

THE EFFECT OF MUSIC AS A MOOD BOOSTER ON REDUCING MENTAL BURDEN CAUSED BY ACADEMIC WORKLOAD AMONG GUIDANCE AND COUNSELING STUDENTS AT THE FACULTY OF TEACHER TRAINING AND EDUCATION, PANCASAKTI UNIVERSITY TEGAL

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Abstract

This study was motivated by the high academic workload experienced by university students, which has the potential to cause stress, anxiety, and mental burden that affect learning motivation and psychological well-being. One of the alternatives commonly used by students to reduce academic pressure is listening to music. Music functions not only as entertainment but also as a mood booster that can create a more positive emotional state, enhance learning motivation, and reduce stress. This study aimed to determine the ability of music to improve learning motivation and reduce students' stress, identify the most effective music genre as a mood booster, and analyze the effect of music as a mood booster in alleviating students' mental burden caused by excessive academic assignments among students of the Guidance and Counseling Study Program, Faculty of Teacher Training and Education, Pancasakti University of Tegal. This study employed a quantitative approach using a survey research design. The population consisted of 58 eighth-semester students, all of whom were selected as research participants using a saturated sampling technique. Data were collected through questionnaires and documentation and analyzed using IBM SPSS Statistics Version 22, including descriptive analysis, prerequisite tests, simple linear regression, t-test, and F-test. The results showed that 75% of respondents were in the high category regarding the ability of music to increase learning motivation and reduce stress. Pop music was identified as the most effective genre as a mood booster (93.3%), followed by jazz (78.3%), acoustic (55%), and classical music (45%), while rock and DJ music were considered the least effective genres. Statistical analysis revealed a post-test significance value of 0.03 (<0.05), while the F-test produced a significance value of 0.000 with an F-value of 14.159, which was higher than the F-table value of 3.16. These findings indicate that music as a mood booster has a positive and significant effect on reducing students' mental burden caused by academic assignments. Therefore, music can be utilized as a simple and effective strategy to help students maintain their psychological well-being, improve learning motivation, and cope more effectively with academic demands.

Keywords: music; mood booster; mental burden; learning motivation; university students;

1 INTRODUCTION

University students are in the developmental stage of late adolescence to early adulthood and are expected to cope with various academic demands, including writing reports, delivering presentations, completing practicums, and preparing final projects or theses. These academic demands often create psychological pressure, leading to stress, anxiety, and mental burden that may reduce learning motivation, concentration, and academic productivity.

One of the strategies commonly used by students to relieve mental burden is listening to music. Beyond serving as entertainment, music functions as a **mood booster** that can improve emotional well-being, promote relaxation, and enhance concentration. Campbell (2001), in *The Mozart Effect*, explains that music can influence an individual's emotions and psychological state, thereby helping to reduce mental tension.

Previous studies have demonstrated the positive role of music in the learning process. Andaryani (2019) reported that music creates a comfortable learning atmosphere, thereby improving students' motivation and concentration. Similarly, Dewi and Anggraini (2022) found that music serves as an effective relaxation medium for reducing stress and anxiety. Furthermore, Marcelina Harda Yanti (2026) suggested that music genres such as pop, jazz, acoustic, and classical are more effective in enhancing learning focus than fast-tempo genres such as rock and electronic dance music (EDM) because of their stable tempo and calming melodies.

Despite these findings, most previous studies have focused on the effects of music on stress, anxiety, or learning motivation in general. Research specifically investigating music as a **mood booster** to alleviate mental burden caused by academic workload among university students, particularly Guidance and Counseling students, remains limited. In addition, few studies have compared the effectiveness of different music genres as mood boosters within the context of academic demands in higher education.

Therefore, this study aims to examine the effect of music as a **mood booster** in reducing the mental burden caused by academic workload among Guidance and Counseling students at the Faculty of Teacher Training and Education, Pancasakti University Tegal. In addition, this study seeks to identify the music genres that are most effective in improving students' mood and helping them cope with academic pressure.

