IJAGC INTERNATIONAL JOURNAL OF APPLIED GUIDANCE AND COUNSELING Vol.4 No 1 pp 1-7

The Effectiveness of Stress Inoculation Training to Reduce Academic Stress in ESDE Students

Sherly Oktafianti[1], Muhimmatul Hasanah[2], Ima Fitri Sholichah[3]
[1], *Prodi Psikologi, Universitas Muhammadiyah Gresik, Indonesia*
[2], *Prodi Psikologi, Universitas Muhammadiyah Gresik, Indonesia*
[3], *Prodi Psikologi, Universitas Muhammadiyah Gresik, Indonesia*
Corresponding author : sherlyokta_180701@gmail.com

ARTICLE INFO

Article history:
Received 1 january 2023
Revised 7 january 2023
Accepted 31 January 2023

Keywords:
Stress Inoculation Training
Academic Stress

ABSTRACT

This study aims to determine the effectiveness of Stress Inoculation Training (SIT) in reducing academic stress levels in elementary school teacher education (ESTE) students. This research uses a quasi-experimental quantitative approach with Nonequivalent Control Group Design. The subjects in this study consisted of 6 ESTE students who had moderate-severe levels of academic stress. Then the subjects were divided into 2 groups, namely 3 subjects in the experimental group and 3 subjects in the control group. The measuring instrument used in this study is the Student Life Stress Inventory (SLSI) scale developed by Gadzella (1991). Hypothesis analysis using the Mann-Whitney test technique with the help of the SPSS 26.0 application for windows. The results of the analysis showed that after being given Stress Inoculation Training (SIT) in the experimental group, there was a significant difference in scores between the experimental group and the control group with a value of Z = -1.964 and p = 0.05. Thus, it can be said that there is an effectiveness of Stress Inoculation Training (SIT) to reduce academic stress in ESTE students.

ISSN: 2722-2365 (Online) 2722-2357 (Print)

Introduction

Stress is a problem that can never be separated from individuals in carrying out life. Stress can come from various fields, one of which is academic. Students who experience academic stress, are unable to face the challenges caused by and perceive it as a nuisance. Taufik, Ifdil, & Muharrifah (2009) explain that academic stress arises because expectations from people around such as parents, teachers, or peers increase in the context of achievement. These expectations increase but are not accompanied by the abilities of the students

https://doi.org/10.26486/ijagc.v4i1.3176

concerned. This makes students experience psychological pressure and will affect their performance on campus (Barseli & Ifdil, 2017).

Academic stress if allowed to drag on can lead to various unwanted problems such as self-harm, depression to suicidal ideation. In addition, depression, anxiety, and stress have harmful effects on individuals and society. This can lead to negative outcomes, such as impaired normal functioning, fatigue, and health problems (Ramli et al., 2018). The inability of students to manage academic stress will have an impact on worsening psychological conditions that affect the lecture process. These psychological conditions can be in the form of restlessness or anxiety, apathy (don't care), daydreaming, loss of humor, lazy to study or work, pessimistic, and irritable (Wardi & Ifdil, 2016).

Based on the results of interviews on May 6, 2022 conducted with several ESTE students at the University of Muhammadiyah Gresik, it shows that students experience physical, emotional, cognitive and behavioral disorders as a result of writing thesis, adapting, and adjusting to class situations. In addition, they also have to understand the material more deeply because learning during the pandemic, and the piled-up tasks make them work late at night in order to meet the deadlines that have been determined.

