

Group Counseling with Self-Talk Technique and Stress Inoculation Training to Enhance Students' Eustress

M. Zuhdi Zainul Majdi^{1✉}, Edy Purwanto² & Sunawan²

¹ Universitas Hamzanwadi, Lombok, Nusa Tenggara Barat, Indonesia

² Universitas Negeri Semarang, Indonesia

Article Info

History Articles

Received:
December 2018
Accepted:
Januari 2019
Published:
December 2019

Keywords:

*eustress,
self-talk,
stress inoculation training*

DOI

<https://doi.org/10.15294/jubk.v8i2.28171>

Abstract

This study aims to test the effectiveness of group counseling with self-talk technique and stress inoculation training technique to enhance students' eustress. This study employed 2x2 factorial design by involving 28 students of Public Senior High School 12 Semarang. The technique of data analysis used was 2-path ANAVA test and the difference of means. The result of the study showed that group counseling with self-talk technique and stress inoculation training technique is effective in enhancing students' eustress. This finding confirms the effectiveness of group counseling service with self-talk technique and stress inoculation training technique for students in Semarang, Indonesia.

© 2019 Universitas Negeri Semarang

✉ Correspondence address:
Cut Nyak Dien No.85, Pancor, Selong, Lombok Timur,
Nusa Tenggara Barat, 83611
E-mail: zainulmajdi930@gmail.com

INTRODUCTION

Stress is a mental disorder which is faced by an individual due to some pressure. This pressure arises from the individual's failure in fulfilling his/her needs. Ruhmadi, Suwartika, and Nurdin (2014) said that stress is an individual's responses physically or mentally to the changes around the environment which are disturbing and make the individual threatened.

For students, one of the stress sources is academic problems (Elias, Wong, and Chong, 2011). Stress in the children academic context emerges when the expectation and demands to get academic achievement are high, yet the abilities that the students have cannot meet the expectation and demands (Shahmohammadi, 2011). Stress experienced by students will have an impact on academic performance when they cannot be tolerated (Mahfud, Jafar & Sunawan, 2017).

The negative impact of stress on academic achievement is the inability of adolescents to reduce the learning pressure and obstacles which can ruin their motivation and expectation to reach success. The consequences of pressure and demands are students get frustrated easily (Payne, and Hahn, 2002), the stress is increasing in accordance with negative results (Sohail, 2013), the students face learning burden (MacGeorge, Samter, & Gillihan, 2005), the students are lack of ability to manage their time, their expectation of academic achievement (Misra, and Mckean, 2000).

Jabari, and Sheykhjan (2015) explained that the stress experienced by students during their study considerably affects the learning process that they follow. Stress is categorized into two types. They are distress and eustress. Distress is the type of stress in which the response to pressure is not good, negative, and destructive. On the contrary, eustress is the stress in which the response to pressure is good, positive, and constructive. (Hawari, 2011; Ramesh, Sameer, and Ganaraja, 2011).

Stress is necessary to get a high achievement. Hence the optimal level of stress is always needed to be spiritfull and motivated at

work (Putra, Astuti, and Hamid, 2014). The study by Rafidah, Azizah, Norzaidi, Chong, Salwani, and Noraini (2009) stated that stress might affect learning activities and individual's memory if the amount of stress does not go beyond the individual's capacity. The sufficient or reasonable amount of stress is considerably needed as it can activate brain performance. Stress which provides positive effects is called eustress (Gadzella, Baloglu, Masten, and Wang, 2012).

Academic stress regarding eustress is an important thing. Eustress is related to health and welfare, and in turn can improve work performance (Hargrove, Nelson, and Cooper, 2013). On the other hand, positive stress provides extra energy which helps people reach their dreams, achieve their goals, and meet a deadline. This helps to enhance higher self-esteem, motivation, and mental vigilance (Datt, and Washington, 2015).

The preliminary study in grade 10 of SMA 12 Negeri Semarang found that many students were facing academic stress indicated by the low students' eustress. The percentage of students' eustress, from 142 students, the result was 23 students or 16% were in the high category, 112 students or 79% students were in the medium category, and 7 students or 5% students were in a low category. The data showed that the students experienced academic stress.

