e-ISSN: 2548-4613

# GROUP GUIDANCE PROGRAM TO IMPROVE STUDENTS' COPING SCHOOL STRESS

**Yani Suryani[1*]**
[1]Tridaya Education Center, Jl. Brigjen Katamso No. 27 Bandung, Indonesia
[*]Corresponding author: yaniazalea06@gmail.com

**Abstract-**The research was conducted based on preliminary studies in Madrasah Aliyah (MA) Persis 99 Ranca bango which shows quite high demands of the school that includes (1) the demands of academic material such as general and religious material; (2) the demands of students' adaptation because most of students living in dormitories are come from different regions; (3) the occurence of high expectations from their parents after graduating MA; and (4) the absence of a special guidance program in helping students manage their school stress. The objective of the research is to form a group guidance program for MA students that will increase students' ability to manage their school stress. The method used in this study was quasi experimental design with non-equivalent *pretest and postest control group designs*. Sampling refers to the purposive subject. Data collection used questionnaire of school stress levels and coping stress. Inferential statistical data analysis techniques used t test or t-test. The results is group guidance program is effective in improving school students' ability to manage stress. The study is recommended to be implemented in school as a group guidance and guidelines program to help students manage their school stress.

***Keywords*:** group guidance, school stress, coping, Madrasah Aliyah

## 1. INTRODUCTION

Firmian & Cross [6], say that the school, beside the family, is a major source of stress for children. It seems understandable, because children spend more time in school. At school, the child is a member of a small community schools that have tasks that must be completed, people who need to be known and to know themselves, as well as regulations that define and restrict the behavior, feelings, and attitudes, as well as the demands of school final exam and national test that requires students must pass. The events experienced by children in these schools do not often lead to feelings of stress in children.

Stress experienced by students in the school come from the school demands [25]. The source of school stress consists of: (1) Physical demands (2) Task demands (3) Role demands (4) Interpersonal demands [6].

Anxiety these students need to watch out, because excessive anxiety can cause stress that would be seriously affected. Stress that appear on the individual will make people do a coping. Coping is a constant cognitive change action and behavior is an attempt to cope with the demands of internal or external rated overload or exceeding the resources of the individual. Many demands/pressures of school, encourages students to undertake effective coping so that students are not constantly worried about the pressure of school that can not be faced.

Guidance as one integral component of the overall provision of education in schools is indispensable presence in achieving educational goals. Guidance is one of the group counseling services are wont to do in school. This group counseling as a relief effort for students to take advantage of group dynamics that occur. Group counseling program is intended as an alternative counselor or tutor in facilitating students to develop the ability to manage the school stress. Therefore, so that learners do not experience the phenomenon of school stress and capable of coping with stress effectively, it is necessary to find out description of the level of stress experienced by students of the school and the usual stress coping prepared students for the next draft program planned group counseling in schools. This is certainly necessary in order that the students' ability to manage school stress increases so that eventually students can experience optimal personal development both in terms of physiological, psychological, psychosocial, and academic.

## 2. REVIEW OF THEORY

### 2.1 School Stress

Lazarus [12] defines "stress occurs when there are demands on the person roomates tax or exceed his adjustive resources". [25] defines school stress as school demand that students stress which comes from the demands of school.

[11] identifies four demands of school can be a source of stress for students, the physical demands, task demands, role demands, and interpersonal demands. Dimensions demands that schools be a source of stress students:

a. Physical demands

Physical demands means that the stress of students who come from the physical environment of the school. The dimensions of the physical environment of the school that can lead to stress these students include: climate conditions of classrooms, the high temperature (temperature extremes), lighting and illumination (lighting and illumination), equipment or facilities / infrastructure to support education, schedule or list of lessons , hygiene and school health, security and safeguards (security and maintenance) schools, and so forth.

b. Task demands

Task demands in the concept of school stress can be interpreted as the tasks subjects (academic work) to be done or be faced by learners that can cause feelings of distress or stress. Aspects of the task demands include: tasks done at school (classwork) and at home (homework), attend classes, meet the demands of the curriculum, face a replay or testing, comply with school discipline, assessment, and participated in various extracurricular activities.

