

The Effectiveness of Group Counseling With Stress Inoculation Training to Improve Students Self-Esteem

Elvia Purwaningrum Diyah Palupi ✉, Sunawan Sunawan , Ali Murtadho

Universitas Negeri Semarang, Indonesia

Article Info

History Articles

Received:

20 May 2020

Accepted:

18 June 2020

Published:

30 August 2020

Keywords:

group counseling, stress inoculation training technique, student self-esteem

Abstract

Students with low self-esteem tend to be unconfident about enrolling at public university realized by the feeling of pessimism and failure. In relation to this, the current study attempted to examine the effectiveness of group counseling with stress inoculation training to improve students' self-esteem. It used experimental method with pretest-posttest design. There were 14 ninth grade students involved as the subject of this study chosen using purposive sampling. After their data were analyzed, it was found that group counseling with stress inoculation training technique was effective to improve students' self-esteem. These findings proved the effectiveness of group counseling with stress inoculation training technique to improve students' self-esteem in public university enrolment.

✉ Correspondence address:

Jalan Kelud Utara III Semarang 50237

E-mail: elviapalupi@gmail.com

p-ISSN 2252-6889

e-ISSN 2502-4450

INTRODUCTION

Students often experience low self-esteem in adolescence (Bos, Muris, Mulkens, Schaalma, 2006). Those whose self-esteem gets lowered usually suffer from discrepancy regarding ideal views and their own perspectives which further results in unusual behavior and low self-esteem (Sarandria, 2012).

Low self-esteem in adolescents cause negative feelings toward themselves, such as losing confident, feeling failed to pursue their desire, doing self-criticism, having decreased productivity, performing destructive action toward others, feeling helpless, easily getting irritated and doing social withdrawal (Hariyanto, 2010). Individuals with low self-esteem prefer thinking negatively and performing maladaptive behavior (Myers, 2012). They also hesitate their ability and believe that others will judge so. (Untari, et al., 2017).

Based on preliminary study, the researchers found many students had low self-esteem evidenced by the results of interviews with guidance and counseling teachers. In details, there were 30% of ninth grade students had low self-esteem during enrolment at public university. In addition, studies of Suci (2013) and Sevim (2015) revealed a lot of adolescents have low self-esteem. Therefore, there is a need to treat students' low self-esteem so that it does not turn into more serious problems in the future.

Improper treatment will harm and worsen individuals (Hidayat & Bashori, 2016). It should be noted that students who have low self-esteem will have cognitive distortion that makes them reluctant to strive for anything, fills their lives with negative feedback, and exaggerates uncomfortable experiences and failures. All these cognitive distortions lead to low self-esteem (Guindon, 2010).

During test preparation, students who have low self-esteem are primarily afraid of bad results. Conversely, students with high self-esteem will see themselves positively because they prefer seeing their strengths to weaknesses. Additionally, they will be able to gain moral

values whenever there is a bitter experience, such as failure (Aditomo & Retnowati, 2004)

Furthermore, low self-esteem is a serious and relatively stable condition in life which fluctuates all the time (Albano & Kendall, 2002). Thus, students who experience this phenomenon must be treated directly to make them away from becoming vulnerable to life functions disturbances which in the future can cause adverse effects in their lives.

One approach to change cognitive distortion is Cognitive Behavior Therapy (CBT). This approach helps individuals restructure their mindset (attitudes, assumptions and beliefs), examine thought patterns, decide what are advantageous and disadvantageous. Alternatively, CBT leads individuals to develop their ability to see things from various perspectives (Wilding & Milne, 2010).

The use of CBT has been proved by some studies, such as Anthony (2009), Rosidi (2018), Situmorang, D (2018), Makhmudah. A (2019), Wahyuningsih (2019) and Wahyuningstyas (2019) that CBT approach in counseling services can improve self-esteem in general. The implementation of CBT group counseling will be more effective when it is combined with stress inoculation training technique so that it can improve self-esteem. Similarly, Suzsanna (2012), Habsy (2017), and Kodis (2017) revealed the effectiveness of group counseling with stress inoculation training technique to reduce anxiety and at the same time, indirectly improve self-esteem. It shows that inoculation training focuses on coping skills which specifically emphasize the skills to identify negative self-talk in stressful situations (public university enrolment) and help clients have dominance over stressful situations.