Lazarus and Folkman (in Gaol, 2016) asserted that appraisal is the main factor in determining how much stress that an individual has when facing a dangerous (threatening) situation. An appraisal is the action of evaluation, interpretation, and response to the existing phenomena (Olf, Langeland, and Gersons, 2005). In overcoming academic stress, cognitive-behavioral therapy can help to identify and challenge the individual's negative mindset (Rehman, 2016).

Cognitive Behaviour Therapy (CBT) approach helps an individual rebuild mindset (attitude, assumption, and beliefs), test the mindset, and determine the useful ones and the useless ones. Cognitive Behaviour Therapy (CBT) also shows the individual how to develop

their ability to see all things from various points of view (Wilding, and Milne, 2013).

It is supported by Jamilian, Malekirad, Farhadi, Habibi, & Zamani (2014) that their research revealed the therapy group format is useful in developing distress tolerance. Furthermore, Sharma, Shrivastava, Malhotra, Singh, R., and Singh, T. B. (2010) in their study combined yoga and some specific cognitive techniques of Cognitive Behavior Therapy (CBT) to reduce academic stress and to improve the mental health of the selected student groups. The result showed a significant help to academic pressure and significant improvement of students' mental health. As the conclusion, yoga combining with CBT technique is effective.

The implementation of group counseling is by using cognitive behavioral (CBT) approach with self-talk technique and stress inoculation technique to enhance eustress. Self-talk technique is commonly used to disclaim irrational beliefs and develop a healthy mind, which results in more positive self-talk (Erford, 2016). It is supported by the research conducted by Kross, Bruehlman-Senecal, Park, Burson, Dougherty, Shablack, Bremner, Moser, and Ayduk (2014) investigating the effect of self-talk technique in dealing with an individual's low self-esteem, attitude and social stress. The study result explained that the implementation of a positive self-talk technique could fix the individual's low self-esteem, change the attitude to be better, and reduce social stress.

Moreover, the use of stress inoculation training technique will enable students to learn coping skills which can be applied in other situations in the future that they may face (Erford, 2016). It is in line with the research by Jamshidifar, Moghadam, and Mohammadzadeh (2014) examining the effectiveness of group counseling with stress inoculation training technique to reduce stress. The result of their study indicated that inoculation training was focused on the coping skills which particularly emphasized the skills to identify negative self-talk in the urgent situations and helped the clients have domination of the situations which were full of pressure.

Based on the above explanation, the self-talk technique and stress inoculation training technique are hypothesized to enhance students' eustress. In this study, academic stress becomes the focus, considering it is one of the problems that often occur at schools, particularly during learning and studying. The previous studies more emphasized the reduction of academic stress in general. What makes this study different from the previous studies is that this current study emphasizes the response to stress experienced by students and considers stress as a motivation to be better.

METHODS

This experimental study employed a 2x2 factorial design which had two independent variables and one dependent variable. The subject of this study was students of Public Senior High School 12 Semarang who had the characteristics or condition in line with what would be investigated, in this case, students' eustress. The selection of subject employed random assignment technique, 28 students were selected as the research subject who had academic stress regarding eustress in the low and medium categories.

There were 4 groups, of which group 1 used self-talk technique + stress inoculation training, group 2 employed self-talk technique, group 3 employed stress inoculation training technique, and group 4 was the control group. After that, the same pre-test was given to the experimental groups. This pre-test was given before treatment. Furthermore, the treatment was different for the experimental groups.

Experimental group 1 was treated in the form of self-talk + stress inoculation training, group 2 was given treatment in the form of self-talk technique, and group 3 was given treatment by using stress inoculation training technique, and group 4 was not given any treatment at all or as the control group. After treatment, the same post-test was conducted in the experimental and control groups. The experimental procedure can be explained in Figure 1.