Ellis, 1973; Lazarus, 1966, 1991, 1999; Lazarus & Folkman, 1984; Meichenbaum, 1977 explained that stressors can be stressors for individuals based on their cognitive interpretations. So how does the individual interpret the meaning of the stressor experienced (Jr & Lating, 2013). After the interpretation occurs, the response or behavior will be shown because of cognitive processes. Because psychological stress is often maintained by cognitive processes (Corey, 2017). So that stressful situations do not drag on and interfere with daily life, it is necessary to have stress coping. One way that can be used is through the Stress Inoculation Training (SIT) technique. With Stress Inoculation Training (SIT) students who experience academic stress are given the opportunity to deal with stress in an appropriate and effective way, so that gradually individuals can develop their tolerance for stronger academic stress stimuli. Focus on changes in cognition to produce desired changes in behavior and affect and focus on specific and structured target problems (Corey, 2017).

To be able to carry out lectures well, what students have to do is reduce their academic stress. Thus, they will think clearly and enthusiastically in carrying out lectures, as well as being able to get satisfactory results. Based on the description above, Stress Inoculation Training (SIT) is expected to help students in reducing academic stress. The more often students perform the techniques taught in stress inoculation training (SIT), the academic stress experienced will decrease. This opinion is supported by previous research conducted

https://doi.org/10.26486/ijagc.v4i1.3176

by A.O. Busari showed that Stress Inoculation Training (SIT) is an effective method for adjusting to academic stress in students (Busari, 2014). Ningtias, Wibowo, and Purwanto's research showed that CBT group counseling with Stress Inoculation Training and cognitive restructuring techniques were effective in reducing students' academic stress. And the results also show that the Stress Inoculation Training technique is more efficient than the cognitive restructuring technique in reducing students' academic stress (Ningtias et al., 2020). Another study also gave the same result, namely a study by Rupita, Dwi and Sunawan entitled showed the result that CBT group counseling with Stress Inoculation Training (SIT) technique was effective. to increase students' eustress and life satisfaction (Rupita et al., 2020). The purpose of this research is to find out whether Stress Inoculation Training (SIT) can reduce stress on elementary school teacher education students

Method

This research uses quantitative research with experimental research type. Experimental research is research using manipulation that aims to determine the effects of the manipulation on the behavior of the individual who is the focus of observation (Latipun, 2015). This study uses a quasi-experimental research design using the Nonequivalent Control Group Design model. The test was carried out at the beginning and at the end of the process, and there were two groups namely the experimental group and the control group which were taken at random and used as a comparison (Rukminingsih et al., 2020). The design of the Nonequivalent Control Group can be seen in the following figure:

KE	*Pre-test* (O_1) → X → *Post-test* (O_2)
KK	*Pre-test* (O_1) → **...** → *Post-test* (O_2)

Information :

KE : Experimental Group
KK : Control Group
O_1 : Academic stress before treatment
O_2 : Academic stress after treatment
X : treatment
... : without treatment

The measuring instrument used to measure Academic Stress is the Student-Life Stress Inventory (SLSI) by Gadzella (1991) which was adapted by Andria Pragholapati, et al (2021). In its implementation, Stress Inoculation Training (SIT) has three phases, namely: conceptualization phase, skill acquisition and rehearsal phase, and application and follow-through phase. In this study, the training was given for 3 meetings with 12 sessions. The

https://doi.org/10.26486/ijagc.v4i1.3176

duration and sessions in Stress Inoculation Training (SIT) are not specified, as the number of sessions and duration must be based on the client's performance. However, in most cases the duration of Stress Inoculation Training (SIT) is the shortest, which is 1 hour (Meichenbaum, 1985). Each meeting in this study lasted for 120 minutes.

The population in this study were active students of the ESTE Study Program at the University of Muhammadiyah Gresik who experienced academic stress. The sampling technique or sampling technique in this study used a non-probability sampling technique with the type of sampling namely purposive sampling.

The data analysis technique in this study used non-parametric statistical techniques because the number of samples studied was less than 30, with the Mann-Whitney test analysis to determine the significance of the difference between two independent or unrelated samples, namely the experimental group and the control group (Prasetyo et al., 2020). Data processing using SPSS 26.0 for windows application program.

Findings and Discussion

Findings

The results of research data on participants in the experimental group and control group obtained from the SLSI scores at the pretest and posttest can be seen in table 1.

