

Group Counseling Stress Inoculation Training Technique To Increase Academic Distress Tolerance Through Hardiness in Students

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Abstract

The purpose of this study was to examine the effectiveness of group counseling with stress inoculation training techniques to increase academic distress tolerance through hardiness. This study used a pre-test – post-test control group design involving 14 people who were selected purposively from 70 students. The data analysis technique used is bootstrapping. The results showed that group counseling with stress inoculation training techniques proved effective in increasing tolerance of academic distress through hardiness. This finding proves that group counseling stress inoculation training techniques are effective for increasing tolerance of distress through hardiness in students.

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INTRODUCTION

Stress is one of the conditions that can be experienced by anyone, regardless of age, both young and old. In each age range, individuals have the potential to experience stress (Ruhmadi, Suwartika, and Nurdin, 2014). The stress experienced by students during education is very influential in the learning process that is being lived (Jabari, and Sheykhjan, 2015).

Stress is categorized into two, namely distress and eustress. Distress is a response to unhealthy, negative and destructive stress. While eustress is a response to positive and constructive healthy pressures, the nature of eustress will be obtained by individuals who have a good pattern of tolerance towards distress (Hawari, 2011).

Distress conditions experienced by students will have an impact on academic performance when they cannot be tolerated. Bardeen, Fergus, and Orcut (2013) explain that, distress tolerance (distress tolerance) as a true feeling or ability to tolerate emotional experience and physical opposition, such as negative affective conditions, physical discomfort, and others. Through tolerance to distress, individuals can develop moderate degrees of stress so that they have a good impact on improving performance, including in the academic field.

The difference in stress reactions in each, one of which is influenced by psychological factors, especially hardiness personality (Oon, 2007, Meldi, and Kobosa in Nurhayati, and Hidayati, 2009). This shows that hardiness is key for individuals to deal with stressors in their lives.

Hardiness according to Kobasa (in Tavousi, 2015) is a personality variable that serves as a resource to reject negative consequences of adverse conditions. Hardy individuals will use transformational coping when facing stressful situations, namely changing their cognition and behavior (Maddi, Harvey, Khoshaba, Fazel, and Resurreccion, 2012 in Bakhshizadeh, Shirouding, and Khalatbari, 2013).

According to Kobasa (in Tavousi, 2015) says that cognitive is the basis of developing

hardiness personality. So for the development of hardiness starting from the cognitive structure.

According to Corey (2013), suggest that one of the cognitive-oriented problems is caused by a disruption in the cognitive system in the form of cognitive distortion or cognitive chaos, therefore, this study uses counseling that can have an impact on the domain of counseling the cognitive behavioral therapy (CBT) group with stress inoculation training techniques, is a form of intervention that will be implemented. This is reinforced by Jamilian, Malekirad, Farhadi, Habibi, and Zamani (2014) in his research revealing that the therapy group format in developing distress tolerance proved effective to do.

Stress inoculation training (SIT) is a technique based on the idea that helping clients deal with mild stressors will enable them to develop tolerance to forms of distress (Erford, 2015). SIT training is built on the premise that the skills learned in stress inoculation training can be applied in other situations. The future that might be faced by these people (Corey, 2013).

This is reinforced by Szabo, and Marian (2012) in his study explaining that SIT is very effective in teaching coping strategies in adolescents to reduce stress, anxiety measured in the short term, and three months after. Distress tolerance is disrupted when coping strategies fail to appear (Fetzner, Peluso, and Asmundson, 2014).

This research is expected to be able to clarify the impact caused by SIT to develop the realm of personality hardiness and tolerance for academic distress. Also, this study is intended to identify the role of hardiness as a mediator for increasing tolerance of academic distress.

METHODS

This study used a pre-test – post-test control group design involving two groups, namely the experimental group and the control group. Purposive sampling was conducted to select research subjects with the criteria of students who had low distress tolerance and low hardiness so that 14 people were selected.

Random assignment is carried out on the collected sample to place it in the group. Seven people in the experimental group with four men and three women while 7 were in the control group with three men and four women with an average age of 16 years ($M_{16} = 43.21$, $SD = 5.35$).

Data were collected using two adapted scales. The Occupational Hardiness Questionnaire (OHQ) scale was developed by Moreno-Jiménez, Rodríguez-Muñoz, Hernández, and Blanco (2014), which consisted of 15 items with five levels of scaling with criteria (SS = Very Appropriate - STS = Very inappropriate). Example item (I involved myself seriously in what I do because it is the best way to reach my own goals). The results of the Pearson product moment test confirm the validity ($r_{xy} = 0.316 - 0.618$) while the Cronbach Alpha test results show a reliability coefficient of 0.798.