This study followed the recommendation of an instrument by Jarinto (2010) as well as Simmons, and Nelson (2001) about eustress. From the instrument of brief measures of positive and negative affect (Watson, Clark, and Tellegen, 1988), this study adopted the positive effect, Antonovsky Sense of Coherence Scale short version (Rajesh, Eriksson, Pai, Seemanthini, Naik, Rao (2016); Sardu, Mereu, Sotgiu, Andrissi, Jacobson, and Contu (2012) meaningfulness Manageability, The state Hope Scale (Snyder, Sympson, Ybasco, Borders, Babyak, and Higgins, 1996) were adopted with the coefficient successively (0.833, 0.793, 0.804). The result of product moment Pearson test confirmed the validity (0.512 - 0.817), so the generated scale is overall valid.

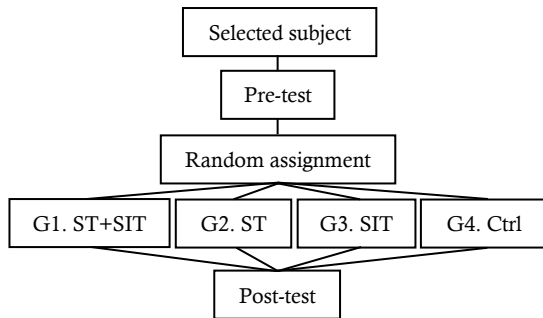


Figure 1. Experimental Procedure

Information:

- ST+SIT : Self-talk + Stress Inoculation Training (combination of the two techniques)
- ST : Self-talk
- SIT : Stress Inoculation Training
- Ctrl : Control group

RESULTS AND DISCUSSION

The hypothesis testing employed in this study was 2-path ANOVA with factorial design and used independent t-test. Moreover, hypothesis testing was conducted with the help of SPSS for Windows 24.00 version. The result summary of the 2-path ANOVA test can be seen in Table 1.

Based on Table 1, it can be seen that the result of 2-path ANOVA test explains there is an effect of cognitive behavior therapy of group counseling with self-technique in enhancing eustress ($F_{(3,24)} = 32.22$, $p < 0.01$, $\eta^2p = 0.59$). There is an effect of cognitive behavior therapy of

group counseling with stress inoculation training technique in enhancing eustress ($F_{(3,24)} = 30.59$, $p < 0.01$, $\eta^2p = 0.56$). Therefore, in this findings, it can be explained that cognitive behavior therapy of group counseling with self-talk technique and stress inoculation training technique is effective in enhancing students' eustress at Public Senior High School 12 Semarang.

Table 1. The Interaction Effect of Self-talk Group, Stress Inoculation Training, and Combination of Self-talk+Stress Inoculation Training

Effect	$F_{(3,24)}$	p	η^2p
ST	32.22	< 0.01	0.57
SIT	30.59	< 0.01	0.56
ST * SIT	14.32	< 0.01	0.37

In addition, there is an interaction effect of self-talk technique and stress inoculation training technique in enhancing eustress ($F_{(3,24)} = 14.32$, $p < 0.01$, $\eta^2p = 0.37$). Differences in the effect of each paired group can be seen in Table 2.

Table 2. Differences in The Effect of Each Paired Group

Paired group	F	p
ST+SIT vs ST	1.54	> 0.05
ST vs without Intervention	53.20	< 0.01
ST+SIT vs SIT	0.81	> 0.05
SIT vs without Intervention	358.77	< 0.01

Information:

- ST+SIT : Self-talk+Stress Inoculation Training (combination of the two techniques)
- ST : Self-talk
- SIT : Stress Inoculation Training
- ≠ST+≠SIT : Without Intervention

Based on Table 2, viewed from the paired groups, there is no difference in the effect of self-talk and stress inoculation training combination technique with self-talk technique to enhance students' eustress ($F_{(1,12)} = 1.54$, $p > 0.05$). Moreover, the combination of self-talk and stress inoculation training with stress inoculation training technique also does not have any differences in the effect to enhance students' eustress ($F_{(1,12)} = 0.81$, $p > 0.05$). The interesting thing is, independently, the difference between the two techniques with the control group affects enhancing students' eustress. Self-talk technique

and control group explained that there is an effect ($F_{(1,12)} = 53.20, p < 0.01$), then stress inoculation training technique and control group also affects enhancing students' eustress ($F_{(1,12)} = 358.7, p < 0.01$). Visually, the difference in the use of the two techniques combination or the independent technique can be seen in Figure 2.