Table 1. The Average Score of the Experimental Group and the Control Group

Experimental Group		Control Group	
Pretest	Posttest	Pretest	Posttest
138 (Moderate)	116 (Mild)	137 (Moderate)	152 (Moderate)

Judging from the results of the average pretest and posttest in the experimental group, the scores have decreased, while the average results of the pretest and posttest in the control group have increased.

Table 2. Mann-Whitney Test Analysis

	Pretest	Posttest	Gain Score
Mann-Whitney U	4.000	0.000	.000
Z	-.218	-1.964	-1.964
Asymp.sig. (2-tailed)	.827	.050	.050

Based on the Mann-Whitney test in table 2, the pretest result has a p value of .827 which is more than 0.05. It can be concluded that before being given treatment in the form of Stress Inoculation Training (SIT), both the experimental group and the control group had

https://doi.org/10.26486/ijagc.v4i1.3176

relatively the same level of academic stress. In the posttest the value of p = .050 which is the same as the significance level of 0.05. This shows that there is a difference between the experimental group and the control group after the Stress Inoculation Training (SIT). In addition, the Mann-Whitney test was also used to see the effectiveness of Stress Inoculation Training (SIT) in reducing academic stress in terms of Gain Score results. The Gain Score shows the difference between the pretest and posttest in the experimental group and the control group. The result of p on the Gain Score has a value of .050, so it can be said that Stress Inoculation Training (SIT) has effectiveness in reducing academic stress in the experimental group.

Discussion

Based on the results of data analysis shows that there is an effectiveness of Stress Inoculation Training (SIT) to reduce academic stress in ESTE students of Muhammadiyah University of Gresik. The academic stress that participants complained about was not understanding the material, the number of tasks, adapting to the surrounding environment, poor time management, and financial conditions. This causes participants to experience various disorders in physical, emotional, cognitive, and behavioral. In line with research conducted by Hianto and Shanti (2018), they found that the obstacles caused by academics had the highest number of psychological disorders such as symptoms of depression, severe stress, and symptoms of anxiety disorders (Hianto & Shanti, 2018). So that academic stress does not drag on and can be resolved immediately, the participants concerned must implement strategies to deal with it all. Students must adjust cope with stressful lectures both during face-to-face lectures and online lectures (Hamzah & Hamzah, 2020). Based on the results of the pretest and posttest, the experimental group, both the experimental group and the control group, class of 2018 could deal with academic stress better than the class of 2021. These results are in line with research conducted by Augesti, Lisiswanti, Saputra, and Nisa (2015) which shows that the stress level of early students is higher than the stress level of final year students. Because final year students can adapt to academic stress situations (Augesti et al., 2015).

An important point in Stress Inoculation Training (SIT) is self-statement and relaxation. Many benefits were obtained from these coping skills, namely participants said that they felt calmer and more prepared to face and solve problems, were more confident and were able to rise from adversity. This is because by developing better skills to deal with stress and building coping strategies to be applied in various stressful situations, individuals will feel better (Ningtias et al., 2020). Participants shared that there was a lot that could be learned

from the Stress Inoculation Training (SIT), in addition to gaining new knowledge about the concept of academic stress, the subject was also able to identify stress responses and apply coping techniques such as relaxation so that they became calmer in dealing with problems. In the final SLSI score (posttest), participants experienced a decrease in scores and categorization.

Conclusion

Based on the results of data analysis using the Mann Whitney test, it can be concluded that Stress Inoculation Training (SIT) is effective in reducing academic stress on students. This is proven by the value of p = 0.05, as well as the Gain Score which results in the value of p = 0.05. When compared with the probability value, the result is the same, namely no less and no more. Thus, the hypothesis in this study, namely "there is an effectiveness of Stress Inoculation Training (SIT) to reduce academic stress in ESTE students at Muhammadiyah University of Gresik" is accepted and has been proven.

