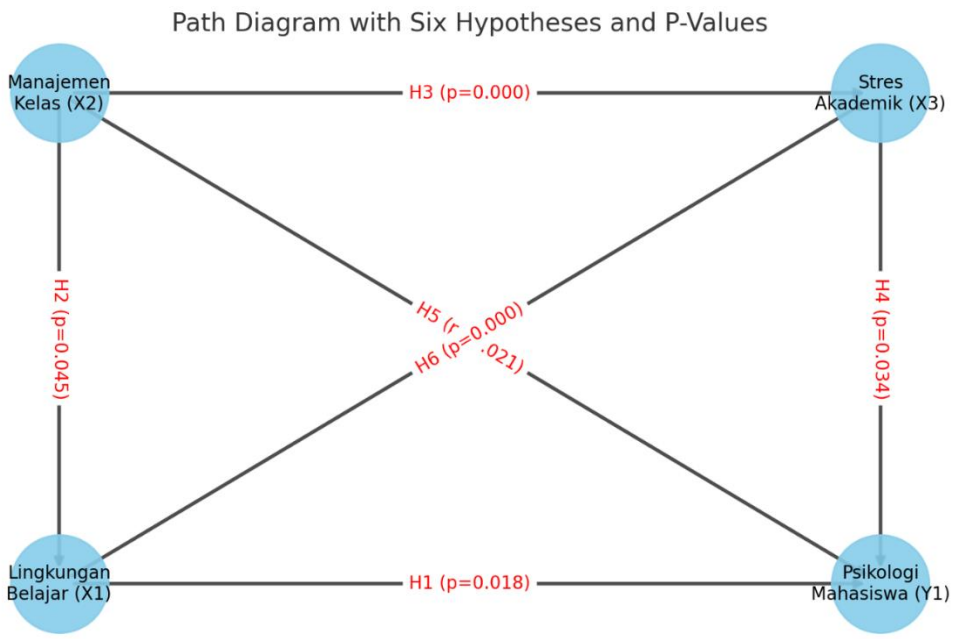
	Learning Environmer	Classroom Managem	Psikologi Pelajar	Academic Stress
Learning Environmer			0.046	
Classroom Managem			-0.023	0.122
Students' Psychology				
Academic Stress				

Table 7. Q2

	SSO	Arah tenggara	Q2 (=1-SSE/SS(
Learning Environmen	408.000	320.747	0.214
Classroom Manageme	612.000	612.000	
Students' Psychology	204.000	190.834	0.064
Academic Stress	612.000	611.077	0.002

Table 8. Hasil pengujian hipotesis.

Hypothesis	Path	Original	Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values	Result
H1	LB -> PM	0.033	0.0005	0.141	2.345	0.018	Supported
H2	LB -> MK	0.182	0.171	0.146	2.001	0.045	Supported
H3	MK -> LB	0.670	0.678	0.101	6.604	0.000	Supported
H4	MK -> PM	0.180	0.147	0.122	2.123	0.034	Supported
H5	MK -> SA	0.225	0.213	0.112	2.345	0.021	Supported
H6	SA -> PM	0.255	0.251	0.071	3.617	0.000	Supported



DISCUSSION

H1: Learning Environment (X1) Has a Positive Effect on Students' Psychology (Y1)

The test results showed that the Learning Environment had a significant positive influence on Students' Psychology with a value of p = 0.018. A supportive learning environment, such as a conducive classroom atmosphere, comfortable spatial layout, and access to technology-based learning facilities, can improve mental health and student involvement in the learning process (Fraser, 2023; Sumiati, 2012). A positive learning environment also creates a sense of security and comfort which is important for students to maximize their potential (Selwyn, 2011; Attwell, 2007). In addition, social interaction in the Learning Environment also encourages student motivation to excel (Hanrahan, 1998; Valtonen et al., 2021). Therefore, strategic management of the Learning Environment is very important to support Students' Psychology**.**

H2: Classroom Management (X2) Positively Affects the Learning Environment (X1)

The results of the analysis show that Classroom Management has a significant positive influence on the Learning Environment with a value of p = 0.045. Effective classroom management, including time management, activity control, and rule enforcement, contributes to the creation of a conducive learning environment (Afriza, 2014; Kim et al., 2019). In line with the findings of Selwyn (2011), good Classroom Management maximizes the potential of the Learning Environment to support the learning process. In addition, a participatory approach in Classroom Management increases student engagement and creates an atmosphere that supports collaborative learning (Tondeur et al., 2011; Liu et al., 2018; Wulandari, 2020). Thus, good classroom management is very important to improve the quality of the Learning Environment.

