

The Effectiveness of CBT Group Counseling with Stress Inoculation Training Technique to Improve Students Eustress and Life Satisfaction

Rupita Rupita ✉, Dwi Yuwono Puji Sugiharto, Sunawan Sunawan

Universitas Negeri Semarang

Article Info

History Articles

Received:

28 May 2020

Accepted:

29 June 2020

Published:

30 August 2020

Keywords:

group counseling,
stress inoculation
training, eustress, life
satisfaction

Abstract

The workloads students have in school make them experience eustress and low life satisfaction. Therefore, this study attempted to prove the effectiveness of CBT group counseling with stress inoculation training to improve students' eustress and life satisfaction. Of 28 students chosen using purposive sampling technique, Pretest-Posttest Control Group Design was implemented. Their data were collected using eustress scale and life satisfaction scale. The results of repeated measures mixed manova test proved that stress inoculation training was effective to improve eustress ($F(1, 26) = 485.06, p < 0.01$) and life satisfaction ($F(1, 26) = 67.06, p < 0.01$). In this way, counselors should focus on coping skills in stress inoculation training, such as breathing relaxation and stress management

✉ Correspondence address:

Jl. Lintas Malindo, kec. Entikong. Sanggau Kal-Bar

E-mail: rupitaismail@gmail.com

p-ISSN 2252-6889

e-ISSN 2502-4450

INTRODUCTION

Stress is a result of an appraisal process concerning about sources of stress considered too strong and have no means to overcome (Lazarus, 2006). The ways people respond to stress are varied. If they cope with stress well, the stress will turn into eustress. Conversely, distress or negative response can happen if the people unable to respond it. (Nuzulwati and Rohmatun, 2016).

Good stress management and response will have a positive effect called eustress. Eustress is a positive response to stress that gives fun, motivating, and challenging effects. It is a well-managed stress which contributes positive effects to increase individual's productivity and development to the optimum point. (Musabiq and Karimah, 2018). Strong coping stress is required so that individuals can face stressor. Coping stress will influence the way university students act and finally make them improve their achievement (Shabrina, et. al 2019).

Proper stress management not only keeps people strong, motivated and challenged to be more productive, but also helps them achieve life satisfaction. Proper stress management and social support are aspects to achieve life satisfaction (Hui Lu, et.al 2018). It means that students with high eustress will gain the high level of life satisfaction as well. In school environment, students who are in developmental phase, have high curiosity, and intense workload possible suffer from stress. This is where stress management must be applied. Moreover, eustress in academic stress needs special attention due to its effect on students' learning process and achievement. Thus, a proper intervention is needed to help students turn their stress into eustress and gain life satisfaction.

CBT approach helps individuals reset their mindset (attitudes, assumptions, and beliefs), review the mindset, collect any advantageous and disadvantageous things to reconsider. CBT also shares an overview to individuals on how to develop potential and see phenomena from many perspectives (Wilding

and Milne, 2013). The reason of choosing inoculation training as an intervention in group counseling was aimed at enabling students to develop skills they have so that in the future the skills can be applied to encounter daily life difficult situations.

Jamshidifar, et. al (2014) in his study of the effectiveness of group counseling with stress inoculation training technique to reduce stress found that this technique significantly reduces stress in the group that received the treatment. Next, Flaxman and Bond's study (2010) states that stress inoculation training is effective to reduce stress and pressure at work. In line with this, Suzana and Marian (2012) argue that stress inoculation training is truly effective to teach coping strategies to adolescents to reduce stress and anxiety in short term measurement of three months. However, another study by Ardelia and Hartini (2019) mentions that there is no significant difference in pretest and posttest scores of stress level in ODAPUS.

By referring to a gap found in the findings of Flaxman and Bond (2010) that contradict to Ardelia and Hartini's (2019), this study attempted to investigate the contribution of CBT with stress inoculation training technique to manage academic stress to become eustress and life satisfaction. Besides, regarding O'Sullivan's recommendation (2010), this study also examined life satisfaction as a result of SIT intervention along with the level of change in students' eustress. Thus, the findings in this study can be used as a guide to increase eustress and life satisfaction among high school students.

METHODS

This study involved the tenth grade students of SMA Kesatrian 2 Semarang amounted to 28 chosen using purposive sampling technique of 106 students with low level of eustress and life satisfaction. Eustress scale (ES) designed by O'Sullivan (2010) was used to measure students' eustress data. This scale has 15 items. Meanwhile, the researchers used satisfaction scale (LSS) developed by O'Sullivan (2010) to measure students' life

satisfaction. Both instruments owned 6 level scales, namely never (1) to always (6).