2 METHODOLOGY

This study employed a quantitative approach with a survey research design to examine the effect of music as a mood booster in reducing the mental burden caused by academic workload among Guidance and Counseling students at the Faculty of Teacher Training and Education, Pancasakti University Tegal. A quantitative approach was chosen because the study aimed to examine the relationship and effect between variables using statistical analysis. The study population consisted of all 58 eighth-semester students in the Guidance and Counseling Study Program. Since the population was relatively small, a total sampling technique was applied, in which all members of the population were included as research participants.

The independent variable (X) was music as a mood booster, while the dependent variable (Y) was students' mental burden resulting from academic workload. Data were collected using a structured questionnaire developed based on the indicators of each variable and supported by documentation. Before data collection, the instrument was tested for validity using the Pearson Product-Moment correlation and for reliability using Cronbach's Alpha to ensure its validity and reliability.

Data were analyzed using IBM SPSS Statistics version 22. The analysis included descriptive statistics to describe respondents' characteristics, assumption tests consisting of normality, multicollinearity, autocorrelation, and heteroscedasticity tests, followed by **simple linear regression analysis** to determine the effect of music as a mood booster on students' mental burden. In addition, **t-tests** and **F-tests** were conducted at a **5% significance level ($\alpha = 0.05$)** to test the research hypotheses. The findings were used to evaluate the effectiveness of music in improving learning motivation, reducing stress, identifying the

most effective music genres as mood boosters, and explaining their influence on students' mental burden caused by academic workload.

3 RESULTS

3.1 Can music improve learning motivation and reduce stress among Guidance and Counseling students at Pancasakti University Tegal?

The first research question aims to determine whether music can enhance learning motivation and reduce stress among students of the Guidance and Counseling Study Program, Faculty of Teacher Training and Education, Pancasakti University Tegal. The research data were collected through a Google Forms questionnaire consisting of 10 statements related to the role of music in improving students' learning motivation and reducing stress.

Before conducting the analysis using IBM SPSS Statistics version 22, response categories were established to classify the respondents' answers. The categorization for the first research question is presented in the following table.

Formula	Category
$X < \text{Mean} - 1 \text{ SD}$ $X < 30 - 1 \times 7$ $X < 30 - 7$ $X < 23$	Low
$\text{Mean} - 1 \text{ SD} < X < \text{Mean} + 1 \text{ SD}$ $30 - 1 \times 9 < X < 30 + 1 \times 7$ $30 - 7 < X < 30 + 7$ $23 < X < 39$	Moderate
$\text{Mean} + 1 \text{ SD} < X$ $30 + 1 \times 9 < X$ $30 + 7 < X$ $37 < X$	High

After establishing the categorization criteria, the data were analyzed using IBM SPSS Statistics version 22 to determine the distribution of respondents' responses to the first research question. The results of the analysis are presented below.

Frequencies

Statistics

Kategori

N	Valid	60
	Missing	0

Kategori

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sedang	15	25.0	25.0	25.0
	Tinggi	45	75.0	75.0	100.0
	Total	60	100.0	100.0	

Based on the SPSS Statistics version 22 output, 15 students (25%) were classified in the moderate category, indicating that they perceived music as being able to improve learning motivation and reduce stress. Meanwhile, 45 students (75%) were classified in the high category, indicating that they strongly agreed that music enhances learning motivation and reduces stress among students.

The predominance of respondents in the high category indicates that music plays a positive role in helping students become more motivated, maintain better concentration during learning, and reduce the stress associated with academic demands. Therefore, it can be concluded that music plays an important role in enhancing learning motivation and reducing stress among Guidance and Counseling students at Pancasakti University Tegal. This finding is supported by Marcelina Harda Yanti (2026), who reported that several music genres can positively influence learning concentration by creating a calm emotional state and reducing stress levels. Similarly, Dewi and Anggraini (2024) found that music creates a more enjoyable learning environment and enhances students' learning motivation.