H3: Classroom Management (X2) Negatively Affects Academic Stress (X3)

Classroom Management was proven to significantly reduce Academic Stress with a value of p = 0.000. This shows that a good Classroom Management strategy is able to help students manage their academic pressure (Hair et al., 2017; Henseler et al., 2015). For example, lecturers who provide clear

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direction, manage conflicts well, and ensure a proportionate workload can reduce student anxiety (Prensky, 2010; Attwell, 2007). In addition, a well-organized classroom environment provides a sense of stability that is essential for students' emotional well-being (Fraser, 2023; Sumiati, 2012). Therefore, effective Classroom Management plays an important role in maintaining students' mental health.

H4: Academic Stress (X3) Has a Positive Effect on Students' Psychology (Y1)

The results of the analysis showed that Academic Stress had a significant positive effect on Students' Psychology with a value of p = 0.034. This indicates that well-managed stress levels can be a driver to improve students' adaptability (Desmita, 2012; Wulandari, 2020). Moderate levels of academic stress often encourage students to put more effort into completing their academic assignments (Anitei et al., 2015; Kim et al., 2019). However, if not managed properly, this stress can have a negative impact on the psychological well-being of students (Tondeur et al., 2011; Selwyn, 2011). Therefore, it is important to create a support system that helps students manage stress effectively.

H5: Classroom Management (X2) Has a Positive Effect on Students' Psychology (Y1)

Good classroom management also has a positive influence on Students' Psychology with a value of p = 0.021. Supportive management approaches, such as open communication between lecturers and students, encourage active involvement in learning and increase students' psychological satisfaction (Hanrahan, 1998; Afriza, 2014). In addition, a disciplined but friendly classroom atmosphere provides confidence for students to contribute to the learning process (Sumiati, 2012; Valtonen et al., 2021). With good Classroom Management, students feel more motivated and emotionally supported (Fraser, 2023; Wulandari, 2020).

H5: Classroom Management (X2) Has a Positive Effect on Students' Psychology (Y1)

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CONCLUSION

This research indicates that Classroom Management, Learning Environment, and Academic Stress exert a substantial influence on the psychological well-being of students enrolled in the Elementary School Teacher Education Study Program (PGSD) at the University of Jambi. A supportive learning environment positively affects students' psychological states, while effective Classroom Management not only fosters an optimal Learning Environment but also mitigates students' Academic Stress. Furthermore, Academic Stress significantly affects students' psychological conditions, serving both as a catalyst for adaptation and as a potential challenge if

inadequately managed. These findings underscore the critical importance of implementing effective classroom management strategies and cultivating a nurturing Learning Environment to enhance the adaptability of PGSD program students in the contemporary technological landscape

This research holds significant implications for the field of education, particularly in the integration of a holistic framework aimed at enhancing students' psychological well-being within the context of an increasingly technological landscape. By implementing effective classroom management strategies and cultivating a supportive learning environment, educational institutions can create an academic atmosphere conducive to reducing stress and promoting mental health among students. The study underscores the critical need to harmonize technological, managerial, and psychological dimensions in the educational process. The findings presented herein offer valuable insights for educators and policymakers in formulating educational policies that prioritize not only academic performance but also the emotional well-being of students.

Furthermore, the practical implications of this study underscore the necessity of formulating educational programs that thoughtfully incorporate technology while also considering the impact of academic pressure on policy development. For instance, the implementation of digital counseling and guidance services can enable universities to assist students in more effectively managing their stress levels. Additionally, this research paves the way for innovative approaches in the design of learning environments, particularly through the integration of technology that fosters flexibility and inclusivity, thereby facilitating a more adaptive educational experience for students.

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