c. Role demands

Role demands are associated with the behavior expected of students as fulfilling the function of education in schools. Role demands typically associated with expectations of behavior are communicated by the schools (principals, teachers, and employees) as well as by parents and the community to students, such as expectations have good grades, maintaining the good name and the excellence of the school, has an attitude and good behavior, has a high learning motivation, hope to participate in advancing the life of society, to master the skills needed in jobs or companies, and so on. All hope this role can be one source of stress for students, especially when he was not able to meet the expectations of the role.

d. Interpersonal demands

Conceptually, the social interaction of students in the school can be understood as an interpersonal relationship that occurs between students and students and between students and members of other schools, such as the principal, teachers, and school personnel by using a series of verbal and nonverbal actions. Student success in a relationship with another person at the school are determined by interpersonal competence has, such as the ability to take the initiative to build interpersonal relationships, ability to open up, assertiveness skills, the ability to give emotional support, as well as the ability to manage and resolve conflicts that arise in interpersonal relationships [3].

According Felner and Felner [6], the social circumstances of an environmental school has a huge impact and depth to the student's social and academic adjustment.

### 2.2 School Stress Management (Coping Stress) For Students

Management stress is also called coping stress. According to Lazarus and Folkman [27], coping is a process of managing demand (internal or external) is assessed as a burden because beyond the capabilities of the individual. Coping is said to be effective when coping can help individuals to tolerate and accept the stressful situations and not worry about the pressure that can not be mastered [13].

According to Lazarus and Folkman there are two strategies that are differentiated in doing coping, namely: (a) Problem-focused coping is an attempt to cope with stress by adjusting or changing the problems faced and the environment that cause stress. And (2) Emotion-focused coping is an attempt to cope with stress by regulating emotional responses in order to adjust to the impact that would be caused by a condition or situation that is considered stressful.

Individuals tend to use problem focused coping for conditions that can control it and use Emotion focused coping in the face of problems that are difficult to control, but sometimes people also use these coping strategies simultaneously, though not all coping strategies can also be used individually. The researchers found that the emotion focused coping strategies by children generally increases as they age [14].

[14] suggests eight coping variation of the two previous strategies, namely:

A. Problem Focused Coping
   1. Confrontive coping is an attempt to change the stressful situation in a way that is aggressive, fairly high levels of anger and risk-taking.
   2. Seeking social support is an attempt to get emotional comfort and support information from others, especially from peers.
   3. Planful problem solving is an attempt to change the circumstances that are considered pressing by means of a careful, gradual, and analytical.

B. Emotion Focused Coping
   1. Self-control is the effort to regulate feelings when faced with stressful situations.
   2. The distancing is an attempt not to get involved in the issues and problems faced considers unimportant by lowering the levels of the problems faced.
   3. Positive reappraisal is the attempt to find positive meaning of the problems with a focus on self-development, also usually involve matters of a religious nature.
   4. Accepting responsibility is the search for self-responsibility in the problems it faces and try to take it to make things better. This strategy is good, especially when the problem occurred because of his thoughts and actions alone. However, this strategy becomes better when the individual is not supposed to be responsible for the problem.
   5. Escape/avoidance is an attempt to resolve the situation by pressing the escape from the situation or avoid it by switching on other things, such as eating, drinking, smoking, or using drugs.

### 2.3 Group Guidance as an Effort to Improve Students Ability to Manage School Stress

Group counseling for adolescents is very useful because it provides an opportunity to develop themselves, convey the problems it faces, removing the self-doubt, and in fact they will be happy to give and help each other along with their peers.

Techniques in the guidance group also used a technique known as the "Three M", which is heard properly, fully understand, and respond appropriately and positively, then giving encouragement and reinforcement minimal changes to something positive. Thirdly it is a foundation for the attainment of the objectives of the group guidance.

## 3. METHODS

### 3.1 Research hypothesis

Group guidance program effectively improve students' ability to manage school stress

### 3.2 Approaches, Method, and Design Research

In this study, the approach used is a quantitative approach with a quasi-experimental method and design of non-equivalent pretest and posttest control group design. Meanwhile, tested the effectiveness of group counseling program to improve students' ability to manage school stress used quasi-experimental method with non-equivalent pretest and posttest control group design.

