

Development of Student Hardiness Using Stress Inoculation Training-Based Group Counseling

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Abstract

Anyone can experience stressful conditions. Students are no exception When completing the final project (thesis). Students must be able to study independently with various targets that must be met through direct guidance from supervisors. Students in this stage are vulnerable to various problems that can lead to stressful conditions. This stress will be very beneficial for students when it is tolerated well. However, not all students can tolerate the stress they experience. This is influenced by the level of hardiness possessed by each student. The importance of hardiness in its role in tolerating academic distress experienced by students in the preparation of their thesis encourages education practitioners, especially counselors, to be able to provide counseling services that can touch on aspects of hardiness. The need for this service model has encouraged researchers to develop a model of group counseling services based on stress inoculation training, developing hardiness to increase tolerance for academic distress in students preparing dissertations. The development of this model will be carried out within three months by following the procedures in development research (R&D). Encourage researchers to develop a model of group counseling services based on stress inoculation training in developing hardiness to increase tolerance for academic distress in students preparing dissertations. The development of this model will be carried out within three months by following the procedures in development research (R&D). Encourage researchers to develop a model of group counseling services based on stress inoculation training in developing hardiness to increase tolerance for academic distress in students preparing dissertations. The development of this model will be carried out within three months by following the procedures in development research (R&D).

Keywords: group counseling; hardiness; academic distress tolerance

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INTRODUCTION

Students who compose a thesis are required to be able to adapt to the learning process that is in the process of preparing the thesis. The learning process in the preparation of the thesis takes place individually, so the demand for independent learning is enormous. Students who compose a thesis must be able to write a paper based on the research results that have been carried out and are expected to benefit society in general. The role of the

lecturer in guiding the thesis is only to help students overcome the difficulties encountered by students in compiling the thesis (Redl & Watten, 1959). Slamet (2003) argues that students who are in the process of compiling a thesis are very vulnerable to experiencing various kinds of problems. Common problems are that many students need help writing, have inadequate academic abilities, and need more student interest in research. Failure in preparing the thesis is also caused by students' difficulties in finding thesis titles, difficulty finding literature and reading materials, limited funds, and anxiety in dealing with supervisors (Riewanto, 2003; Wulandari, 2012). If these problems are not handled well, they can become a stressor in the form of pressure on students, causing stress when writing a thesis. Failure in preparing the thesis is also caused by students' difficulties in finding thesis titles, difficulty finding literature and reading materials, limited funds, and anxiety in dealing with supervisors (Riewanto, 2003; Wulandari, 2012). If these problems are not handled well, they can become a stressor in the form of pressure on students, causing stress when writing a thesis.

Stress is a condition that can be experienced by anyone, regardless of age, whether young or old. In every age development range, individuals have the potential to experience stress. Suwartika, Nurdin, and Ruhmadi (2014) suggest that stress is a form of a person's physical and mental response to changes in their environment that are felt to be disturbing and cause them to be threatened. Automatically, the body will cause a reaction based on a stimulus in the form of a condition that is not as expected. Slamet and Markan (2007:35) define stress as a condition where a person's burden is not commensurate with his ability to overcome this burden. The body's reaction to a burden that feels too heavy to overcome is a form of stress. Based on this understanding,

Jabari and Sheykhjan (2015: 67) explain that the stress experienced by students in preparing their thesis affects the learning process they are undergoing. Hawari (2011: 32) categorizes stress into 2, namely distress and eustress. Distress is stress that responds to unhealthy, harmful, and destructive pressure. Meanwhile, eustress results from a response to healthy, positive, and constructive pressure. Individuals with a pattern of good tolerance for distress will obtain the nature of eustress. Bardeen, Fergus, and Orcut (2013: 495) explain that distress tolerance is a feeling or actual ability to tolerate emotional experiences and physical conflicts, such as unfavorable affective conditions, physical discomfort, and others. In other words, distress tolerance allows individuals to continue to grow amidst squeezing conditions (Allan, Macatee & Norr. 2014: 530). Through developing a pattern of distress tolerance within the individual, stressful situations will be transformed into a form of encouragement to make it a life learning material in the future. Stress is not automatically beneficial. Through this distress tolerance, individuals will have a moderate degree of stress, which positively impacts performance, including in the academic field. Therefore, during the thesis preparation period, students are expected to be able to develop eustress properly through tolerance for distress,