3.2 Which music genre is the most effective as a mood booster for reducing the mental burden among Guidance and Counseling students at Pancasakti University Tegal?

The second research question aims to identify the music genre that is most effective as a mood booster in reducing the mental burden among students of the Guidance and Counseling Study Program, Faculty of Teacher Training and Education, Pancasakti University Tegal. The research data were collected through a Google Forms questionnaire consisting of 15 statements representing five music genres: pop, jazz, classical, acoustic, and rock/DJ. Each music genre was represented by three questionnaire items. The categorization criteria are presented below.

Formula	Category
$X < \text{Mean} - 1 \text{ SD}$ $X < 9 - 2$ $X < 7$	Low
$\text{Mean} - 1 \text{ SD} < X < \text{Mean} + 1 \text{ SD}$ $9 - 2 < X < 9 + 2$ $7 < X < 11$	Moderate
$\text{Mean} + 1 \text{ SD} < X$ $9 + 2 < X$ $11 < X$	High

After establishing the categorization criteria, the data were analyzed using IBM SPSS Statistics version 22 to determine the effectiveness of each music genre as a mood booster. The descriptive analysis results were then presented in the form of frequency and percentage distribution tables to identify the music genre most preferred by students for enhancing learning motivation, improving mood, and reducing the mental burden caused by academic demands. The results are presented below.

• Frequencies

Statistics

POP

N	Valid	60
	Missing	0

MUSIK POP

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sedang	4	6.7	6.7	6.7
	Tinggi	56	93.3	93.3	100.0
	Total	60	100.0	100.0	

The table above shows that 56 students (93.3%) were classified in the high category, while 4 students (6.7%) were classified in the moderate category. These findings indicate that the majority of students preferred pop music as their most effective mood booster.

MUSIK JAZZ

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sedang	13	21.7	21.7	21.7
	Tinggi	47	78.3	78.3	100.0
	Total	60	100.0	100.0	

The table above shows that 47 students (78.3%) were classified in the high category, while 13 students (21.7%) were classified in the moderate category. These findings indicate that the majority of students preferred jazz music as an effective mood booster for improving their mood and reducing the mental burden associated with academic demands.

Frequencies

Statistics

Klasik

N	Valid	60
	Missing	0

Klasik

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rendah	13	21.7	21.7	21.7
	Cukup	20	33.3	33.3	55.0
	Tinggi	27	45.0	45.0	100.0
	Total	60	100.0	100.0	

The table above shows that 27 students (45.0%) were classified in the high category, 20 students (33.3%) in the moderate category, and 13 students (21.7%) in the low category. These findings indicate that students' preferences for classical music were relatively diverse, although nearly half of the respondents considered it an effective mood booster for improving mood and reducing the mental burden associated with academic demands.

Frequencies

Statistics

Akustik		
N	Valid	60
	Missing	0

Akustik

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sedang	27	45.0	45.0	45.0
	Tinggi	33	55.0	55.0	100.0
	Total	60	100.0	100.0	

The table above shows that rock/DJ music had the lowest preference level among all music genres. A total of 20 students (33.3%) were classified in the high category, 25 students (41.7%) in the moderate category, and 15 students (25.0%) in the low category. These findings indicate that rock/DJ music was less preferred as a mood booster for reducing the mental burden caused by academic demands compared with pop, jazz, acoustic, and classical music.

Frequencies

Statistics

ROCK		
N	Valid	60
	Missing	0

Rock dan DJ

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rendah	40	66.7	66.7	66.7
	Cukup	16	26.7	26.7	93.3
	Tinggi	4	6.7	6.7	100.0
	Total	60	100.0	100.0	

The table above shows that 40 students (66.7%) were in the low category, 16 students (26.7%) were in the moderate category, and 4 students (6.7%) were in the high category, indicating that rock and DJ music were the least preferred music genres among the students.