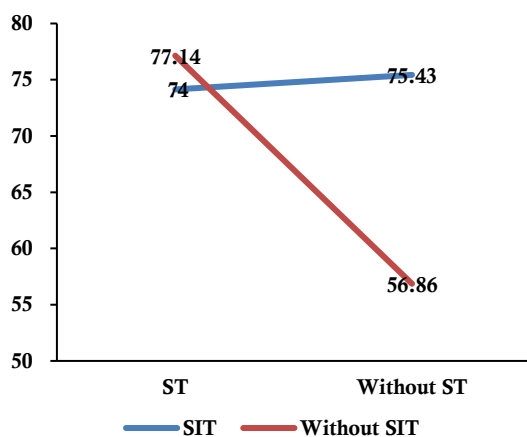


Figure 2. Combination of Techniques and Independent Technique

Based on Figure 2, it is known that the students obtaining treatment in the form of combination of the two techniques to enhance students' eustress get the score ($M = 74.14$), the group which only uses self-talk technique to enhance students' eustress obtain the score ($M = 77.14$), while the group which uses stress inoculation training technique to enhance students' eustress obtains the score ($M = 75.43$). Further, the group which does not use any technique or control group to enhance students' eustress obtains the score ($M = 56.86$) explaining that eustress experienced by students in the control group does not change at all, by considering the result of the given post-test. Meanwhile, groups which use techniques experience changes or enhancement of the eustress level. Additionally, based on the test result, the enhancement of eustress in each group can be seen in Table 3.

Based on Table 3 showing the test result of eustress enhancement viewed from the pre-test result and post-test result of self-talk and inoculation training (combination of the two techniques) groups to enhance students' eustress

explains that there is significant enhancement of eustress level before the treatment ($M = 54.29, SD = 7.14$) and after the treatment ($M = 74.14, SD = 0.90, t_{(6)} = 7.82; p < 0.01$). Discussing the effectiveness of group counseling with self-talk technique to enhance students' eustress, there is significant enhancement of eustress level before the treatment ($M = 57.57, SD = 2.15$) and after the treatment ($M = 77.14, SD = 2.41, t_{(6)} = 20.66; p < 0.01$) and in group counseling with stress inoculation training technique to enhance students' eustress, there is significant enhancement of eustress level before the treatment ($M = 52.14, SD = 7.73$) and after the treatment ($M = 75.43, SD = 0.98, t_{(6)} = 8.22; p < 0.01$), while in the control group (without self-talk technique and stress inoculation training), there is no enhancement before the treatment ($M = 55.71, SD = 2.43$) and after the treatment ($56.86, SD = 2.41, t_{(6)} = 4.38; p > 0.05$).

Table 3. Test Result of Eustress Enhancement

Group	Pre-test		Post-test		$t_{(6)}$	p
	M	SD	M	SD		
ST+SIT	54.29	7.14	74.14	0.90	7.82	< 0.01
ST	57.27	2.15	77.14	2.41	20.66	< 0.01
SIT	52.14	7.73	75.43	0.98	8.22	< 0.01
Ctrl	55.71	2.43	56.86	2.41	4.38	< 0.01

Information:

- ST+SIT : Self-Talk+Stress Inoculation Training (combination of two techniques)
- ST : Self-Talk
- SIT : Stress Inoculation Training
- Ctrl : Control Group

Furthermore, to see differences in the effectiveness level of the experimental group with self-talk technique and stress inoculation training technique to enhance students' eustress, independent sample T-test was used. The data presenting differences in the eustress level can be seen in Table 4.

Table 4. The Result of Independent t-test of Self-Talk Group and Stress Inoculation Training Group During Pre-test and Post-test

Measurement	$t_{(12)}$	p
Pre-test	-1.16	> 0.05
Post-test	-3.08	< 0.01

Based on Table 4, it is known that differences in the effectiveness of the two

techniques can be seen from the difference of means (M) of each technique. Self-talk technique (M = 91.35, SD = 2.78) and stress inoculation training technique (M = 96.14, SD = 1.07). The result shows that the effect of stress inoculation training technique is more effective in enhancing students' eustress level.