Pangestuti's research (2003) on six students of the Psychology Study Program at the Faculty of Medicine, Diponegoro University, stated that students who were compiling their thesis and delaying the completion of the thesis experienced a relatively high increase in stress levels. One factor that influences the stress experienced by students preparing their thesis from the supervisor factor is the problem of hostile interpersonal relations with the supervisor concerning communication and student assessment of the supervisor. However, not all students have high academic stress. Differences in stress reactions in each of these individuals, one of which is influenced by psychological factors, especially personality hardiness (Oon, 2007; Maldi & Kobosa in Nurhayati & Hidayati, 2009). This shows that hardiness is one of the keys to dealing with life stressors. In a study conducted by Spurlock (2008) regarding the relationship between hardiness and stressful conditions, it was shown that hardiness is a buffer and a factor that can reduce life pressure (stressor) by increasing strategies for adjustment.

According to Kobasa, Maddi & Kahn (in Gayton & Kehoe 2015: 957), hardiness is a personality variable that is a resource for resisting the negative consequences of adverse conditions. Furthermore, Maddi and Kobasa (Tavousi: 2015: 54) explained that hardiness is a personality variable that develops from the beginning of life and from time to time. So, hardiness is a personality variable that can continue to be developed over time as a source of strength for individuals to survive in unfavorable conditions. Hardy individuals will

use transformational coping when facing stressful situations, namely changing their cognition and behavior (Kobasa and Maddi in Bakhshizadeh, Shiroudin & Khalatbari, 2013). Kobasa stated that cognition is the basis of hardiness in personality development. So the development of hardiness starts from the cognitive structure because the individual's well-being is influenced by his emotional condition, which originates from the results of the individual's cognitive thinking about the situation (Tavousi, 2015). Beck and Burns (Corey, 2013: 396) suggest that one of the problems, according to cognitive-oriented counseling theory, is caused by disturbances in the cognitive system in the form of cognitive distortions or cognitive disorders. Therefore, this research will develop hardiness and tolerance for distress with a group counseling service model that can impact this area.

Stress Inoculation Training (SIT) is a treatment developed by Donald Meichenbaum. It is based on the idea that helping clients deal with mild stressors will enable them to develop tolerance to other forms of distress (Erford: 2016). SIT training is built on the premise that the skills learned in stress inoculation training can be applied in other future situations that the person may face (Corey, 2013). Since the development of this technique began, many studies have examined the usefulness and benefits of SIT. For more than two decades, SIT has remained the dominant model for stress management training in the workplace (Flaxman & Bond, 2010). Suzsana and Marian (2012), in their research, explained that SIT is very effective for teaching coping strategies to adolescents to reduce stress and anxiety, which is measured in the short term and three months after that. Shalkouhi, Vatankhah, and Bahri (2015: 117) also explained that giving SIT can increase the body's resistance to combat stressful situations and life expectancy.

However, research conducted by Flaxman and Bond (2010) shows that SIT does not significantly impact psychological flexibility and cognitive dysfunction in dealing with stress at work. This shows that the impact of SIT on individuals who experience stress is inconsistent. This is because SIT only provides a short time to intervene in this field, affecting individual resilience in facing stressful situations in the future. Psychological and cognitive flexibility is very influential in generating coping strategies. Coping itself consists of cognitive and behavioral efforts aimed at dealing with requests both internal, external,