Acknowledgment

The author would like to thank her parents and all those who have supported him during this research. Especially to the advisory lecturer 1 and advisory lecturer 2 as well as to the participants involved in this research.

References

Augesti, G., Lisiswanti, R., Saputra, O., & Nisa, K. (2015). Differences in Stress Level between First Year and Last Year Medical Students in Medical Faculty of Lampung University. *J Majority* , 50-56.

Afif, M. W; Hasanah, M.; Sholichah, I. F. (2022) Pengaruh Stres Akademik Terhadap Perilaku Merokok Pada Mahasiswa. Jurnal At-Taujih**,** [S.L.], V. 2, N. 2, P. 31-43, Issn 2798-1738. Doi: Https://Doi.Org/10.30739/Jbkid.V2i2.1718.

Barseli, M., & Ifdil, I. (2017). Konsep Stres Akademik Siswa. *Jurnal Konseling dan Pendidikan* , 143-148.

Busari, A. O. (2014). Academic Stress among Undergraduate Students: Measuring the Effects of Stress Inoculation Techniques. *Mediterranean Journal of Social Sciences* , 599-609.

Corey, G. (2017). *Theory and Practice of Counseling and Psychotherapy.* Boston: Cengage Learning.

Hamzah, & Hamzah, R. (2020). Faktor-Faktor yang Berhubungan dengan Tingkat Stres Akademik pada Mahasiswa Stikes Graha Medika. *Indonesian Journal for Health Sciences* , 59-67.

Hianto, S., & Shanti, T. I. (2018). Dinamika Stres, Strategi Coping, dan Dukungan Sosial yang Diharapkan Mahasiswa Skripsi di Universitas XYZ. *Provitae Jurnal Psikologi Pendidikan* , 41-60.

Jr, G. S., & Lating, J. M. (2013). *A Clinical Guide to the Treatment of The Human Stress Response.* New York: Springer Science+Business Media.

Latipun. (2015). *Psikologi Eksperimen.* Malang: UMM Press.

Meichenbaum, D. (1985). *Stress Inoculation Training.* New York: Pergamon Press.

Ningtias, D. A., Wibowo, M. E., & Purwanto, E. (2020). The Effectiveness of CBT Group Counseling with Stress Inoculation Training and Cognitive Restructuring Techniques to Reduce Students' Academic Stress. *Jurnal Bimbingan Konseling* , 159-164.

Prasetyo, A. R., Kaloeti, D. V., Salma, & Ariati, J. (2020). *Buku Ajar Metodologi Penelitian Eksperimen.* Semarang: Fakultas Psikologi UNDIP.

Ramli, N. H., Alavi, M., Mehrinezhad, S. A., & Ahmadi, A. (2018). Academic Stress and Self-Regulation among University Students in Malaysia: Mediator Role of Mindfulness. *Behavioral Sciences* , 1-9.

Rukminingsih, Adnan, G., & Latief, M. A. (2020). *Metode Penelitian Pendidikan: Penelitian Kuantitatif, Penelitian Kualitatif, Penelitian Tindakan Kelas.* Yogyakarta: Erhaka Utama.

Rupita, R., Sugiharto, D. Y., & Sunawan, S. (2020). The Effectiveness of CBT Group Counseling with Stress Inoculation Training Technique to Improve Students Eustress and Life Satisfaction . *Junal Bimbingan Konseling* , 182-188.

Sholichah, I. and Hasanah, M. (2022). Covid-19 Pandemic: Academic Resilience and Academic Stress among College Students in Gresik. In *Proceedings of the 2nd International Conference on Psychological Studies - ICPsyche,* ISBN 978-989-758-580-7, pages 119-130. DOI: 10.5220/0010809500003347.

Wardi, R., & Ifdil. (2016). Stress Conditions in Students Completing Thesis. *Guidena Journal* , 190-194.