Based on the above description, stress inoculation training technique was hypothesized to improve students' self-esteem in enrolling at public university. In the current study, low self-esteem was the main focus, particularly during the process of university major selection. At the same time, the researchers also examined the effectiveness of stress inoculation training in

dealing with self-esteem the context of public university enrolment preparation.

METHOD

There were 14 subjects of study, consisting of 4 male students and 10 female students. They were divided into two groups with 7 students in each group. Purposive sampling was used to determine the subjects who fit the criterion of low self-esteem.

Students' self-esteem was measured using The Rosenberg Self-Esteem Scale designed by Morris Rosenberg (1965). This instrument has 10 items with likert scale (1= strongly disagree – 4=strongly agree). Construct validity test showed that items in this scale gained correlation ranged from 0.79-0.93 with the alpha coefficient of 0.69.

The experiment was carried out through several procedures, namely grouping students into two groups with by having a treatment of group counseling with stress inoculation training technique for experimental group, and conventional group counseling for control

group. They both got the same pretest prior to the treatment.

The experimental group was treated using stress inoculation training, while the control group received conventional group counseling. Both groups had four meetings. In details, the implementation of the treatment for the experimental group was started by identifying students' thinking mistakes and understanding of self-esteem. The second meeting helped fight and change maladaptive thoughts and beliefs. The third meeting taught coping skills (stress management), and the fourth meeting was aimed at real coping practices. After four meetings, those two groups had posttest.

RESULTS AND DISCUSSION

Initially, the data of students' self-esteem during the enrolment at public university in the experimental group were (M = 31.85, SD = 2.19), while the control group were (M = 31.14, SD 2.91). Both groups had fair level of self-esteem. The following table shows their data.

Table. of the Analysis Results of Experimental Group and Control Group

Measurement		Experimental	Control
Pretest	M	31.85	31.14
	SD	2.19	2.91
Posttest	M	37.14	31.42
	SD	.89974	2.50
z ₁		-2.39*	-1.41ns
z ₂			-3.22*

Notes: z₁ : Wilcoxon Signed Ranks Test

z₂ : Man Whitney

p<0,01

ns = insignificant

According to Man Whitney test results, the mean of self-esteem of both groups showed (z = 3.22, p <0.05). Since this test did not indicate any changes in both groups self-esteem after the treatment, Wilcoxon test analysis was carried out.

Once Wilcoxon test results were obtained, the researchers found an increase in the experimental group self-esteem after comparing

pretest and posttest results (M = 37.14, SD = .89974; .z = -2.39, p <0.05). However, there found no increase in the control group self-esteem after the conventional group counseling was implemented (M = 31.42, SD = 2.50;, z = -1.41, p> 0.05). These findings confirmed that the experimental group gained much improvement in students' self-esteem during the enrolment at public university than the control group.

The provision of group counseling with stress inoculation technique to improve self-esteem has been successfully generalized to counselees who enrolled at public university. This finding is relevant to studies conducted by Kordi (2017) and Suzasna (2012) which revealed that stress inoculation training technique is effective to change anxiety and indirectly affect self-esteem improvement.

Interestingly, the findings of this study found that the group counseling with stress inoculation training technique also taught coping skills due to its cognitive approach which improved students' self-esteem to enrol at public university (Meichenbaum, 1977). Coping skills in stress inoculation training focused on countering cognitive distortion which ignored positive characteristics, focused on negative feedback, exaggerated uncomfortable experiences, and failures. All these distortions lead to low self-esteem (Guindon, 2010).

Beside identifying cognitive distortions that lead to low self-esteem, stress inoculation training technique also provided understanding about skills and skills implementation from the realm of therapy to the real world (Erford, 2016). When these skills are mastered and integrated to the real world, students can improve their self-esteem in enrolling at public university.

Regarding the findings, the researchers confirmed that there were some effects of stress inoculation training technique which contributed to the improvement of self-esteem, namely by changing irrational thoughts, and equipping the ninth grade students with coping skills. In the same way, the findings showed that stress inoculation training technique could be used by counselors to help students avoid negative thoughts and behaviors as well as deal with problems related to self-esteem in enrolling at public university. Moreover, guidance and counseling teachers or school counselors need to implement this counseling to guide students to have better attitudes and avoid deviant behavior. Apart from its benefits, this study was limited to one school, namely Senior High School level with limited groups.