Distress tolerance becomes disrupted when coping strategies fail to appear (Fetzner, Peluso & Asmundson, 2014: 477). The purpose of coping with distress tolerance itself is to restructure their minds back to positive thinking (positive cognitive restructuring), broaden perspectives (enhanced restructuring), try to understand as best they can (dependent understandings), determine the actions to be taken (device action), and get emotional support. All of these actions can be taken utilizing transformational coping when individuals have good hardiness (Kobasa in Tavousi 2015: 56). By increasing the duration of SIT training that touches on the realm of hardiness personality development (Conceptualization Phase) is expected to be able to improve students' academic distress tolerance patterns. Therefore, based on the explanation above, this research will likely emphasize SIT's impact on developing students' academic distress tolerance through hardiness.

The phenomenon that occurs in students at the University of Lampung many final year students experience problems preparing their thesis. This causes the student to experience a high level of stress. Many students cry every time they are going to carry out the guidance process, and there are even students who decide to stop and no longer want to continue the thesis guidance process. Referring to the conditions described, developing a group counseling service model that can touch on student hardiness, especially in tolerating academic distress, is necessary. Therefore, developing a model through research and development (R&D) research entitled Hardiness Development to Increase Students' Academic Distress Tolerance in Compiling Thesis Through the Group Counseling Service Model Based on Stress Inoculation Training is necessary.

METHODS

Research Design and Procedures

This study uses a research and development design (Research and Development) by simplifying the steps, from ten (Borg & Gall, 1983, p. 775), into three stages: preliminary study, development, and validation. It was carried out through seven research steps, namely: (1) a needs study, by analyzing the practice of counseling services in tertiary institutions so far, analyzing students' needs for group counseling services, and compiling recommendations for the development of a model for group counseling services; (2) Literature Review, by considering the initial stages of experts regarding the group counseling model and an in-depth literature review regarding the group counseling model; (3) prototype design, three things are carried out in this step, namely content development, service procedure development, and development of Group Counseling model

application guidelines for students in tertiary institutions; (4) Expert Test, by testing the group counseling model for students in tertiary institutions; (5) Preliminary Field Test, conduct initial testing on practitioners regarding the level of effectiveness of the group counseling service model, conduct trials of the group counseling development model for students in tertiary institutions, and evaluate and improve the group counseling model; (6) Model Effectiveness Test, conducting experiments on the impact of the career counseling model on hardiness and post-evaluation improvement of the content of the Career Counseling model; and the final step (7) Copyright Management.

Research subject

This research leads to the realm of junior high school. In this study, there were several steps in carrying out research activities, where at each step, the research subjects varied in the following table.

No.	Research Steps	Research subject
1.	Needs Study	1. College Students
		2. Counselor at College
2.	Expert Study	1. Guidance and Counseling Expert Group
		2. Media Specialist
3.	Initial Field Study	1. College students as subjects
		2. Counselors in Higher Education as experimenters
4.	Experiment	1. College students as subjects
		2. Counselors in Higher Education as experimenters

Data Collection Stages

No	Stage	Data Collection Tools	Measure Area	Respondents
1	Assessment Need	1. Hardiness Scale	To understand the hardiness level of students in College.	College Students
		2. Academic Distress Tolerance Scale	To understand the tolerance level Student academic distress in college.	College Students
		3. Questionnaire	To identify the need for group counseling services related to academic distress tolerance in preparing a thesis	Counselor at College Tall
		4. Interview	To explore the need for group counseling services related to academic distress tolerance in preparing a thesis	Counselor at College Tall
2	Studies Expert/Expert	1. Content quality assessment	To assess the content quality of the group counseling service model	Group counseling guidance expert
		2. Design/media quality assessment	To assess the quality of the design/media group counseling service model.	Graphic Design Expert
3	Test Field Beginning	Questionnaire on the effectiveness of the group counseling service model for hardiness to tolerate academic distress	To assess: 1. The quality/practicality level of the model 2. Can the model be applied to students	Counselor in College
4	Test Experiment Effectiveness	Hardiness scale and distress tolerance	To measure the level of hardiness and distress tolerance in the pre-test and post-test	Control Group and Student Experiment Group

