



The Application of Group Counseling Services to Minimize Academic Stress in High School Students

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ABSTRAK

Beberapa tahun terakhir, stres siswa telah menjadi sangat terlihat gejalanya. Stres akademik dipicu oleh berbagai keadaan, seperti beban kerja yang berat, banyaknya bahan ajaran atau materi untuk dipelajari, kebutuhan siswa untuk berprestasi secara akademis, dan tuntutan akademik yang diperkuat oleh tekanan dari orang tua, sekolah, dan teman sekelas. Untuk mengatasi permasalahan tersebut maka dibutuhkan adanya bimbingan konseling kelompok bagi siswa. Adapun tujuan dari penelitian ini yakni untuk mengetahui seberapa efektif penerapan layanan konseling kelompok dalam meminimalisir stres akademik pada siswa SMA. Penelitian ini tergolong kedalam jenis penelitian eksperimen, dengan jumlah sampel penelitian yakni 6 orang siswa SMA. Pengumpulan data dalam penelitian dilakukan menggunakan metode angket dan wawancara, dengan instrument penelitian berupa angket mengenai stres akademik. Data yang diperoleh dalam penelitian kemudian dianalisis dengan menggunakan uji paired simple t-test. Hasil analisis data menunjukkan bahwa hasil uji normalitas shapiro wilk yaitu pretest 225 dan post test 099 maka dapat disimpulkan bahwa data >0,05 atau terdistribusi normal. Selanjutnya hasil uji paired sample t-test menunjukkan nilai signifikansi two-tailed < 0,05 yang berarti bahwa terdapat perbedaan yang signifikan antara variabel awal dengan variabel akhir, ini menunjukkan terdapat pengaruh yang bermakna terhadap perbedaan perlakuan yang diberikan pada masing-masing variable. Berdasarkan hasil tersebut maka dapat disimpulkan bahwa layanan konseling kelompok cukup efektif untuk meminimalisir stres akademik pada siswa.

ABSTRACT

In recent years, student stress has become very visible. Academic stress is triggered by various circumstances, such as heavy workloads, lots of teaching materials or material to study, students need to excel academically, and academic demands that are reinforced by pressure from parents, school, and classmates. It is necessary to have group counseling for students to overcome these problems. The purpose of this study is to find out how effective the application of group counseling services is in minimizing academic stress in high school students. This research belongs to the type of experimental research, with a total sample of 6 high school students. Data collection in the study was carried out using questionnaires and interviews, with the research instrument being a questionnaire regarding academic stress. The data obtained in the study were then analyzed using the paired simple t-test. The results of the data analysis showed that the results of the Shapiro-Wilk normality test were pre-test 225 and post-test 099. It can be concluded that the data was > 0.05 or normally distributed. Furthermore, the paired sample t-test results showed a two-tailed significance score <0.05, meaning there was a significant difference between the initial and final variables. It indicates a significant effect on the difference in the treatment given to each variable. Based on these results, group counseling services are quite effective in minimizing academic stress on students.

1. INTRODUCTION

Education is an effort to humanize humans to improve their quality of life (Ilmiyah et al., 2021; Rohida, 2018). Education is conducted through a teaching and learning process between teachers and students using various media and learning resources (Mahmudah & Putra, 2021; Musyafira & Hendriani,

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2021). In practice, the teacher has a fairly important task in supporting the success of the learning process. In Indonesia, education is carried out by applying the 2013 and independent curricula. The curriculum is implemented to achieve national education goals, educating the nation's life through forming a quality society (Anisa et al., 2021; Semadi, 2019; Sujana, 2019). Good education is education that can be carried out in a fun and student-centered way (Aspi & Syahrani, 2022; Nafrin & Hudaidah, 2021). Fun and student-centered education will create a pleasant learning atmosphere for students. The reality shows that many students experience academic stress during the learning process. Academic stress is tension felt by students, both physically and emotionally. Students can feel this due to academic demands from teachers or parents to get good learning outcomes, completion of assignments on time, lack of Guidance in doing homework, and a class environment that is not conducive to learning (Aminullah et al., 2019; Maulinda & Rahayu, 2022; Yusuf & Ma'wa, 2020).