Based on these findings, it can be concluded that pop music is the most effective genre as a mood booster, followed by jazz, acoustic, and classical music, while rock and DJ music are the least effective genres for helping students reduce mental burden.

These findings are supported by Marcelina Harda Yanti (2026), who explained that pop, jazz, acoustic, and classical music tend to have positive effects on learning focus because they feature harmonious melodies, relatively stable tempos, and create a calm emotional state. In addition, Jihan Putri Allyssa (2023) stated that music with soft rhythms and relaxing tempos can enhance learning motivation, stabilize emotions, and reduce stress and depression. Conversely, students' low preference for rock and DJ music is consistent with Salam (2025, as cited in Marcelina Harda Yanti, 2026), who argued that fast-paced and loud music, such as rock and hip-hop, tends to worsen the mood of individuals experiencing stress or depression, making it less effective as a relaxation medium.

3.3 What is the effect of music as a mood booster on reducing the mental burden caused by academic workload among Guidance and Counseling students at Pancasakti University Tegal

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 PRE TEST & POST TEST	60	.443	.194

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRE TEST - POST TEST	1.150	8.678	1.120	-1.092	3.392	6.026	59	.003

The table above presents the post-test results. The post-test yielded a significance value of **0.03**, which is lower than the significance level of **0.05**. Therefore, the research hypothesis (**H₁**) is accepted, and the null hypothesis (**H₀**) is rejected. The post-test findings indicate a change in students' levels of mental burden after they were exposed to the treatment of listening to music. In other words, music had a significant effect in helping reduce the mental burden experienced by students as a result of excessive academic assignments.

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	967.054	1	967.054	14.159	.000 ^b
Residual	3961.346	58	68.299		
Total	4928.400	59			

a. Dependent Variable: Y

b. Predictors: (Constant), X

In addition, the table above presents the results of the F-test. The findings show a significance value of 0.000, which is lower than the significance level of 0.05 ($0.000 < 0.05$), with an F-value of 14.159, exceeding the F-table value of 3.16. These results indicate that music as a mood booster has a statistically significant simultaneous effect on reducing students' mental burden caused by academic demands.

These findings are consistent with Mutakamilah et al. (2021), who explained that the effectiveness of music in reducing stress is strongly influenced by the characteristics of the music being listened to. Music with a slow and calming tempo is more effective in helping students reduce mental burden than music with a fast tempo. This finding is further supported by Siti Habibah (2025), who stated that music is an effective form of non-pharmacological relaxation therapy that can reduce academic stress, alleviate boredom, improve mood, and help balance brain wave activity, thereby enabling individuals to concentrate more effectively.

4 CONCLUSIONS

Based on the findings of this study, it can be concluded that music plays a positive role as a mood booster in helping students of the Guidance and Counseling Study Program, Faculty of Teacher Training and Education, Pancasakti University of Tegal, reduce the mental burden caused by academic assignments. Music was found to enhance learning motivation, improve concentration, and reduce stress levels experienced by students during their academic activities. The high proportion of respondents in the high category indicates that music is an effective alternative for creating a more comfortable learning environment and supporting students' psychological well-being.

The results also indicate that the type of music influences its effectiveness as a mood booster. Pop, jazz, acoustic, and classical music were identified as the most effective genres for reducing students' mental burden because of their calming rhythms, soothing melodies, and relaxing atmosphere, which enhance concentration during learning. In contrast, rock and DJ music were found to be less effective due to their faster tempo and louder characteristics, which may interfere with students' concentration. Therefore, music with a slower and more relaxing tempo is recommended as a mood booster for coping with academic demands.

Furthermore, the statistical analysis revealed that music has a positive and significant effect on students' mental burden. Listening to music helps students feel more relaxed, reduces stress, improves mood, and alleviates the mental burden caused by academic workloads. Therefore, music can be considered a simple and effective strategy for supporting students' psychological well-being and enhancing their readiness to cope with academic challenges.

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