

Group Counseling With Stress Inoculation Training (SIT) To Improve Students' Coping Stress

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Abstrak. Covid 19 telah mengubah sistem perkuliahan dari offline menjadi online dan sekarang menjadi blended. Meskipun ada perubahan sistem perkuliahan, mahasiswa tetap dituntut untuk mendapatkan IPK yang tinggi dan ketepatan waktu kelulusan mendorong mahasiswa mengalami stres. Stres dapat segera diatasi jika mahasiswa memiliki coping stress yang tinggi, jika tidak mahasiswa dapat mengalami depresi bahkan bunuh diri. Penelitian ini bertujuan untuk meningkatkan coping stress mahasiswa dengan menggunakan konseling kelompok Stress Inoculation Coping (SIT). Penelitian ini melibatkan 8 mahasiswa dari Universitas Nahdlatul Ulama Sunan Giri sebagai subjek dan pengumpulan data menggunakan skala coping stress, sedangkan analisis data menggunakan statistik non parametrik, uji Wilcoxon. Hasil penelitian menunjukkan 61% mahasiswa memiliki coping stress yang sedang, 16% tinggi, dan 23% rendah. Uji Wilcoxon menunjukkan nilai Asymp. Sig 0.012 pada coping stress, problem focused coping, dan emotional focused coping. Secara lebih spesifik, uji Wilcoxon menunjukkan 1) Asymp. Sig 0.011 pada mencari dukungan informasi, pemecahan masalah yang terencana; menjaga jarak, pengendalian diri, dan menerima tanggung jawab; 2) Nilai Asymp. Sig 0,012 pada coping konfrontatif; 3) Asymp. Sig 0.017 pada penilaian kembali yang positif; 4) Asymp. Sig 0.093 pada ascape; dan 5) Asymp. Sig 0,518 pada seeking social emotional. Dapat disimpulkan bahwa konseling kelompok teknik stress inoculation training efektif untuk meningkatkan coping stres meliputi peningkatan problem focused coping dan emotional focused coping. Selain itu, konseling kelompok efektif untuk meningkatkan perilaku coping stress seperti mencari dukungan informasi, confrontative coping, pemecahan masalah yang terencana, menjaga jarak, pengendalian diri, menerima tanggung jawab, dan penilaian kembali yang positif. Serta efektif untuk mengurangi pelarian dan mencari dukungan sosial emosional.

Abstract. Covid 19 has transformed the lecture system from offline to online and now to blended. While there are changes in the lecture system, students are still required to get a high GPA and the timeliness of graduation encourages students to experience stress. Stress can be overcome immediately if students have high coping stress, otherwise students can get depressed and even commit suicide. This research aims to improve student coping stress by using group counseling stress inoculation coping (SIT). This study involved 8 students from Nahdlatul Ulama Sunan Giri University as the subjects and the data collection used coping stress scale while data analysis used non-parametric statistic, Wilcoxon test. The result shows 61% of students have moderate stress coping, 16% high, and 23% low. Wilcoxon test shows Asymp. Sig 0.012 on coping stress, problem focused coping, and emotional focused coping. More specifically, Wilcoxon test shows 1) Asymp. Sig 0.011 on seeking information support, planful problem solving; distancing, self-control, and accepting responsibility; 2) Asymp. Sig value 0.012 on confrontative coping; 3) Asymp. Sig value 0.017 on positive reappraisal; 4) Asymp. Sig 0.093 on ascape; and 5) Asymp. Sig value 0.518 on seeking social emotional. It can be concluded that group counseling stress inoculation training technique is effective to improve stress coping including improving problem focused coping and emotional focused coping. In addition, group counseling is effective for increasing coping stress behaviors such as seeking information support, confrontative coping, planful problem solving, distancing, self-control, accepting responsibility, and positive reappraisal. As well as effective for reducing ascape and seeking social emotional.