Based on the findings, it can be elaborated that viewed from the test result, the improvement of pre-test and post-test result, there is enhancement or effect of the combination of the two techniques (self-talk and stress inoculation training) in enhancing students' eustress, self-talk technique in enhancing students' eustress, and stress inoculation training technique in enhancing students' eustress, however in the control group there is no improvement/effect to enhance students' eustress. Moreover, viewed from paired groups of group counseling by using combination technique (self-talk, and stress inoculation training) and self-talk technique or stress inoculation training, there is no effect to enhance students' eustress. However, independently, the difference of self-talk technique and the control group affects enhancing eustress as well as the difference of stress inoculation training and the control group affects to enhance students' eustress. Also, viewed from the effectiveness of the two techniques of self-talk and stress inoculation training to enhance eustress, viewed from the means (M), stress inoculation training is more effective in enhancing students' eustress.

The treatment to CBT group counseling with self-talk technique and stress inoculation training to students will enhance students' eustress. Based on the research which has been conducted by implementing cognitive counseling as the treatment for students. It is supported by Keshi, Basavarajappa, and Nik (2014) study which indicated the effectiveness of cognitive behavioral therapy (CBT) on the academic stress of senior high school students.

Self-talk technique enhances eustress by changing the cognitive client system centered in the verbal changes which are initiated by self-observation (recognizing all negative dialogues), initiating new internal dialogue, and learning new skills because an individual's self-statement

can affect behavior (Cormier, Nurius, and Osborn, 2009).

This finding is relevant to the research by Kross, Bruehlman-Senecal, Park, Burson, Dougherty, Shablack, Bremner, Moser, and Ayduk (2014) that indicated the effect of self-technique in overcoming low-esteem feeling, behavior, and social stress of an individual. The result of this research explained that the implementation of positive self-talk technique could fix an individual's low self-esteem, change one's behavior to be better, and reduce one's social stress. Therefore, always talking to one own self (self-talk) will affect the anxiety level that the one has. Therefore, if students always talk to themselves (self-talk) with positive statements, they will lead the students' mind to be more positive, so the students can help themselves overcome stress they are facing.

The use of SIT technique in the CBT group counseling will facilitate an individual in interacting directly to the stimulus of mild stress to chronic stress, improve the clients' ability in facing stress by modifying their beliefs and self-statement through cognitive structuring so that the individual's personality can develop (Corey, 2012; Darvishzadeh, and Bozorgi, 2016). This finding is relevant to the study conducted by Jamshidifar, Moghadam, and Mohammadzadeh (2014) investigating the effectiveness of group counseling with stress inoculation training technique to reduce stress. The result of their study indicated that the inoculation training was focused on the coping skills which particularly emphasized the skills to identify negative self-talk in the urgent situations as well as helping clients have domination of the situations full of pressure. The principle of an inoculation training program is that an individual must change their beliefs about stress behavior and self-talk about how to deal with stress.

Furthermore, although the two techniques are useful in enhancing students' eustress, if viewed from the difference of the two techniques means (M), stress inoculation training is more effective than self-talk technique in an attempt to enhance students' eustress, this is due to the different focus of each technique.

The use of stress inoculation training technique does not only teach the clients to have specific skills in dealing with stress but also prepares the clients for intervention and motivates them to change which is reflected in their personality characteristics (Corey, 2012; Darvishzadeh, and Bozorgi, 2016). Meanwhile, self-talk technique according to Burnett and McCrindle (in Erford, 2016), an individual's self-talk can be affected by what others say (for example parents, teachers, peers) about himself/herself. Thus, although the client always implements this technique, when there is a person saying something contrary to him/her, the negative self-talk will reappear.

Besides is technology integration. Based on the result of the study, it can be said that the difference of group counseling with combination technique (self-talk and stress inoculation training) and self-talk technique or stress inoculation training do not have any difference in the paired effect to enhance students' eustress. However, independently, self-talk technique and stress inoculation training technique with the control group have a paired effect to enhance students' eustress.