Stress is a major contributor to social and physical problems (Miyono et al., 2019; Shiddiq & Rizal, 2021). Constant stress can also lead to mental health problems such as sadness, anxiety, dropping out of school, and even suicide (Rofiah, 2021; Septiana, 2021). Stress can have a positive effect it could be to improve work facilities (Kurniawan & Setiowati, 2022). Positive stress is important in motivation, adaptation, and reacting to the environment (Aza et al., 2019; Karneli et al., 2019). On the other hand, high-stress levels can cause biological, psychological, and social problems and serious harm (Febriyani et al., 2022; Putri et al., 2021). Stress that arises in a student is generally referred to as academic stress, where this academic stress makes a student faced with a series of scenarios or academic obligations, such as assignments, homework, exams, or quizzes (Julika & Setiyawati, 2019; Safira & Hartati, 2021). This problem can have an impact on well-being and emotional stability. Students with moderate academic stress do not perceive all academic obligations as burdens (Cabezas et al., 2022; Wulansuci et al., 2022). For example, some students find schoolwork very burdensome, while others believe that this is normal for a student. Students experience emotional and physical signs of academic stress. Students' mental symptoms include loss of self-confidence, difficulty concentrating, excessive anxiety about things that have not happened, carelessness, and overthinking (Anadita, 2021; Hemasti et al., 2023; Kusyanti, 2021).

The emergence of academic stress can be caused by various circumstances, including heavy workloads, abundant materials to study, needs that students need to prepare for academic achievement, and increased academic demands due to requests from parents, schools, and classmates (Purwiantomo et al., 2021; Simanjuntak & Kusumiati, 2023). In addition, class conditions and facilities that do not support achieving academic success and cultural aspects must be considered. The results of observations made at Daar Al Uluum Asahan High School show that cases of student academic stress do not seem too visible, and they harm themselves so that it is included in normal conditions. However, monitoring and handling must be carried out to avoid higher stress. Furthermore, the results of observations and the distribution of questionnaires conducted by the teacher also showed that some students had experienced academic stress. One of the efforts that can be made to overcome academic stress on students is providing group counseling. Group counseling is an effort the teacher/counselor makes to guide students who experience similar problems (Rizai, 2021; Sagita et al., 2020). Group counseling services are held to take advantage of group dynamics to discuss related issues thoroughly (Mayasari & Prabowo, 2022; Yuliana, 2019). The achievement of the desired success of group counseling services must be distinct from the understanding of behavior. Specifically, students can learn in the counseling process or the treatment given to achieve a goal (Aldina, 2018; Ireel et al., 2018). Thus, changes that occur in students or lead to a decrease in academic stress will be known. Group counseling services can be used to reduce academic stress on students. The result is that group counseling services can run well and successfully (Fadila, 2022; Hutajulu et al., 2021).

Several previous studies have revealed that group counseling can significantly increase students' self-confidence in learning (Sabarrudin et al., 2022). Other studies also reveal that group counseling services assisted by snakes and ladders can significantly reduce the academic stress of Vocational High School students (Novaliany, 2022). Further research revealed increased self-esteem before and after being given group guidance services (Apriatama et al., 2022). Based on some of these research results, it can be said that group counseling services have many positive effects on students, such as improving self-quality, self-esteem, and self-confidence, and can reduce academic stress. In previous research, no study specifically discusses the application of group counseling services in minimizing academic stress in high school students. So this research is focused on this study to know how effective group counseling services are in minimizing academic stress in high school students.

2. METHOD

This research belongs to the type of quantitative research, which is a type of research with planned specifications and explicitly structured from the beginning of the research design to the end. Quantitative research is carried out through data collection, data collection, and data presentation. Likewise, before the conclusion of the investigation, it should be accompanied by pictures, tables, graphs, or other displays. The quantitative approach is a research method that uses numbers often—from data collection to data interpretation. At the same time, research techniques require thoroughly examining all information. In this study, researchers used the experimental research method, one of several quantitative research methodologies. The purpose of quantitative research is to find out whether or not the experimental variables are effective. In the right fields, experimental research is usually more commonly used. There are two types of experimental research: sham and real. The quasi-experimental method is used in evaluation to obtain information which is an estimate of the original data that can be obtained. Different quantitative research methodologies, such as this experiment, are usually used when controlling and changing important factors is impossible.