The use of a quasi-experimental method is done in order to achieve the goal of research is to get an idea of the student's ability to manage school stress before and after getting treatments through group guidance program [21].

| | | | |
|---|---|---|---|
| The experimental group | O1 | X | O2 |
| The control group | O3 | | O4 |

Description:
X: The provision of guidance services group against the experimental group

### 3.3 Population and Sample

The population were students of 10th grade Madrasah Aliyah (MA) Persis 99 Rancabango and the sample of this research is the students of 10th grade Madrasah Aliyah (MA) Persis 99 Rancabango experiencing stress level high school.

### 3.4 Types and Sources of Data

The data used are primary data obtained through questionnaire is closed to the school reveals a Figure of stress levels and stress coping students. Data analysis was performed using inferential statistical techniques t test or t-test.

## 4. RESULTS AND DISCUSSION

**Table 1.** Percentage of Source School Stress

| No | Aspek | Percentage |
|---|---|---|
| 1 | *Physical demands* | 58,67% |
| 2 | *Task demands* | 58,37% |
| 3 | *Role demands* | 49,85% |
| 4 | *Interpersonal demands* | 61,52% |

Based on the Table 1, it appears that the source of stress is the highest school in the aspect of interpersonal demands and the lowest is the role demands.

**Table 2.** Percentage of *Coping* Stres

| No | Strategi | Percentage |
|---|---|---|
| 1 | *Problem focused coping* | 52,32% |
| 2 | *Emotion focused coping* | 63,84% |

**Table 3.** Persentase of *Coping* Stres

| No | Strategi | Aspek | Persentase |
|---|---|---|---|
| 1 | *Problem focused coping* | *Confrontive coping* | 41,36% |
| | | *Seeking social support* | 51,95% |
| | | *Planful problem solving* | 63,66% |
| 2 | *Emotion focused coping* | *Self control* | 64,43% |
| | | *Distancing* | 67,13% |
| | | *Positive reappraisal* | 67,52% |
| | | *Accepting responsibility* | 69,30% |
| | | *Escape/avoidance* | 50,82% |

According to the Table 7, it appears that coping stress strategies do highest Madrasah Aliyah students performed on emotion focused coping strategies than problem focused coping.

### 4.1 Test Results Program Effectiveness Guidance Group

The study hypothesis states that "effective group guidance program to improve students' ability to manage school stress". The statistical hypothesis testing as follows.

$H_0$ : $\mu_{eksperimen} = \mu_{control}$

$H_1$ : $\mu_{eksperimen} < \mu_{control}$

The next step is to gain independent t test experimental and control groups.

**Table 4.** Independent t test results Data Gain Experiment group with School Stress Level Control

| Group | Mean | Standard deviation | Statistics t-test | P value | Description |
|---|---|---|---|---|---|
| Eksperiments | 99.85 | 9.275 | -10.350 | 0.001 | Significants |
| Controls | 110.20 | 8.231 | | | |

From the Table, it appears that the value of p <0.05, meaning that effective group guidance program to improve students' ability to manage the stress of school. After a gain of data t test for experimental and control groups, then the next t test for the gene of data sources per school stress aspects such as appears in Table 4 below.

**Table 5.** Independent t test results Data Source Gain per Aspects of School Stress Experiment Group and Control Group

| Data | Eksperiment | | Control | | Difference Average | t-value | p-value | Description |
|---|---|---|---|---|---|---|---|---|
| | Mean | Deviation | Mean | Deviation | | | | |
| *Physical demands* | 16,95 | 2,481 | 19,80 | 2,353 | -2,850 | -3,727 | 0,001 | Significant |
| *Task demands* | 41.05 | 4,478 | 44,25 | 3,683 | -3,200 | -2,468 | 0,018 | Significant |
| *Role demands* | 14,00 | 2,513 | 15,80 | 2,093 | -1,800 | -2,462 | 0,018 | Significan |
| *Interpersonal demands* | 27,85 | 3,031 | 30,35 | 3,843 | -2,500 | -2,284 | 0,028 | Significant |

From Table 5, it appears that the p-value for every aspect of the source of school stress <0.05, meaning that effective group counseling program to improve students' ability to manage the stress of school for any aspect of school resources. From the Table also looks after the intervention group counseling program to the experimental group decreased the average level of school stress felt by the experimental group for each aspect that demands physical aspect, task demands, role demands, and interpersonal demands.