From the result, it can be concluded that group counseling service with self-talk technique and stress inoculation training technique can be used to help the counseling teachers deal with students' academic stress, particularly at Public Senior High School 12 Semarang.

CONCLUSION

This study is conducted to investigate the effectiveness of group counseling with self-talk technique and stress inoculation training technique in enhancing the students' stress at Public Senior High School 12 Semarang. The result of the study shows that group counseling with self-talk technique and stress inoculation training technique is effective in enhancing students' stress. There is a difference in the effectiveness of self-talk technique and stress inoculation training technique. The result indicates that stress inoculation training technique is more effective. The technique

integration, the result shows that intervention by using independent technique affects enhancing students' eustress compared to the combination technique. Therefore, the integration technique is not recommended.

Additionally, the result of this intervention is expected to be a milestone for further research to complete the limitation of this study which is the use of intervention in this study is measured only through pre-test and post-test result. It is suggested that further research conduct measurement until the follow-up activity. Furthermore, this research has not put academic stress specifically on a particular subject, so future research is suggested to conduct a study on a specific subject.

REFERENCES

- Corey, G. (2012). *Theory and Practice of Group Counseling* (8th edition). American Board of Professional Psychology: Brooks/Cole Thompson.
- Cormier, S., Nurius, P. S., & Osborn, C. J. (2009). *Interviewing and Change Strategies for Helpers: Fundamental Skills and Cognitive Behavioral Interventions* (6th edition). California: Brooks/Cole.
- Darvishzadeh, K., & Bozorgi, Z. D. (2016). The Relationship Between Resilience, Psychological Hardiness, Spiritual Intelligence, and Development of The Moral Judgement of The Famel Students. *Asian Social Science*, 12(3), 170-176. Retrieved from <http://www.ccsenet.org/journal/index.php/ass/article/view/56075>
- Datt, P., & Washington, A. (2015). Impact of Stress On Work Performance and Career Development – Application of Herzberg's Theory for Handling Stress Effectively. *International Journal of Education and Research*, 3(6), 127-138. Retrieved from <http://www.ijern.com/journal/2015/June-2015/10.pdf>
- Elias, H., Wong, S. P., & Chong, A. M. (2011). Stress and Academic Achievement among Undergraduate Students in Universiti Putra Malaysia. *Procedia - Social and Behavioral Sciences*, 29, 646-655. Retrieved from <https://www.sciencedirect.com/science/article/pii/S1877042811027492>