In this study, experimental research with pretest-posttest control group design was applied by involving two groups, namely experimental and control groups.

Experimental group was the group that received the intervention of CBT group counseling with stress inoculation training technique, while the control group was placebo. There were several procedures carried out in this study. First, the researchers gave pretest to assess students' eustress and life satisfaction prior to the intervention. Second, the treatment of CBT group counseling with stress inoculation training technique was given to experimental group to deal with eustress and life satisfaction issues. Third, posttest was conducted to observe changes at eustress and life satisfaction level. On the other hand, control group which received no treatment was given conventional group counseling (placebo group).

Placebo group had pretest to determine the level of eustress and life satisfaction. After that, discussion on students' problems was

conducted. Once it was done, the students had posttest to determine the results of changes in the level of eustress and life satisfaction after being given the intervention. After two weeks of posttest, the students were given follow-up to see other changes which might occur. Their data were analyzed using mixed manova test with SPSS 25 software. This test was aimed at reviewing differences in the effect of CBT with stress inoculation training technique to improve eustress and life satisfaction seen from the comparison of pretest results.

RESULTS AND DISCUSSION

According to the description of data, the mean level and standard deviation of students' eustress increased from pretest ($M = 39.29$; $SD = 1.773$) to post-test ($M = 65.93$; $SD = 2.526$), and follow-up ($M = 67.07$; $SD = 3.050$). Similarly, life satisfaction experienced an increase in pretest ($M = 29.57$; $SD = 3.390$), to posttest ($M = 45.71$; $SD = 2.972$), and follow-up ($M = 46.64$; $SD = 3.028$). These results are presented in the following table 1.

Table 1. Data Description

Variabel	Measurement	Experimental Group		Control Group	
		Mean	SD	Mean	SD
Eustress	Pretest	39.29	1.773	38.79	2.577
	Posttest	65.93	2.526	39.00	2.512
	Follow Up	67.07	3.050	39.14	2.476
Life satisfaction	Pretest	29.57	3.390	28.43	5.170
	Posttest	45.71	2.972	28.64	5.093
	Follow Up	46.64	3.028	28.71	5.045

The above data were analyzed using mixed manova test. This technique was used to examine the effectiveness of CBT group counseling with stress inoculation training technique to improve students' eustress and life

satisfaction. Based on table 2, mixed manova test proved the increase gained from the implementation of stress inoculation training intervention on eustress ($F(1,26) = 485.06$, $p < 0.01$) and life satisfaction ($F(1,26) = 67.06$, $p < 0.01$).

Table 2. Repeated Measure Mixed Manova Test

Effect	F	P
Group		
Eustress	485.06	< 0.01
Life satisfaction	67.06	< 0.01
Time		
Eustress	839.17	< 0.01
Life satisfaction	159.13	< 0.01
Group*time		
Eustress	804.16	< 0.01
Life satisfaction	149.74	< 0.01

Table 3. Pairwise Comparison on Eustress and Life Satisfaction

Waktu	Mean Defference	Std Error	Sig
Eustress			
pretest-posttest	-13.429	.419	< 0.01
pretest-follow up	-14.071	.497	< 0.01
posttest-follow up	-643	.179	< 0.05
Life satisfaction			
pretest-posttest	-8.179	.673	< 0.01
pretest-follo up	-8.679	.650	< 0.01
posttest-follow up	-500	.138	< 0.05

The findings of this study confirmed that there was an effect of time on the level of eustress ($F(1.161, 30.19) = 839.16$; $p < 0.01$), namely in the experimental group ($F(1.14, 14.92) = 840.19$; $p < 0.01$) and in the control group ($F(1.86, 24.23) = 5.54$; $p < 0.01$). For more, in terms of life satisfaction, the effect gained ($F(1.064, 27.66) = 159.13$; $p < 0.01$) in the experimental group ($F(1.06, 13.77) = 155.87$; $p < 0.01$) and in the control group ($F(1.86, 20.38) = 5.54$; $p < 0.01$). In addition, the results of pairwise comparison test in table 3 showed significant differences. First, the eustress in pretest and posttest stages of ($MD = -13,429$; $p < 0.01$), pre-test and follow up stages of ($MD = 14,071$; $p < 0.01$), and posttest and follow up of ($MD = -0.643$; $p < 0.05$). Similar findings were found in life satisfaction, namely pretest and posttest of ($MD = -8,178$; $p < 0.01$), pretest and follow up of ($MD = -8.679$; $p < 0.01$), and

posttest and follow up of ($MD = -0, 500$; $p < 0.05$). There found a significant increase over time.