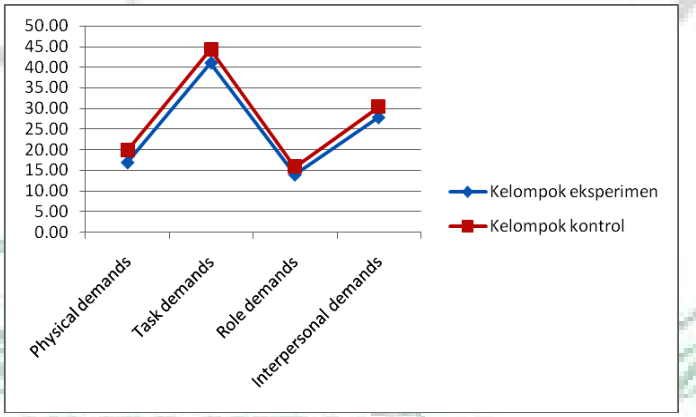


**Figure 1.** Comparison Average Rate Aspect School Stress In Experiment Group and Control Group

The four aspects of the source of school stress is seen that high stress levels decrease occurred in aspects of task demands, physical demands, and interpersonal demands. While the decline in the level of stress on the aspect of role demands are still not too high, it means the ability to manage school stress in the form of demands relating to expectations of behavior are communicated by the schools (principals, teachers, and employees) as well as by parents and the community to students still not as high as the other three aspects and they should be improved.

In addition to test the effectiveness by conducting independent t test gain experimental and control groups at school stress levels then conducted independent t test also gain an experimental group and a control on the level of stress coping as visible at the following Table.

**Table 6.** Independent t test results data gain experimental group control coping with stress

| Group | Mean | Standard deviation | Statistics t-test | P value | Description |
|---|---|---|---|---|---|
| Eksperiments | 70,80 | 8,65 | 2,271 | 0.029 | Significants |
| Controls | 65,30 | 6,51 | | | |

From Table 6, it appears that the value of p <0.05, meaning that effective group counseling program to improve students' ability to manage the stress of school.

## 5. CONCLUSIONS

The stress level of perceived school students of 10th grade Madrasah Aliyah (MA) Persis 99 Rancabango in the school year 2011/2012 the majority of middle category means that the students are considered able to adapt themselves to the demands of school, but there are still some sources of stress factors that depress her school. Factors causing the highest stress of school stress source interpersonal demands, then physical demands, task demands and a low of role demands. In conducting coping school stress, 10th grade Madrasah Aliyah (MA) Persis 99 Rancabango in the school year 2011/2012 higher use emotion focused coping strategies than problem focused coping strategies means that more students use to cope with stress in schools, by regulating emotional responses in order to adjust with impacts that will results from the pressure/demands of school. After the intervention, the changes become higher use problem focused coping, which means students do attempt to cope with stress in a way more set or change the problems encountered and the environment that cause stress. Group guidance program provided to students is effective in improving students' ability to manage school stress in the experimental group because it can help students reduce stress levels and increase school he felt he did stress coping efforts.