Data Validity

The data obtained in this study are qualitative data and quantitative data. Triangulation techniques are used to test the validity of qualitative data. Triangulation is the process of corroborating evidence from different individuals, data types, or data collection methods in qualitative research (Creswell, 2015, p. 512). The triangulation used in this study was (1) triangulation of data sources, which was carried out by comparing the observed data with the interview data; (2) Triangulation of data collection methods, obtained from various data collection techniques, such as interviews, observation, documentation studies and the use of questionnaires; (3) Triangulation of data types, obtained from various results of data types.

Data analysis technique

The data obtained from data collection has been carried out in the form of numerical and descriptive data. Data analysis in this study uses two analyses, namely analysis for quantitative data and analysis for qualitative data, based on data collection tools. The analysis technique used is as follows:

1. Hardiness scale and distress tolerance were Analyzed using one sample t-test analysis and quantitative descriptive with the help of SPSS 21.0 for Windows.
2. Initial data questionnaires. were analyzed using a one-sample t-test and quantitative descriptive with the help of SPSS 21.0 for Windows.
3. Interview. This analysis uses the technique proposed by Miles, Huberman, and Saldana (2014), using the SWOT analysis technique (Strength, Weakness, Opportunity, and Traits).
4. Content quality assessment was analyzed using the Delphi technique by classifying qualitative data in responses, input, and suggestions from test experts, practitioners, and research subjects.
5. Media quality assessment was analyzed using the Delphi technique by classifying qualitative data in responses, input, and suggestions from test experts, practitioners, and research subjects.
6. Effectiveness questionnaire; Analyzed using descriptive qualitative analysis during the development study and model validation stages, the analytical approach used was descriptive in the form of data presentation. The same technique was also carried out in measuring the success of model implementation (applicability), which was analyzed descriptively and qualitatively.

RESULTS AND DISCUSSION

They implemented research to develop hardiness in writing a thesis using group counseling based on stress inoculation training (SIT) at FKIP UNILA. Before implementing group counseling, the researcher determined the research subjects by distributing the hardiness scale to guidance and counseling students with high, medium, or low hardiness. This is done to form heterogeneous groups to create group dynamics. Researchers used research subjects with low categories to know the effectiveness of group counseling in developing hardiness. The researcher then agreed to set the day and time for group counseling according to the agreement. Before conducting group counseling, the researcher screened subjects by distributing the hardiness scale. Based on the screening of data subjects obtained, eight students entered the low criteria as members of group counseling.

Table 1. Pre-test data

No	Name	study program	Score (pre-test)	Category
1	GM	BK	31	Low
2	EP	BK	29	Low
3	LA	BK	28	Low
4	NNPA	BK	35	Low
5	NA	BK	30	Low
6	USH	BK	35	Low
7	SA	BK	30	Low
8	MCNs	BK	35	Low

Group counseling was carried out in four meetings. The results of the group counseling were evaluated utilizing a post-test. The post-test is carried out after treatment or group counseling to determine the increase in student hardiness.

Pretest and posttest data

Data from the pre-test and post-test results from the results of the distribution of the student hardiness scale conducted by researchers, the following is the data resulting from the distribution of the hardiness scale:

Table 6. Pre-test and Post-test Results of Research Subjects

No	Name	Pre-test	Category	Post-test 1	Post-test 1	Post-test 1	Post-test 1	Category	Enhancement
1	GM	31	Low	38	51	64	70	Tall	39
2	EP	29	Low	36	48	62	69	Tall	40
3	LA	28	Low	35	47	60	68	Tall	40
4	NNPA	35	Low	42	54	65	72	Tall	37
5	NA	30	Low	37	52	65	70	Tall	40
6	USH	35	Low	42	52	64	72	Tall	37
7	SA	30	Low	37	50	62	68	Tall	38
8	MCNs	35	Low	42	55	61	70	Tall	35

Changes in the experimental group members can be seen in the measurement results achieved after receiving group counseling services. Hardiness, which was initially at a low level, after being given treatment, the hardiness of the eight students increased and entered into the high category. The hypothesis put forward in this research is; "SIT-based group counseling can develop hardiness in preparing thesis" To find out how hardiness increases in students after being given group counseling treatment and how big the difference in hardiness scores before being given treatment and to prove the hypothesis Ha or Ho which is proven in this study, the test data analysis formula is used, Wilcoxon.