Simons, and Gaher (2005) developed distress Tolerance Scale (DTS) scale, which consists of 15 items with five scaling levels with criteria (SS = Very Appropriate - STS = Very inappropriate). Item example (Feeling distressed or upset is unbearable to me). The product moment Pearson test results validate validity ($r_{xy} = 0.362 - 0.687$). While the Cronbach Alpha test results show the reliability coefficient of 0.877. Data obtained were then analyzed using a bootstrapped bias-corrected technique ($N = 5000$).

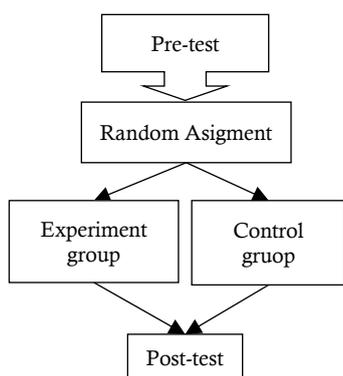


Figure 1. Experimental Procedure

Giving treatment in the form of cognitive behavioral therapy group counseling using stress inoculation training techniques carried out for six meetings, then students were given the post to

determine the development of tolerance distress and hardiness after the implementation of group counseling activities. The group counseling stages will be described in Figure 1 while the systematic counseling activities will be explained in Table 1.

Table 1. Systematics of Activity Group Counseling Cognitive Behavioral Therapy Stress Inoculation Training Technique

Session	Activity
1	Form a group that understands and supports better change between group members.
2	Identify client problems and views regarding behavior experienced
3	Introducing the ABC assessment for the problem of tolerance of distress through hardiness
4	Invite group members to debate the thoughts they have using the technique of Socrates dialogue
5	Teach group members coping skills in increasing distress tolerance through hardiness
6	Strengthen the coping skills possessed by group members and actual practice of new behaviors after counseling programs and anticipation of obstacles that may arise

RESULTS AND DISCUSSION

Based on Table 2, experimental group (hardiness, $M = 41.57$, $SD = 3.26$; academic distress tolerance, $M = 40.43$, $SD = 3.41$) and control group (hardiness, $M = 44.14$, $SD = 5.69$; tolerance of academic distress, $M = 46.00$, $SD = 3.02$).

Table 2. Mean and SD Toleransi Distres dan Hardiness

Variable	Pre-test		Post-test	
	M	SD	M	SD
Toleransi distres	40.43	3.41	61.57	4.39
Hardiness	41.57	3.26	61.86	4.16

The conditions of hardiness and tolerance of students' distress before getting treatment are all at the low and moderate levels (14 people). Based on the results of the data analysis, it can be seen that the counseling of the CBT group with stress inoculation training techniques had an impact on hardiness aspects ($\beta = 15.28$, $p < 0.05$) and academic distress tolerance ($\beta = 29.46$, $p < 0.05$) students of SMA Negeri 12 Semarang.

Also, the results of this analysis also prove that distress tolerance has a significant

relationship with hardiness ($\beta = -0.88$; $p < 0.05$). This can be seen in Figure 2.

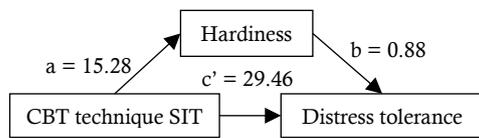


Figure 2. Effects of Mediators on CBT

The results of the bootstrapping analysis show the magnitude of the effect value given by the counseling service of the CBT group with stress inoculation training techniques. The magnitude of the total effect value shown can be seen in the lines of lines a, b, and c' ($\beta = 15.86$, $p < 0.05$) while the hardiness aspect has a mediating role as a mediator variable between the counseling of the CBT group and stress inoculation training techniques to increase academic distress tolerance (1.71, $p < 0.05$). Bootstrapped bias-corrected results can be seen in Table 3.