The research design used in this study is the One Group Pretest-Posttest Design, the research design used is Pre-Experimental Design with One-Group Pretest-Posttest Design model. Used Because there is a pre-test before treatment, the treatment results can be known more accurately because they can be compared with the conditions before treatment. Sampling was done by giving a questionnaire to all tenth-grade Mathematics and Natural Sciences students at Daar Al Uluum Kisaran Integrated Islamic High School. Several children with the highest stress scores were taken. After having a sample, the counseling guidance teacher will conduct group counseling services with the child with the highest score. After participating in various activities, the children as samples were asked to return to fill out a questionnaire (post-test) to determine how effective the service was in minimizing academic stress in high school students. The research instrument grid can be seen in Table 1.

Table 1. The Research Instrument Grid

No.	Dimension	Sub Dimension	Indicator	Item	Total Item
1	Stressor	frustrated	Delay in reaching the destination	1	1 item
			Everyday difficulties	2	1 item
			Lack of human resources	3	1 item
			Failed to reach the goal	4	1 item
			Not accepted by the social environment	5	1 item
			Disappointment in dating	6	1 item
			Missed the opportunity	7	1 item
		Conflict	Two fun options	8	1 item
			Two unsatisfactory choices	9	1 item
		Pressure	Goals that have both positive and negative effects	10	1 item
			Competition	11	1 item
			Deadline	12	1 item
			Excessive activity	13	1 item
			Interpersonal relationships	14	1 item
		Change	Unpleasant Experience	15	1 item
			change at the same time	16	1 item
			Disruption of Life and Purpose	17	1 item
		Self-imposed	The desire to compete	18	1 item
			Loved by everyone	19	1 item
			Worry too much	20	1 item
			Procrastination	21	1 item
			Problem solution	22	1 item
			Anxiety for exams (semester)	23	1 item
2	Reaction to Physiological stress	Sweating	24	1 item	
		stutter	25	1 item	
		Shiver	26	1 item	
		Move quickly	27	1 item	
		Fatigue	28	1 item	
		Indigestion	29	1 item	
		Respiratory disorders	30	1 item	

No.	Dimension	Sub Dimension	Indicator	Item	Total Item
			Back pain	31	1 item
			Skin reactions	32	1 item
			Headache	33	1 item
			Arthritis	34	1 item
			Fever	35	1 item
			Weight loss	36	1 item
			Weight gain	37	1 item
			Hard to sleep	38	1 item
			Too much sleep	39	1 item
	Emotional		Afraid	40	1 item
			Angry	41	1 item
			guilty	42	1 item
			Mourn	43	1 item
	Behavior		Cry	44	1 item
			Hurting others	45	1 item
			Self-destructive	46	1 item
			Excessive smoking	47	1 item
			Quick to get angry with others	8	1 item
			Defense mechanism	49	1 item
			Attempted suicide	50	1 item
			alone	51	1 item
	Cognitive		Analyze stressful situations	52	1 item
	assessment		Use of appropriate strategies to deal with stressful situations	53	1 item
			Make decisions without thinking about the impact	54	1 item
Total				54 Items	

The pre-test and post-test results carried out during the research process were included in the paired sample t-test data analysis. The results of the pre-test and post-test scores were first tested for the normality of the data distribution using the Shapiro-Wilk test. The basic concept of the Shapiro-Wilk normality test is to determine whether the research data is normally distributed. The Shapiro-Wilk normality test is usually used as a test requirement for the paired sample t-test or small samples. The basis for making the decision is that if the significance score is > 0.05 (more than 0.05), the research can be said to be normally distributed. Conversely, the study is not normally distributed if the significance score is < 0.05 (less than 0.05).