CONCLUSION

This study was conducted to examine the effectiveness of group counseling with stress inoculation training technique to improve the self-esteem of ninth grade students. It found that the group counseling with stress inoculation training technique is effective to improve students' self-esteem. There also found the treatment of stress inoculation training that was given to the experimental group is more effective than the conventional group counseling given to the control group. Therefore, the group counseling with stress inoculation training technique is suggested to be implemented.

Furthermore, the results of intervention are expected to be a stepping stone by the future researchers to perfect the limitations of the study that is the limit use of measurement, namely pretest and posttest. Then, the future studies should measure the data until follow-up stage. For more, the researchers recommend counsellors to use group counseling with stress inoculation training to help students improve their self-esteem.

REFERENCES

- Aditomo, A. & Retnowati S. (2004). Harga diri dan kecenderungan depresi pada remaja akhir. *Jurnal Psikologi*. No.1, 1-15. URL <https://is.gd/b8eVRr>
- Anthony Spirito, A. J. Finch, Jr., T. L. Smith, and W. H. Cooley (2009) *Stress inoculation for anger and anxiety control: A case study with an emotionally disturbed boy*. *Journal of Clinical Child Psychology*. 10:1, 67-70,
- Bos AER, Muris P, Mulkens S, Schaalma HP. *Changing self-esteem in children and adolescents: a roadmap for future interventions*. *Netherlands J Psychol* (2006) 62:26–33.
- Erford, B.T. 2016. 40 Teknik yang Harus Dietahui Setiap Konselor (Edisi Kedua). Yogyakarta: Pustaka Pelajar
- Guindon, M.H. (2010). *Harga diri across the lifespan: Issues and interventions*. New York: Rotledge.

- Hidayat, K & Bashori, K. 2016. Psikologi Sosial: Aku, Kami dan Kita. *Jakarta: Erlangga*.
- Habsy, B. A. (2017) Model Konseling kelompok cognitive behavior untuk meningkatkan self esteem siswa SMK. *Prepektif ilmu pendidikan*, 31 (1), 21-35
- Kordi Mehri1, Darban Fatemeh, Safarzai Enayatollah, Kahrazei Farhad4, GHaderi Maryam (2017) Effect of *stress inoculation* program on self-esteem of Iranshahr hemodialysis patients
- Makhmudah. A., Wibowo, M., E., & Awalya (2019) Cognitive Behavior Group with Cognitive restructuring and Problem Solving Techniques to Reduce Anxiety 8 (2)
- Myers, David G. (2012). *Psikologi Sosial Jilid 2. Jakarta*
- Rosenberg, M. (1965). *Society And The Adolscent Self-Image*. USA: Princeton University Press.
- Rehman, A, U, 2016, *Academic Anxiety Among Higher Education Students Of India, Causes and Preventive Measures: An Exploratory study*, *International Journal of Modern Sosial Science*, Vol.5 (2), 102-116
- Rosidi, R., Sutoyo, A., & Purwanto, E. (2018). *Effectiveness of reality therapy group counseling to increase the self-esteem of students*. *Jurnal Bimbingan Konseling*, 7(1), 12-16.
- Situmorang, D. D. B., Mulawarman, M., & Wibowo, M. E. (2018). Integrasi konseling kelompok cognitive behavior therapy dengan passive music therapy untuk mereduksi academic anxiety, efektifkah?. *Jurnal Kajian Bimbingan dan Konseling*, 3(2), 49–58.
- Suzsanna, SZABO & Marian, Mihai 2012. "stress inoculation training in Adulescents: Classroom intervention Benefits". *Journal of Cognitive on Behavioral Psychotherapies*, 12(2). 175-188. URL <https://is.gd/oE3svf>
- Wahyuningtyas, T. A., Wibowo, M. E., & Mulawarman, M. (2019). Metaphor reality group counseling techniques to increase self-esteem students with nomophobia symptoms. *Jurnal Bimbingan Konseling*, 45-50.
- Wahyuningsih, Eka., Sunawan & Awalya (2019) The Effectiveness of Cognitive Behavior Therapy Counseling to Reduce The Social Anxiety of Blind Students. *Jurnal kajian Bimbingan Konseling*, 8 (2)
- Wilding dan Milne. 2010. *Cognitive Behavioral Therapy*. Terjemahan Ahmad fuandy. 2013. *Jakarta Barat. Indeks Wilding., Christine., Milne., dan Aileen. 2013. Cognitive-Behavior Therapy. Jakarta. P*