It was found that the interaction effect between time and stress inoculation training intervention on students' eustress improvement was ($F(1.16, 30.19) = 804.16$ $p < 0.01$). Compared to other groups and measurements, figure 1 explains that the highest eustress improvement in terms of interaction effect of time and stress inoculation training intervention occurred in follow up stage.

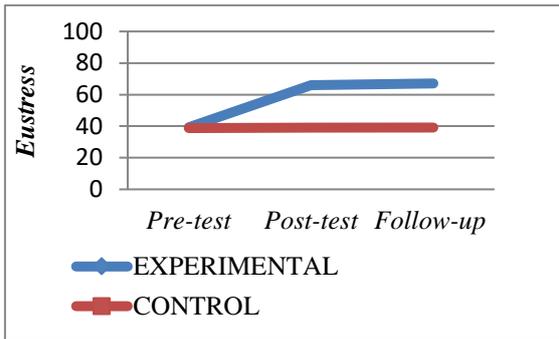


Figure 1. The eustress level of experimental and control groups in pretest, posttest, and follow up

Furthermore, the interaction effect of time and stress inoculation training intervention on the improvement of life satisfaction gained ($F(1.06, 27.66) = 149.74, p < 0.01$). Based on Figure 2, it can be seen that the interaction effect between time and stress inoculation training intervention in follow up stage got the highest results compared to other groups and measurements.

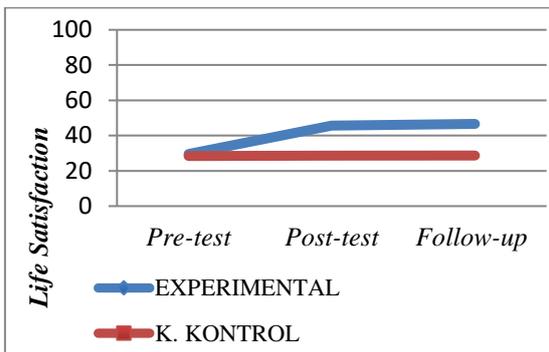


Figure 2. The life satisfaction level of experimental and control groups in pretest, posttest, and follow up

This study attempted to clarify the effectiveness of stress inoculation training to improve students' eustress and life satisfaction. The findings confirmed that CBT group counseling with stress inoculation training was effective to improve students' eustress and life satisfaction. It can be seen in the experimental group which experienced significant improvement in eustress and life satisfaction compared to another group.

These findings are in line with several studies related to the implementation of stress

inoculation training to manage students' stress that this intervention can teach coping strategies to individuals who experience stress (Suzsana & Marian, 2012). Besides, stress inoculation training will also help improve comfort and strength to deal with stressor as well as increase life expectancy (Shalkkouni, et. al 2015). The reason of choosing stress inoculation training was expected to enable students develop their skills so that they can face any similar or more difficult situation in the future (Erford, 2016).

Through the implementation of CBT group counseling with stress inoculation training, students were guided to manage and change stress into eustress by restructuring their mindset to be positive (positive cognitive restructuring), enhancing perspectives, deepening understandings, determining action to take (device action), and achieving emotional support (Fetzner, et. al 2014). Additionally, O'Sullivan's study (2010) mentions that eustress has positive and significant correlation with life satisfaction.

This study has proved that stress inoculation training was not only effective to improve eustress, but also life satisfaction. Thus, CBT group counseling with stress inoculation training was proved effective to improve students' eustress and life satisfaction. However, there found some limitations in it, namely this study did not cover different grades and education level, so the effectiveness of CBT group counseling to improve students' eustress and life satisfaction in other grades has not yet been discovered. Also, the researchers did not group based on gender to see the effect. For that reasons, the future studies can implement CBT group counseling with stress inoculation training technique to subjects that are grouped based on gender and higher grades.

