

THE EFFECTIVENESS OF COGNITIVE BEHAVIOR THERAPY STRESS INOCULATION ON STUDENT STRESS MANAGEMENT AT SMAN 1 PANGKALAN KERINCI

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Abstract

Stress is a pressure if left unchecked will become a disease that can hinder the activities of daily life. Stress is a common thing that is often experienced by a person. But stress will also be something that is dangerous if someone can't manage it. One of the trainings provided in the CBT approach to stress management is Stress Inoculation training, for that the purpose of this study is to determine the effectiveness of cognitive behavior therapy stress inoculation on stress management.

Keywords– Behavior, Cognitive, Inoculation, Management, Stress

1. Introduction

Stress is a state of an individual who is affected by changes in the environment. This will cause discomfort to the environment and the people around it. Stress can be in the form of a challenge or an opportunity, because conditions like this are an ever-changing state that can easily interact with the circumstances that an individual is going through (Rosidah, 2021). Stress that is too long and has a high intensity makes a person have mental and physical illnesses, so that it will be able to make bad interpersonal relationships and decrease one's work productivity (Nurani et al., n.d.). Stress is a condition of individuals experiencing pressure caused by various factors, so that there will be rejection and unpreparedness from the individual in dealing with it (Nufuus & Karneli, 2021).

Individuals who experience this condition must be prevented and treated quickly and responsively so that it does not become something dangerous. Therefore, it is necessary to have a way to control stress by having good stress management (Nufuus & Karneli, 2021). Lazarus and Folkman (1985) say that management is a process of managing both internal and external demands which are estimated as a burden that is beyond the ability of the individual (Lestari & Muis, 2018). While Waiten and Lloyd (1992) say that stress management or coping is a form of effort in reducing, overcoming, and tolerating a threat that becomes a burden in feelings created from deep stress conditions (Lestari & Muis, 2018). Stress management is an effort of behavioral and cognitive abilities in increasing individual skills to manage and deal with stress so that the individual can reduce the level of stress he has (Rochani, 2020). As for one of the efforts so that an individual can manage or manage stress by following several counseling processes of cognitive behavior therapy approach.

Cognitive behavior therapy (CBT) is a therapy that focuses on thought processes and relates to a person's emotional, behavioral, and psychological states. CBT is centered on an idea about an individual being able to change his thinking patterns, and can change the impact of wrong thinking into a cognitive well-being on him. In the counseling process, this CBT approach has a way of

understanding individuals based on distorted cognitive reconstructions and will change the counselee's beliefs so that it has an impact on emotional changes and gets a behavioral strategy in a better direction (Jabbar et al., 2019).

Cognitive behavioral groups have a detailed, concrete, and problem-oriented structure. They tend to use short-term interventions, and counselors need to be skilled at describing short interventions aimed at solving problems efficiently and effectively and assisting clients in developing new skills. Because of their short-term nature, cognitive behavioral groups are most effective when goals are limited and specific. Actually, time constraints can be a catalyst for clients to make the best use of group time to achieve their goals (Corey, 2009).

The essence of this CBT approach is about how humans behave and feel based on their point of view and how they structure their experiences (Yusuf & Setianto, 2013). Basically this approach has a goal in changing the perspective of clients who are wrong by helping them to understand automatic thinking and cognitive deviations that are the key to their beliefs (Situmorang et al., 2018).

Therefore CBT is very suitable in helping clients in managing their stress, by structuring thoughts or beliefs that are believed by encouraging clients to collect and consider the facts about their beliefs. Therefore, researchers are interested in conducting literature research on stress management through a cognitive behavior therapy approach in group counseling.

2. Method

This research method is an experimental method. The general aim of experimental research is to examine/prove the effect of a different gift from each group and then compare. Population is everything from an object or subject that has characteristics with the aim of being able to draw a conclusion. The population in this study were students from grade 12, namely grade 12 IPA 1 and 12 IPA 2 SMAN 1 Pangkalan Kerinci. Therefore the sample in this study were students from class 12 Science 1 as the experimental group as many as 10

students and students from class 12 Science 2 as many as 10 students as the control group. In the data collection technique used is assessment.