Data analysis to determine the effectiveness of group counseling services in minimizing academic stress for high school students in class X MIPA at Daar Al Uluum Kisaran Integrated Islamic High School is to use the Paired Simple T-Test. Analysis of the paired sample t-test has a basis for decision-making. If the two-tailed significance score is < 0.05 (less than 0.05), it can be said that there is a significant effect, but if the results of the two-tailed significance score are > 0.05 (more than 0.05), it can be said that there was no significant effect when giving treatment. The Paired sample t-test is a comparative or comparative hypothesis test. The data used is generally in the form of interval scale data or quantitative data. The aim is to find out whether the data has a relationship or not or has an average difference in related samples. This analysis is used to determine whether or not there is a difference in students' levels before and after the treatment of academic stress.

3. RESULTS AND DISCUSSION

Result

The pre-test was carried out in the tenth grade of MIPA, which 12 students attended. Researchers took as many as 6 students with the highest pre-test scores. From the data shown in Table 1, there are 6 students with the highest pre-test scores using the academic stress questionnaire. The pre-test and post-test results, the Shapiro-Wilk normality test, and the paired sample t-test hypothesis can be seen in [Figures 1](#).

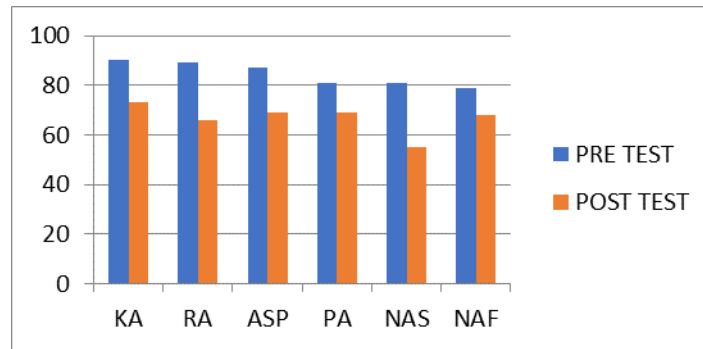


Figure 1. Pre-Test and Post-Test Results

Table 2. Shapiro Wilk Normality Test Results

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
PRETEST	0.271	6	0.193	0.870	6	0.225
POSTTES	0.290	6	0.125	0.826	6	0.099

Table 3. Paired Sample T-Test Hypothesis Test Results

		Paired Samples Test					
		Paired Differences		T	Df	Significance	
		95% Confidence Interval of the Difference				One-Sided p	Two-Sided p
		Upper					
Pair 1	Pre-Test - Post-Test	24,03892		7,387	5	<,001	<,001

The researcher explained how to fill out a questionnaire or scale at the first meeting. The score results from the questionnaire brought 6 students to the next step by being given group counseling service treatment. The second meeting was held for group counseling services by the Counseling Guidance teacher and researchers, with 6 students with the highest scores. At the third meeting, the questionnaire was redistributed in the hope that group counseling services could effectively minimize academic stress, and there was evidence of a decrease in scores in the results of the student academic stress questionnaire. From the change in the score listed, it has decreased.

Table 2 data shows that the Shapiro-Wilk normality test requires a significance score of > 0.05 (more than 0.05) as a reference to determine whether the data is normally distributed. It can be seen in Table 2 that the results of the Shapiro-Wilk normality test are pre-test 225 and post-test 099. It can be concluded that the data is > 0.05 or normally distributed. These results show a significant difference between the initial and final variables (pre- and post-test). It significantly affects the difference in the treatment given to each variable. Furthermore, the data in Table 3 shows the results of the Paired sample t-test, which is a comparative or comparative hypothesis test. The data used is generally in the form of interval scale data or quantitative data. The aim is to determine whether the data has a relationship or differences in the average of the related samples. Decision-making from the Paired Sample T Test, a two-tailed significance score <0.05, indicates a significant difference between the initial and final variables. It indicates a significant effect on the difference in the treatment given to each variable. The Paired Sample T Test > 0.05's significant score indicates no significant difference between the initial and final variables.