Table 2. Wilcoxon test results using SPSS 16.0

N	MeanRank ng	Sum of Ranks	Z	Asymp. Sig. (2-tailed)
8	4.50	36.00	-2,530	011

Based on the research that has been carried out, there is an increase in the hardiness of students in their play groups, and this can be seen from the decrease in the results of the pre-test and post-test scores of students who are the research subjects. In this study, the results of data analysis using the Wilcoxon test revealed a Z score (-2.530). So Ho is rejected, and Ha is accepted. Based on these results, group counseling effectively increases the hardiness of students preparing their thesis.

Low hardiness in students needs special treatment and treatment because low hardiness can interfere psychologically with students, especially in preparing final student assignments. Low hardiness was found in the eight students who were the subjects of this study. They still have difficulty accepting the various obstacles in their life. This can be seen after students receive group counseling; now, students are more open to accepting and positively perceiving the circumstances around them. In this study, researchers used group counseling to develop hardiness in writing their thesis.

SIT-based group counseling has proven to be effective when used to increase hardiness. In this study, the eight subjects experienced a significant increase from each post-test. They experienced an increase and were included in the high category after being given group counseling. Because they did show a good change in attitude, namely actively participating in the group counseling process, in their pre-test scores, they showed a low category. At the end of the meeting, they showed a consistent increase until they finally got a high category. This can be seen from the three aspects of the hardiness personality: commitment, control, and challenges. In the aspect of commitment, from 30 students, students with very high commitment aspects are 20%, and high is 70%. At the same time, 10% of students commit to the low category or still need improvement. In the control aspect, it is known that of the 30 students, 80% have good control aspects, and 20% are in the category that needs improvement. Then seen, from the aspect of challenges, students who have excellent aspects of challenges 10%, both 80% and 10% of students who have aspects of challenges in the category need to be improved. Based on the results and discussion in this study, it is known that the post-test results on students

after being given group counseling services have increased. This is when compared with the results of the pre-test or before giving group counseling, experienced a significant increase. Therefore, group counseling is an effective way to develop hardiness in thesis preparation.

CONCLUSION

Based on research data, it is known that 23 out of 30 students who are respondents, or 76.6% of students, have a strong desire to be able to take part in group counseling service activities based on Stress Inoculation Training (SIT). This indicates the high need for final year students who have yet to graduate problems in thesis guidance not due to cognitive inability but internal factors related to the student's hardiness in undergoing the thesis guidance process. This can be seen from the three aspects of the hardiness personality: commitment, control, and challenges. Regarding commitment, it is known that of 30 students, students with high commitment aspects are 20%, and high are 70%. In comparison, 10% of students commit to the low category or still need improvement. In the control aspect, it is known that of the 30 students, 80% have good control aspects, and 20% are in the category that needs improvement. Then seen, from the aspect of challenges, students who have excellent aspects of challenges 10%, both 80% and 10% of students who have aspects of challenges in the category need to be improved. Based on the results of the pre-test and post-test data analysis, it can be concluded that student hardiness development can be carried out through group counseling based on Stress Inoculation Training (SIT). This is indicated by a change in attitude, such as students becoming more committed to various situations of themselves that are not the same as friends, students having more emotional control over different conditions, and students' understanding of every challenge that often occurs when they are undergoing the thesis guidance process. The situation at the group counseling meeting that was carried out had led to the development of student hardiness from before.

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