This method is derived from the Gutman scale answers which are distributed to the control class and the experimental class. At this stage data analysis or Hypothesis Testing is a test carried out to find out the truth of a hypothesis. Testing this hypothesis using independent sample t-test (t-test) and N-Gain analysis test. The independent sample t-test (t-test) was used to determine "the difference in student learning outcomes between the experimental class using cognitive behavior stress inoculation therapy and the control class using ordinary individual counseling on student stress management". The N-Gain analysis test was used to determine "The effectiveness of the cognitive behavior therapy approach to stress inoculation on student stress management at SMAN 1 Pangkalan Kerinci".

3. Result and Discussion

Stress is a basic part of contemporary life. While it is unrealistic to assume that we can relieve stress, it is realistic for us to learn how to control the way we perceive and cope with stressful events. Stress is a state of an individual who is affected by changes in the environment. This will cause discomfort to the environment and the people around it. Stress can be in the form of a challenge or an opportunity, because conditions like this are an ever-changing state that can easily interact with the circumstances that an individual is going through (Rosidah, 2021).

Stress that is too long and has a high intensity makes a person have mental and physical illnesses, so that it will be able to make bad interpersonal relationships and decrease one's work productivity (Nurani et al., n.d.). (Conscience et al., n.d.). Stress is a condition of individuals experiencing pressure caused by various factors, so that there will be rejection and unpreparedness from the individual in dealing with it (Nufuus & Karneli, 2021). Individuals who experience this condition must be prevented and treated quickly and responsively so that it does not become something dangerous. Therefore, it is

necessary to have a way to control stress by having good stress management (Nufuus & Karneli, 2021). Lazarus and Folkman (1985) say that management is a process of managing both internal and external demands which are estimated as a burden that is beyond the ability of the individual (Lestari & Muis, 2018).

While Waiten and Lloyd (1992) say that stress management or coping is a form of effort in reducing, overcoming, and tolerating a threat that becomes a burden in feelings created from deep stress conditions (Lestari & Muis, 2018). Stress management is an effort of behavioral and cognitive abilities in increasing individual skills to manage and deal with stress so that the individual can reduce the level of stress he has (Rochani, 2020). This stress management training has applications that have implications in the problem at hand and the client population, both for the remediation of stress disorders and for prevention. Stress management training is especially useful in dealing with anger, anxiety, phobias, and medical problems; this training is appropriate for the victim population and for professional groups. Stress management can be used both as a primary focus of treatment and as an adjunct treatment for people with significant problems in the biopsychological field (Kaplan, A., & Laygo, 2003).

The goal of stress management programs is not to relieve stress but to educate clients about its nature and effects and to teach them various intrapersonal and interpersonal skills to deal with stress constructively (Meichenbaum, 1986). The basic assumption of stress management programs is that we are not just victims of stress but are based on the point of view of something that we think and do actively contribute to how we experience stress. In other words, how we judge events in life determines whether stress will affect us positively or negatively. (Kaplan, A., & Laygo, 2003) describes how stress management works. The training begins with a brief assessment of the client's lifestyle, including identifying aspects that may cause stress. Participants in the program are then presented with a psychoeducational overview of stress from a psychosocial perspective and learn to use behaviors and thoughts to cope with a variety of stressful situations. The client creates a concrete behavioral plan to implement lifestyle changes that will lead to a better quality of life.

One of the trainings provided in the CBT approach to stress management is Stress Inoculation training which deals with more than just teaching people specific coping skills (Meichenbaum, 1986). This program is designed to prepare individuals to motivate and intervene to change and deal with issues such as preventing and stopping relapses. Stress inoculation training (SIT) consists of several elements of information giving, Socratic discussion, cognitive restructuring, problem solving, relaxation training, behavioral and imagination exercises, self monitoring, self-instruction, self-reinforcement, and environmental change. (Meichenbaum, 1986) says that stress inoculation therapy is intended to treat and prevent the stress response experienced by a person.

SIT is designed to provide lessons and can then be used as a coping skill that can be applied to current problems and future stressors when they encounter them. If clients do not have the opportunity to apply coping skills to situations other than their current problem, their coping skills may not generalize to new situations. (Ormier, S., Nurius, P. S. & C. J., 2009) reported that “stress inoculation training is one of the most comprehensive therapeutic treatments in use today”. (Meichenbaum, 1986) has designed a three-stage model for SIT: (1) conceptual-education, (2) skill acquisition, consolidation, and practice, and (3) implementation and follow-up. During the early stages of SIT (conceptual-educational), the main focus is on creating working relationships with clients by educating them to gain a better understanding of the nature of stress and re-conceptualizing it in terms of social interaction. During this phase, clients are educated about the transactional nature of stress and coping.