CONCLUSION

The findings of this study has proved that CBT group counseling with stress inoculation training technique is effective to improve the eustress and life satisfaction of SMA Kesatrian 2 Semarang students. In this way, counsellors or

guidance and counseling teachers can use CBT group counseling with stress inoculation training technique to cope with students' eustress and life satisfaction. Moreover, in its implementation, the counsellors should focus on coping strategies and stress inoculation training, such as breathing relaxation and stress management to gain more optimum results. Meanwhile, the future researchers are suggested to conduct similar study by grouping subjects based on gender and higher grades.

REFERENCE

- Ardelia, N., & Hartini, N. (2019). Efektivitas Stress Inoculation Training Untuk Menurunkan Stres Pada ODAPUS. *Jurnal Psikologi Indonesia*. 8(1). DOI: 10.30996/persona.v8i1.2471
- Erford, B.T. (2016). 40 *Teknik yang Harus diketahui Setiap Konselor* (Edisi Kedua). Yogyakarta: Pustaka Pelajar.
- Fetzner M.G., Pelozo, D. L., & Asmundson, G.J. (2014). Toleranting Distress After Trauma: Differential Associations Between Distress Tolerance and Posttraumatic Stress Symptoms. *Journal of Psychopathol Behavior Assessment*, 36(15) ; 475-484. DOI: 10.1007/s10862-014-9413-6
- Flaxman, P. E., & Bond, F. W. (2010). A Randomised Worksite Comparison of Acceptance and Commitment Therapy and Stress Inoculation Training. *Journal of Behavior Reseach and Therapy* , 48(2);816-820. <https://pubmed.ncbi.nlm.nih.gov/20627269/>
- Jamshidifar Z., Moghadam N.S., Mohammadzadeh S. (2014). Effectiveness of Group Training of stress inoculation training in reducing perceived stress. *Journal of procedia – Social and Behavior Sciences*. 159, 430-432. <https://www.sciencedirect.com/science/article/pii/S1877042814065318>
- Lazarus, R. S & Folkman, S., (1984). *Stress, appraisal, and coping*. Spinger, New York.
- Lu, Ming-Hui., dkk. (2018). Social Support as Mediator and Moderator of the Relationship Between Parenting Stress and Life Satisfaction Among the Chineseb Parents of Children with ASD. *Journal of Autism and Developmental Disorders*. DOI: 10.1007/s10803-017-3448-y
- Majdi, M. Z. Z., Purwanto, E., & Sunawan. (2019). Group Counseling With Self-Talk Technique And Stress Inoculation Training to Enhance Students' Eustress. *Jurnal Bimbingan Konseling* 8 (2) : 125–133. DOI: 10.15294/Jubk.V8i2.28171
- Musabiq, S. A., Karimah. I. (2018). Gambaran Stress Dan Dampaknya Pada Mahasiswa. *InSight*, 20(2). <http://ejournal.mercubuana-yogya.ac.id/index.php/psikologi/article/download/240/524>.
- Nuzulawati, T. M., & Rohmatun. (2016). “Hubungan Antara Kepribadian Tipe A Dengan Stres Kerja Pada Guru Smk Muhammadiyah Tegal”. *Proyeksi*, 11(1) ,15 – 23. <http://jurnal.unissula.ac.id/index.php/proyeksi/article/download/2879/2095>
- O’Sullivan G. (2011). The Relationship between hope, eustress, self efficacy, and Life satisfaction among undergraduates. *Social Indicators Reseach*. 101 (1), 155-172. DOI: 10.1007/s11205-010-9662-z
- Shabrina, G. , Sunawan. S., Ani. C. T. (2019). Dampak Optimisme dan Kontrol Diri dengan Coping Stress terhadap Tuntutan Akademik pada Mahasiswa Bimbingan dan Konseling Unnes. *Indonesian Journal of Guidance and Counseling: Theory and Application*. DOI : 10.15294/ijgc.v8i1.19882
- Shalkouhi, F.H., Vatan Khan, H., & Bahari, M.Z. (2015). The Effectiveness of Stress Inoculation Training (SIT) on Resiliency Live Expectancy in infertile Woman from

- Rasht. *Journal of Natural and Social Science*,4(1);117-124. <http://european-science.com/eojnss/article/view/1603/pdf>
- Suzsanna, Szabo & Marian,Mihai. (2012). Stress inoculation training in adolescents: classroom intervention benefit. *Journal of cognitive an behavioral Psychotherapies*, 1(2),175-150. <http://www.researchgate.net/publication/263089988>
- Wilding., Christine., Milne., & Aileen. 2013. *Cognitive-Behavior Therapy*. Jakarta. PT. Indeks