Key word: group counseling, stress inoculation training, coping stress

INTRODUCTION

Various studies have found that the shift from offline to online and blended learning during the COVID-19 pandemic has led to increased stress among students (Hanifah et al. 2020; Oktariani, Sofah, and Putri 2021; Putri, Risnawati, and Avati 2022; Putri and Yuline 2021). This is because during online learning, students are given a heavy workload to achieve high GPA scores (Ladapase and Sona 2023; Ramadhan and Oktariani 2022). Additionally, the pressure to graduate on time and career anxiety post-graduation also weighed on students during the pandemic. Ditambah adanya tuntutan untuk menyelesaikan tugas waktu tepat waktu dan kecemasan karir pasca lulus yang juga membayangi mahasiswa selama pandemi (Ramadhan and Oktariani 2022; Susanti et al. 2021; Wahyu 2022).

When stress arises, individuals activate coping stress as a defense mechanism to manage and minimize the stress they experience (Andriyani 2019; Ramadhan and Syahrudin 2019). Coping stress can be done in various ways; there are two types of coping stress that used by individuals to minimize problems: problem-focused coping and emotional-focused coping (Fauzi, Susanti, and Wardani 2021; Wahyu 2022). Problem-focused coping focuses on efforts to analyze the causes and find the appropriate solutions (Fauzi et al. 2021; Jabbar, Khanum, and Imran 2024; Putri and Yuline 2021). Students with this coping type will seek various information to support problem-solving, then analyze it logically according to their conditions, and design and implement the most appropriate solution for their problems (Pambudhi et al. 2022). Students with problem-focused coping will consult with close people regarding their problems and then actively and optimistically solve their problems (Hatunoglu 2020; Tampi, Lumapow, and Kapahang 2023; Wahyu 2022).

The second type, emotional-focused coping, focuses on reducing unpleasant feelings resulting from the experienced stress (Putri and Yuline 2021). This coping type will try to regulate their emotions by seeking empathetic friends or friends who can defend them (Hatunoglu 2020; Pambudhi et al. 2022; Rahayu 2021). Some students choose to avoid problems and divert them to activities they enjoy, such as listening to music, relaxing, exercising, and so on (Rahmah and Khoirunnisa 2023; Wahyu 2022).

Some choose to surrender and accept the problems they face by interpreting them as trials from God (Rahayu 2021; Rahmah and Khoirunnisa 2023; Tampi et al. 2023).

High coping stress encourages thinking about solutions and striving to solve problems (Hanifah et al. 2020). Unfortunately, various studies have found that students have poor coping stress in facing various pressures during their studies (Agustiniingsih 2019; Billa and Savira 2023; Hanifah et al. 2020; Pambudhi et al. 2022; Sugiarti et al. 2024). Poor coping stress can lead students to adopt self-destructive behaviors such as smoking, alcohol and drug consumption, and self-harm (Bazrafshan and Delam 2020; Böke et al. 2019; Hatunoglu 2020). Therefore, it is important to provide interventions or programs that enhance students' coping stress so that their stress can be resolved promptly (Böke et al. 2019; Fauzi et al. 2021).

Enhancing coping stress can be done through group counseling with stress inoculation training (SIT), this group counseling will optimize students' thinking abilities and self-efficacy in a group setting (Zolfaghary et al. 2024). There are three stages in implementing SIT in group counseling: the conceptualization, the skill acquisition and training, and the application and implementation (Rini and Marianti 2023). The conceptualization stage encourages students to understand and evaluate irrational beliefs and maladaptive behaviors that arise during stress (Palupi, Sunawan, and Murtadho 2020; Zolfaghary et al. 2024). The skill acquisition and training stage aims to develop adaptive coping skills to address problems, such as relaxation, cognitive regulation etc. (Anggraini, Kusnadi, and Marianti 2024; Zolfaghary et al. 2024). Finally, the application and implementation stage focuses on applying the chosen coping strategies to real life (Palupi 2023; Rini and Marianti 2023).

The use of SIT has been proven effective in reducing anxiety, stress, and depression experienced by individuals in various situations (Bersamin 2023; Erwan 2020; Zolfaghary et al. 2024). Additionally, SIT has also been shown to improve critical thinking, self-esteem, resilience, and life satisfaction (Ahmadi et al. 2023; Bowen 2023; Palupi et al. 2020; Rupita et al. 2020). Although research on the implementation of SIT has been widely conducted, in Indonesia, the use of SIT in the context of positive psychology, such as stress coping, has not been extensively studied. Therefore, research

aimed at testing the effectiveness of group counseling with SIT techniques to enhance stress coping is important to address this gap.