They also learn how their reactions to stress come from their perception of the event rather than from the event itself. In a collaborative way, clients identify the determinants of the problems they face. After an assessment process in which they take an active role, they determine the specific goals that will guide treatment. Self-monitoring, which begins at this time, continues throughout the training. Clients usually keep an open diary in which they systematically record their specific thoughts, feelings, and behaviors (Corey, 2009). One of the trainings is to teach clients to be aware of their role in creating stress and to

identify their coping strengths and resources. This provides the client with a rationale for treatment and a basis for learning ways to reduce the negative effects of stress (Corey, 2009).

During the second phase of SIT (skill acquisition, consolidation, and practice), clients learn and practice coping strategies. Some of these specialized techniques include cognitive restructuring; problem solving; social skills training; time management; self-instructional training; self-guided dialogue; relaxation training. As part of this SIT phase, clients are introduced to various relaxation methods and taught to use these skills to reduce arousal due to stress (Corey, 2009). Through teaching, demonstration, and guided practice, they learn progressive relaxation skills. Clients practice skills through imagery and behavioral practices, which they are expected to practice regularly. These activities may include meditation, yoga, toning and relaxing muscle groups, and breath control techniques. They can also include walking, jogging, gardening, knitting, or other physical activities. Meichenbaum emphasizes that it is important for clients and coaches to understand that relaxation is a state of mind as well as a physical state (Corey, 2009).

Another method used to teach coping skills is the formation strategy assessed task assignment in which the client is encouraged to take small, sequential steps that lead to a goal. In dealing with stress-related problems, SIT uses three core techniques: (1) eliciting the client's thoughts, feelings, and interpretations of events; (2) gather evidence with the client to support or refute this interpretation; and (3) designing homework to test the validity of interpretations and collect more data for discussion (Corey, 2009). In the third phase of SIT (application and follow-up), the focus is on carefully managing the transfer and maintenance of change from the therapeutic situation to everyday life.

The assumption is that the coping skills practiced in the clinic are not automatically generalized to everyday life situations. To consolidate the lessons learned in training sessions, clients participate in a variety of activities, including imaging and behavioral exercises, role playing, modeling, and in vivo graduate

practice. Clients are asked to write down homework assignments, or personal experiments, that they would like to complete (Corey, 2009). The results of these assignments are carefully checked at subsequent meetings; if the client does not follow through, the coach and client collaboratively consider the reasons for this failure. A more detailed discussion of the techniques typically used during this phase of treatment is presented in the section describing the final stage of group behavior (Corey, 2009).

Independent sample t-test (t-test) was conducted on the experimental class and the control class with the posttest mean of the experimental class 80.44 and the control class's average posttest 66.97. If the results of the t-test t-table are obtained, namely the value of sig. (2-tailed) of $0.000 < 0.05$, this means that H_0 is rejected and H_a is accepted. So it can be concluded that there is an average difference between the experimental group and the control group.

It is known that the significance value is 0.000 then the significance value is $0.000 < 0.05$ so that H_a is accepted based on the hypothesis acceptance criteria. So it can be concluded that the research hypothesis "There are differences in student stress management using the cognitive behavior therapy approach to stress inoculation at SMAN 1 Pangkalan Kerinci".

Based on the results of the n-gain test calculation, it shows that the average n-gain score for the experimental class (therapeutic inoculation stress) is 65.4352 or 65.43% and is included in the quite effective category according to the interpretation. With the acquisition of a minimum score of 12.50% and a maximum value of 93.33%. While the results of the calculation of the n-gain score test in the control class showed the average value of the n-gain score was 37.2205 or 37.22% and was included in the ineffective category according to the interpretation. With the acquisition of a minimum score of 11.11% and a maximum value of 61.54%. Based on this interpretation, it can be concluded that the use of the cognitive behavior therapy approach to stress inoculation on students' stress management at SMAN 1 Pangkalan Kerinci is effective.

4. Conclusion

Based on research conducted on the Effectiveness of Cognitive Behavior Therapy Stress Inoculation on Student Stress Management at SMAN 1 Pangkalan Kerinci, it can be concluded that the use of the Cognitive Behavior Therapy approach to Stress Inoculation on Student Stress Management is quite effective, which is shown in the results of the n-gain test and there are differences in how students manage their stress to the experimental class and control class through t-test.

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