## REFERENCES

[1] Agustian, Ary G. 2004. *Rahasia Sukses membangkitkan ESQ Power*. Jakarta. Penerbit Arga
[2] Aisah, Heti. 2010. Program Bimbingan dan Konseling Komprehensif untuk Meningkatkan Keterampilan Siswa Mengelola Stres Ujian Nasional. *Tesis*. Bandung: Universitas Pendidikan Indonesia.
[3] Arikunto, Suharsimi. 2006. *Prosedur Penelitian: Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta
[4] Desmita. 2005. Hubungan antara Stress Sekolah dengan Derajat Stres dan Strategi Penanggulangan Stres pada siswa MAN Model Bukittinggi. *Tesis*. Bandung: Universitas Padjajaran.
[5] _____. (tt.). 2006. *Psikologi Perkembangan*. Bandung: Remaja Rosdakarya.
[6] _____. (tt.). 2010. *Psikologi Perkembangan Peserta Didik*. Bandung: Remaja Rosdakarya.
[7] Amti, Erman. 1992. *Bimbingan Konseling*. Jakarta: Depdikbud.
[8] Griffith, M. AM., Dubow, E. F. & Ippolito, M. F. 2000. Developmental and Cross-Situational Differences in Adolescents Coping Strategies. *Journal of Youth and Adolescence, 29 (2), 183-205*. Dari http://proquest.umi.com/pqdweb.
[9] Gusniarti, Uli. 2002. *Hubungan Antara Persepsi Siswa Terhadap Tuntutan dan Harapan Sekolah Dengan Derajat Stress Siswa Sekolah Plus*, Psikologia: Jurnal Pemikiran dan Penelitian Psikologi, 13 (7), 53-68.
[10] Herwina, Mila. 2006. Sumber Stres, Strategi *Coping* dan Tingkat Stres pada Remaja Awal dan Madya. *Tesis*. Jakarta: Universitas Indonesia.
[11] Kiselica, M. S., Baker, S-B., Thomas, R.N. &Reedy, S. 1994. Effects of Stress Inoculation Training on Anxiety, Stress, and Academic Performance Among Adolescents, *Journal of Counseling Psychology*, 3, 335-342.
[12] Lazarus, Richard S. 1969. *The Pattern Of Adjustment*. Jepang : McGraw-Hill Kogakusuka.
[13] Lazarus, S. Richard & Folkman, Susan. 1984. *Stress, Appraisal, and Coping*. New York: Springer Publishing Company.
[14] Lestari, Myrna. A. 2010. Efektivitas Penggunaan Teknik Menulis Ekspresif dalam Mereduksi Stres Siswa Kelas X SMA. *Skripsi*. Bandung: Universitas Pendidikan Indonesia.
[15] Magaya, L, Asner-Self, K & Schreiber, J.B. 2005. Stress and Coping Strategies among Zimbabwean Adolescents. *British Journal of Educational Psychology*, 74(4), 661-672. Dari http://proquest.umi.com/pqdweb.

[16] Melly. 2008. Hubungan antara Kreativitas dan Stres pada Mahasiswa Tahun Pertama Jurusan Arsitektur Universitas Indonesia. *Skripsi*. Jakarta: Universitas Indonesia
[17] Natawidjaya, Rochman. 1987. Pendekatan dalam Penyuluhan Kelompok. Jakarta: Depdikbud.
[18] Prayitno. 1995. *Layanan Bimbingan dan Konseling Kelompok (Dasar dan Profil)*. Jakarta: Ghalia Indonesia
[19] _____. (tt.). 2009. *Konseling Kelompok Bagi Anak Berpengalaman Traumatis*. Bandung: Rizqi Press.
[20] Sangabakti, Sangsang. 2011. Strategi Bimbingan Kelompok untuk Meningkatkan Kemampuan Siswa dalam Mengelola Stres. *Tesis*. Bandung: Universitas Pendidikan Indonesia
[21] Sugiyono. 2010. *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung : Alfabeta.
[22] Sukardi, K. Dewa. 2002. *Pengantar Pelaksanaan Program Bimbingan dan Konseling.* Jakarta: Rineka Cipta.
[23] Syaodih, Nana. 2010. *Metode Penelitian Pendidikan*, Jakarta: Remaja Rosdakarya
[24] Undang-Undang Republik Indonesia tentang No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional.
[25] Verma, S., Sharma, D. & Larson, R.W. 2002. School Stress in India: Effects on Time and Daily Emotions, *International Journal of Behavioral Development*, 26 (6), 500-508.
[26] Wulandari. 2010. Program Bimbingan Kelompok untuk Meningkatkan Kemampuan Siswa dalam Mengelola Stres. *Tesis*. Bandung: Universitas Pendidikan Indonesia
[27] Yusuf, Syamsu. 2004. *Mental Hygene, Perkembangan Kesehatan Mental dalam Kajian Psikologi dan Agama*. Bandung: Bani Quarisy.
[28] _____. (tt.). 2006. *Psikologi Perkembangan Anak & Remaja.* Bandung: Rosda.
[29] _____. (tt.). 2009. *Program Bimbingan dan Konseling di Sekolah*. Bandung: Rizqi.
[30] Yusuf, Syamsu dan Nurihsan, Juntika. 2009. *Landasan Program Bimbingan dan Konseling*. Bandung: Remaja Rosdakarya.

UNIMED
THE Character Building UNIVERSITY