METHODS

This study is a pre-experimental research with a one-group pre-test post-test design and involving 8 students of Universitas Nahdlatul Ulama Sunan Giri as research subjects. The subjects were selected based on the lowest coping stress scores. The coping stress scale used in this study was developed based on Lazarus and Folkman's concept of coping stress, with problem-focused coping and emotional-focused coping as the aspects. The scale has been validated using the product moment validity test, and 58 items were found valid with a corrected item-total correlation score of ≥ 0.113 . The reliability of this scale was tested using Cronbach's Alpha formula, yielding a Cronbach's Alpha score of 0.816, indicating that the stress coping scale is reliable. Considering that the coping stress scale data is ordinal and this study cannot be generalized, a non-parametric statistical test, the Wilcoxon test, was used.

RESULT AND DISCUSSION

Table 1 provides an overview of the ability to manage and minimize the pressure that arises during college at Nahdlatul Ulama Sunan Giri University, where the majority of students are at a moderate level (64.3%) and a small proportion are at a high level (35.7%). These results are in line with several studies indicating that students' coping stress is not optimal, especially when they are working on their thesis (Billa and Savira 2023; Hanifah et al. 2020; Sugiarti et al. 2024).

Tabel 1. Coping Stress of Nahdlatul Ulama Sunan Giri University's Student

Categori	Quantity	Percentage
High	107	35,7%
Moderate	193	64,3%
Total	300	100%

The level of coping stress is influenced by several factors, including the characteristics and demands of tasks, social support, culture, the stressful situation faced, and the material resources available to the individual (Dewi and Wicaksono 2023; Hapsari and Urbayatun 2022; Maba and Hatta 2022). Additionally, characteristics,

knowledge, health, problem-solving skills, causes of stress, positive beliefs, and individual reactions to problems also affect the coping stress developed by individuals (Andriati, Indah, and Pratiwi 2023; Dewi and Wicaksono 2023; Hapsari and Urbayatun 2022).

Coping stress as a form of self-defense mechanism is very important in dealing with stress during college (Andriyani 2019; Ramadhan and Syahrudin 2019). Poor coping stress can lead students to adopt self-destructive behaviors such as smoking, alcohol and drug consumption, and self-harm (Bazrafshan and Delam 2020; Böke et al. 2019; Hatunoglu 2020). Therefore, it is important to provide interventions or programs that enhance students' coping stress so that their stress can be promptly addressed (Böke et al. 2019; Fauzi et al. 2021).

In this study, the enhancement of coping stress was carried out through group counseling with SIT for the 8 student subjects. This group counseling with SIT aimed to optimize the students' thinking abilities and self-efficacy in managing stress (Zolfaghary et al. 2024). The implementation of SIT was conducted during the core stages of group counseling by guiding students through the three phases of SIT: conceptualization, skill acquisition and training, and application and implementation (Erwan 2020; Rini and Marianti 2023).

The conceptualization phase aimed to understand and evaluate the irrational beliefs and maladaptive behaviors that arise during stress (Erwan 2020; Palupi et al. 2020; Rini and Marianti 2023). This phase encouraged students to become aware of, identify, and evaluate the negative thoughts and feelings that arise when stressed (Erwan 2020; Zolfaghary et al. 2024). Next, in the skill acquisition and training phase, students were encouraged to develop adaptive coping skills to reduce the negative thoughts that arise (Anggraini et al. 2024; Rini and Marianti 2023; Zolfaghary et al. 2024). During this phase, students could be directed to learn various coping strategies such as relaxation, cognitive restructuring, problem-solving, breathing exercises, role-playing, self-talk, and others (Palupi et al. 2020; Rini and Marianti 2023; Zolfaghary et al. 2024). Finally, the application and implementation phase focused on applying the chosen coping strategies to real life (Erwan 2020; Palupi 2023).