Discussion

Based on the results of the data analysis that has been done, the implementation of group counseling can reduce the level of stress experienced by students. These results then indicate that counseling guidance is one of the things that teachers and counselors must do. Counseling teachers provide Guidance and counseling to children at school to help them realize their potential (Khasanah, 2020; Rahmawati et al., 2022). Guidance is carried out by assisting individuals or groups of individuals so that they can develop their talents freely by utilizing the abilities or potential that exist within them to be developed based on applicable standards (Andriani & Hariyani, 2022; Romiaty & Maulana, 2020; Uma, 2020). Individual and group guidance, classical advice, large-class or cross-class Guidance, consultation,

and collaboration between teachers, parents, and relevant experts are examples of direct services that can be carried out (Sitorus et al., 2019). Home visits, case referrals, case conferences, and advocacy services do not involve direct treatment that can improve critical thinking skills because research needs to support this (Pohan & Indra, 2020). After the occurrence of student problems, services or activities are provided or carried out directly, indirectly, or through the media. Guidance and counseling also play an important role in the school program's success (Hardiyanto & Lathifah, 2020; Irawan et al., 2022).

In implementing Guidance and counseling, counseling teachers can provide several services, including group counseling. Group counseling services are carried out by assisting with counseling sessions to a large number of people who are members of small groups and who have the same problems (called clients) and who provide assistance (called counselors) with current problems faced by clients (Ibtyandi et al., 2019; Ummah & Handayani, 2022). Clients are directed to be able to work together in dealing with the problems of group members. Group counseling uses group dynamics to determine members' self-image (Haryati et al., 2022; Safithry & Anita, 2019). Group counseling is often used in the short or medium term. In group counseling, members are given time and opportunities to interact interpersonally so that fellow group members can understand the problems that occur and can be used to increase self-confidence, embrace values and life goals, and develop special habits in an individual way more active (Apriatama et al., 2022; Ibtyandi et al., 2019; Sitorus et al., 2019). Group counseling services result in warm, intimate, open, and passionate interactions that allow for giving and taking, exchanging thoughts, broadening views, appreciating experiences and values, and sharing sentiments among group members (Novaliany, 2022; Sabarrudin et al., 2022). This dynamic connection has the potential to affect every member of the group positively. Individuals in a group counseling environment can fulfill their psychological needs, such as the need to belong and be accepted by others, as well as the need to relieve or channel bad emotions and explore themselves physiologically (Delima & Sari, 2021; Sa'adah et al., 2022).

The provision of group guidance services on an ongoing basis will certainly be able to prevent symptoms of academic stress from appearing in students. High school students face pressures and demands from school, family, and society. Besides that, they also have desires and expectations (Aza et al., 2019; Karneli et al., 2019). The average age of high school students in Indonesia is estimated to be between 15-18 years. High school students are classified as entering the final adolescent phase at this age, where the teenage age is estimated to range from 10 to ending at 18. At this time, adolescents also experience puberty. During this teenage period, some children are easily sensitive, so they still cannot perceive the behavior of the people around them with the right intentions (Febriyani et al., 2022; Putri et al., 2021). Often at this time, children are easily offended, which makes them overthink. Overthinking is an exaggerated thought about responding to something (Cabezas et al., 2022; Wulansuci et al., 2022). Teenagers tend to make hasty and unstable decisions in making decisions. It can make teenagers or high school students need direction, help, or even understanding from those around them (Anadita, 2021; Hemasti et al., 2023; Kusyanti, 2021). Academic stressors (causes of academic stress) experienced by students can include all activities or expectations imposed on students during the teaching and learning process at school (Purwiantomo et al., 2021; Simanjuntak & Kusumiati, 2023). Academic stress can be caused by an unpleasant learning environment, learning difficulties, and loss of motivation to study. Besides that, academic stress is also caused by tests or tests, writing, anxiety, delays, and high academic score requirements (Mayasari & Prabowo, 2022; Yuliana, 2019).

The results obtained in this study align with some of the results of previous studies, which also revealed that the application of group counseling can significantly increase students' self-confidence in learning (Sabarrudin et al., 2022). The results of other studies also revealed that group counseling services assisted by Snakes and Ladders media could significantly reduce the academic stress of SMK students (Novaliany, 2022). Further research revealed increased self-esteem before and after being given group guidance services (Apriatama et al., 2022). Based on some of these research results, group counseling services positively affect students by improving self-quality, self-esteem, and self-confidence and reducing academic stress.

4. CONCLUSION

Based on the research and discussion results, differences in student learning stress scores were obtained during the pre-test and post-test, so it can be concluded that group counseling services are quite effective in minimizing academic stress in students.

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