- Erford, B. T. (2016). *40 Teknik yang harus Diketahui Setiap Konselor* (Edisi Kedua). Yogyakarta: Pustaka Pelajar.
- Gadzella, B. M., Baloglu, M., Masten, W. G., and Wang, Q. (2012). Evaluation of The Student Life-Stress Inventory-Revised. *Journal of Instructional Psychology*, 39(2), 82-91. Retrieved from https://www.researchgate.net/profile/Mustafa_Baloglu/publication/286926169_Evaluation_of_the_Student_Life-stress_Inventory-Revised/links/5670199f08aeccfd5530da1/Evaluation-of-the-Student-Life-stress-Inventory-Revised.pdf
- Gaol, N. T. L. (2016). Teori Stres: Stimulus, Respons, dan Transaksional. *Buletin Psikologi*, 24(1), 1-11. Retrieved from <https://jurnal.ugm.ac.id/buletinpsikologi/article/view/11224>
- Hargrove, M. B., Nelson, D. L., & Cooper, C. L. (2013). Generating Eustress by Challenging Employees: Helping People Savor Their Work. *Organizational Dynamics*, 42, 61-69. Retrieved from <https://www.sciencedirect.com/science/article/pii/S0090261612000964>
- Hawari, D. (2011). *Manajemen Stress, Cemas dan Depresi* (edisi kedua). Jakarta: FKUI.
- Jabari, K., & Sheykhjan, T. M. (2015). Stress among Academic Staff and Students' Satisfaction of Their Performances in Payame Noor University of Miandoab. *The International Journal of Indian Psychology*, 2(4), 67-72. Retrieved from <https://files.eric.ed.gov/fulltext/ED559986.pdf>
- Jamilian, H. R., Malekirad, A. A., Farhadi, M., Habibi, M., & Zamani, N. (2014). Effectiveness of Group Dialectical Behavior Therapy (Based on Core Distress Tolerance and Emotion Regulation Components) on Expulsive Anger and Impulsive Behaviors. *Global Journal of Health Science*, 6(7), 116-123. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4796400/>
- Jamshidifar, Z., Moghadam, N. S., & Mohammadzadeh, S. (2014). Effectiveness of Group Training of Stress Inoculation in Reducing Perceived Stress. *Procedia - Social and Behavioral Sciences*, 159, 430-432. Retrieved from <https://www.sciencedirect.com/science/article/pii/S1877042814065318>
- Jarinto, K. (2010). Eustress: A Key to Improving Job Satisfaction and Health among Thai Managers Comparing US, Japanese, and Thai Companies Using SEM Analysis. *NIDA Development Journal*, 50(4), 100-129. Retrieved from <https://tcithaijo.org/index.php/NDJ/article/view/2944>
- Keshi, A. K., Basavarajappa., & Nik, M. M. (2014). Effectiveness of Cognitive Behavior Therapy on Depression among High School Students. *Journal of Basic and Applied Scientific Research*, 3 (2), 147-158. Retrieved from <https://pdfs.semanticscholar.org/d219/c87bb8bb0111b806ef0704e6b96619f2f345.pdf>
- Kross, E., Bruehlman-Senecal, E., Park, J., Burson, A., Dougherty, A., Shablack, H., Bremner, R., Moser, J., & Ayduk, O. (2014). Self-Talk As A Regulatory Mechanism: How You Do It Matters. *Journal of Personality and Social Psychology*, 106(2), 304-324. Retrieved from <http://psycnet.apa.org/record/2014-02577-006>
- Macgeorge, E. L., Samter, W., & Gillihan, S. J. (2005). Academic Stress, Supportive Communication, and Health. *Communication Education*, 54(4), 365-372. Retrieved from <https://www.tandfonline.com/doi/abs/10.1080/03634520500442236>
- Mahfud, A., Jafar, M., & Sunawan. (2017). Dampak Konseling Kelompok Cognitive Behavior Therapy dengan Teknik Stress Inoculation Training terhadap Toleransi Distres Akademik melalui Hardiness. *Jurnal Bimbingan Konseling*, 6(1), 94-100. Retrieved from <https://journal.unnes.ac.id/sju/index.php/jubk/article/view/17447>
- Misra, R., & Mckean, M. (2000). College Students'academic Stress and Its Relation to Their Anxiety, Time Management, and Leisure Satisfaction. *American Journal of Health Studies*, 16(1), 41-51. Retrieved from https://www.researchgate.net/publication/209835950_College_students'academic_stress_and_its_relation_to_their_anxiety_time_management_and_leisure_satisfaction
- Oloff, M., Langeland, W., & Gersons, B. P. (2005). Effects of Appraisal and Coping On The Neuroendocrine Response to Extreme Stress. *Neuroscience & Biobehavioral Reviews*, 29(3), 457-467. Retrieved from <https://www.sciencedirect.com/science/article/pii/S0149763405000072>