Tabel 2. Results of Wilcoxon Test on Coping Stress

	Post Test – Pre Test
Z	-2.527 ^a
Asymp. Sig. (2-tailed)	.012

Based on the results of the Wilcoxon test shown in Table 2, the significance value of 0.012 is less than 0.05, which means that group counseling with SIT is effective in improving students' stress coping. High coping stress encourages thinking about solutions and striving to solve problems (Hanifah et al. 2020). Thus, these findings support the effectiveness of SIT in addressing anxiety, stress, and depression experienced by individuals in various situations (Bersamin 2023; Erwan 2020; Zolfaghary et al. 2024). In relation to positive psychology, these findings have also proven effective in enhancing human positive potentials such as critical thinking ability, self-esteem, resilience, and life satisfaction (Ahmadi et al. 2023; Bowen 2023; Palupi et al. 2020; Rupita et al. 2020).

Tabel 3. Results of Wilcoxon Test on Problem Focused Coping and Indicators

	Problem Focused Coping	Seeking Information Support	Confrontative Coping	Planful Problem Solving
Z	-2.524 ^a	-2.533 ^a	-2.521 ^a	-2.533 ^a
Asymp. Sig. (2-tailed)	.012	.011	.012	.011

Table 3 on the Wilcoxon test results shows a significance value less than 0.05 for problem-focused coping. This means that group counseling with SIT can encourage students to use problem-focused coping in reducing academic pressure. The increased use of problem-focused coping is due to SIT encouraging students to develop adaptive coping (Anggraini et al. 2024; Rini and Marianti 2023; Zolfaghary et al. 2024). Problem-focused coping is considered more adaptive and effective in reducing stress compared to emotional-focused coping (Rafie et al. 2021; Raharjo and Prahara 2022; Zolfaghary et al. 2024). High problem-focused coping encourages students to behave more positively in solving their problems (Felix, Marpaung, and El Akmal 2019; Hatunoglu 2020). This is evidenced by the Wilcoxon test showing a significance value less than 0.05 for seeking information, confrontative coping, and planful problem solving. This means that counseling with SIT can encourage students to seek various information that supports

problem-solving, then analyze it logically according to their conditions, and finally design and use the most appropriate solution for their problems (Pambudhi et al. 2022).

Tabel 4. Results of Wilcoxon Test on Emotional Focused Coping and Indicators

	Problem Focused Coping	Seeking sosial emotional	Distancing	Ascape/ avoidance	Self control	Accepting responsibility	Positive reappraisal
Z							
Asymp. Sig. (2-tailed)	-2.524 ^a .012	-.6477 ^a .518	-2.536 ^a .011	-1.682 ^a .093	-2.539 ^a .011	-2.539 ^a .011	-2.388 ^a .017

Table 4 on the Wilcoxon test results shows a significance value less than 0.05 for emotional-focused coping, meaning that group counseling with SIT can increase the use of emotional-focused coping among students. Students use emotional-focused coping to reduce unpleasant feelings due to the stress they experience (Putri and Yuline 2021). Based on Table 4, it was also found that group counseling with SIT is effective for behaviors such as distancing, self-control, accepting responsibility, and positive reappraisal in dealing with stress during college. Meanwhile, seeking social-emotional support and escape/avoidance significantly decreased after using group counseling with SIT. This indicates that group counseling with SIT can increase students' awareness in choosing effective methods to reduce stress during their (Hatunoglu 2020; Putri and Yuline 2021).

CONCLUSION

The conclusion drawn from the results and discussion above is that the majority of students at Universitas Nahdlatul Ulama Sunan Giri fall into the moderate category. The coping stress most commonly used by students to minimize problems is emotional-focused coping. Group counseling with the SIT has proven effective in improving students' coping stress, both problem-focused coping and emotional-focused coping. Additionally, group counseling is effective in enhancing various coping stress behaviors such as seeking information support, confrontative coping, planful problem solving, distancing, self-control, accepting responsibility, and positive reappraisal. This group counseling is also effective in reducing ascape and social emotional seeking.

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