Table 3. Results of Bootstrapped Bias-Corrected Data Analysis

	β	t	Confidence interval (95%)	
			Upper limit	Lower limit
K – H (a)	15.28	8.37*	19.35	11.21
H – TD (b)	0.88	2.31**	1.76	0.01
K – TD (c')	29.46	4.68*	43.69	15.23
Total effect	15.86	5.96*	21.79	9.93
Mediation effect	1.71		7.78	0.20

Information:
 * $p < 0.01$; ** $p < 0.05$

The effectiveness test carried out in this study in broad outline is to obtain an overview of the CBT group counseling intervention with stress inoculation training techniques through hardiness in increasing tolerance of students' academic distress. Does the impact of these interventions directly affect the aspects of academic distress tolerance, or through hardiness. From the results of the study, it was found that the counseling of the CBT group with stress inoculation training techniques was effective for hardiness to increase academic distress tolerance in students SMA N 12 Semarang.

This is by several studies related to the implementation of stress inoculation training (SIT) in developing a tolerance for other forms of academic distress. Through the implementation of SIT, it can teach the coping strategy to individuals in reducing stress (Szabo, and Marian, 2012). Also, the administration of SIT also helps increase the body's resistance to fight stressful situations (stressors) and increase life expectancy (Shalkouhi, Vatankhah, and Zarbakhsh, 2015). By increasing the time of SIT implementation which can develop the hardiness domain (through the sasi conceptualist phase), it allows students to be better prepared to face the stressors which come and tolerate it (Oon, 2007; Maldy and Kobosa in Nurhayati, and Hidayati, 2009). This is because hardiness can be a buffer and a factor that can reduce it

CBT group counseling with stress inoculation training techniques increases tolerance distress through students' hardiness by restructuring their minds back to positive cognitive restructuring, expanding perspectives (enhanced restructuring), trying to understand as well as possible (dependent understandings), determining actions that will taken (device action), and achieving emotional support (emotional support) (Fetzner, Peluso & Asmundson, 2014). All of these actions can be carried out using transformational coping when individuals have good hardiness (Kobasa in Tavousi, 2015).

Based on the results of the research achieved by the subject of the study, it can be proof that when wanting to strengthen distress tolerance for individuals in the face of stressors, it is important to prepare a counseling and counseling service strategy that can touch hardiness. This is in line with what Kobosa, Maddi, Harvey, Khoshaba, Fazel, and Resurreccion (in Gayton, and Kehoe, 2015) said, that personality aspects are capable of negative consequences of adverse conditions. Through a counseling service strategy that can develop hardiness, it helps students overcome academic stressors that will enable them to develop tolerance to the form of distress caused by heavy academic demands.

The use of the SIT technique in CBT Group Counseling services will facilitate individuals to interact directly with mild to severe stress stimuli. Through the SIT technique, professional counselors can improve the client's ability to deal with stress by modifying beliefs and self-statements through cognitive structuring so that personality hardiness can develop (Corey, 2013; Darvishzadeh, and Bozorgi, 2016). This is based on the premise, the use of SIT in counseling services is not just to teach clients to have specific skills in dealing with stress, but rather to prepare clients to intervene and motivate to change which is reflected in their personality characteristics.

Based on the explanation above, it is very important for the counselor to pay attention to several things when using SIT. This is due to the association with relapse conditions that may be overridden by clients after counseling services. Some important things that are of concern in implementing group counseling with the SIT technique are the availability of counseling time which is sufficient to modify the counselee's cognitive behavior. When counselors use SIT, the first aspect that needs to be addressed is the cognitive component (Corey, 2013). This will have an impact on aspects of the development of hardiness in the counselee (Tavousi, 2015). So, it takes 2-4 sessions in the cognitive structure of the counselee (Cully, and Teten, 2008).

It is important for the counselor to add a booster session in his counseling to prevent the occurrence of relapse on the client. This session was conducted by counselors to identify the effectiveness of coping techniques that have been taught about possibilities and barriers in their application in daily life (Erford, 2015). Also, the involvement of significant others becomes important in maintaining the client's motivation and cognitive to be positive.

CONCLUSION

This study examines the effects caused by the counseling of the CBT group with the SIT technique on academic distress tolerance through the hardiness of SMA Negeri 12 Semarang students. It can be seen from the acquisition of

hardiness as mediation that it has a positive relationship to the tolerance of academic distress so that the counseling of the SIT CBT group technique has an indirect impact through the magnitude of the mediation effect obtained when compared to the direct effect of academic distress tolerance.

Based on the findings of this study, it is recommended for guidance and counseling teachers or school counselors to use cognitive behavioral group counseling stress technique inoculation training to increase tolerance for distress through hardiness in students. For the next researcher, because in this study using counseling in a group setting, it also needs to be also examined on the use of individual counseling in the application.

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