- Payne, W. A., & Hahn, D. B. (2002). *Managing Stress*. in Understanding Your Health (7th edition). California: Mc Graw Hill.
- Putra, A. U., Astuti, E. S., & Hamid, D. (2014). Pengaruh Iklim Organisasi terhadap Eustress dan Kepuasan Kerja Karyawan (Studi pada Karyawan Perum Jasa Tirta I Malang Jawa Timur). *Jurnal Administrasi Bisnis*, 14 (1), 1-10. Retrieved from <http://administrasibisnis.studentjournal.ub.ac.id/index.php/jab/article/view/561>
- Rafidah, K., Azizah, A., Norzaidi, M. D., Chong, S. C., Salwani, M. I., & Noraini, I. (2009). Stress and Academic Performance: Empirical Evidence From University Students. *Academy of Educational Leadership Journal*, 13(1), 37-51. Retrieved from https://www.researchgate.net/publication/299615555_stress_and_academic_performance_empirical_evidence_from_university_students
- Rajesh, G., Eriksson, M., Pai, K., Seemanthini, S., Naik, D. G., Rao, A. (2016). The Validity and Reliability of The Sense of Coherence Scale Among Indian University Students. *Global Health Promotion*, 23(4), 16-26. Retrieved from <https://journals.sagepub.com/doi/abs/10.1177/1757975915572691>
- Ramesh, B. M., Sameer, M. K., & Ganaraja, B. (2011). Eustress in Education: Analysis of the Perceived Stress Score (PSS) and Blood Pressure (BP) during Examinations in Medical Students. *Journal of Clinical and Diagnostic Research*, 5(7), 1331-1335. Retrieved from https://www.jcdr.net/article_abstract.asp?id=1665
- Rehman, A. U. (2016). Academic Anxiety among Higher Education Students of India, Causes and Preventive Measures: An Exploratory Study. *International Journal of Modern Social Sciences*, 5(2), 102-116. Retrieved from https://www.researchgate.net/publication/303918537_Academic_Anxiety_among_Higher_Education_Students_of_India_Causes_and_Preventive_Measures_An_Exploratory_Study
- Ruhmadi, E., Suwartika, I., & Nurdin, A. (2014). Analisis Faktor yang Berhubungan dengan Tingkat Stress Akademik Mahasiswa Reguler Program Studi DIII Keperawatan Cirebon Poltekkes Kemenkes Tasikmalaya. *Jurnal Keperawatan Soedirman*, 9(3), 173-189. Retrieved from <http://jks.fikes.unsoed.ac.id/index.php/jks/article/view/612>
- Sardu, C., Mereu, A., Sotgiu, A., Andriassi, L., Jacobson, M. K., and Contu, P. (2012). Antonovsky's Sense of Coherence Scale: Cultural Validation of Soc Questionnaire and Socio-Demographic Patterns in an Italian Population. *Clinical Practice and Epidemiology in Mental Health*, 8(1), 1-6. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3282882/>
- Shahmohammadi, N. (2011). Students' Coping with Stress at High School Level Particularly at 11th & 12th Grade. *Jurnal Social and Behavioral Sciences*, 30, 395-401. Retrieved from <https://www.sciencedirect.com/science/article/pii/S1877042811019033>
- Sharma, V., Shrivastava, S., Malhotra, S., Singh, R., & Singh, T. B. (2010). Yoga and Cognitive Behaviour Techniques for Academic Stress and Mental Wellbeing among School Students. *Delhi Psychiatry Journal*, 13(1), 75-78. Retrieved from <http://medind.nic.in/daa/t10/i1/daat10i1p75.pdf>
- Simmons, B. L., & Nelson, D. L. (2001). Eustress at Work: The Relationship Between Hope and Health in Hospital Nurses. *Health Care Management Review*, 26(4), 7-18. Retrieved from https://journals.lww.com/hcmrjournal/Abstract/2001/10000/Eustress_at_Work_The_Relationship_between_Hope.2.aspx
- Snyder, C. R., Sympson, S. C., Ybasco, F. C., Borders, T. F., Babyak, M. A., & Higgins, R. L. (1996). Development and Validation of The State Hope Scale. *Journal of Personality and Social Psychology*, 70(2), 321-335. Retrieved from <http://psycnet.apa.org/record/1996-01717-010>
- Sohail, N. (2013). Stress and Academic Performance Among Medical Students. *Journal of the College of Physicians and Surgeons Pakistan*, 23(1), 67-71. Retrieved from <https://www.jcpsp.pk/archive/2013/Jan2013/15.pdf>
- Watson, D., Clark, L. A., & Tellegen, A. (1988). Development and Validation of Brief Measures of Positive and Negative Affect: The PANAS Scales. *Journal of Personality and Social Psychology*, 54(6), 1063-1070. Retrieved from <http://psycnet.apa.org/record/1988-31508-001>
- Wilding, C., & Milne, A. (2013). *Cognitive Behavioral Therapy: Teach Yourself*. Jakarta: PT. Indeks.