

Counseling with Cognitive Behavioral Therapy Approach to Manage Student Academic Stress

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Abstract: The importance of Adolescence is a turbulent time marked by conflict and mood swings. The inability of individuals to manage pressure in life can be a source of stress. One of the causes of stress sometimes comes from the school environment which should be a place that is quite comfortable and healthy for the physical and psychological development of students. Academic stress is a phenomenon that is widespread in various stages of the education system, will have a negative impact on the personal, emotional and physical well-being of students and their learning. research to be conducted by the author.

Keywords: counseling, cognitive behavioral therapy, academic stress

INTRODUCTION

Adolescence is a transitional period in the span of human life that bridges childhood with adulthood. At that time, adolescents will be faced with biological changes, new experiences and new developmental tasks. Adolescence is a period when individuals are at school age and getting an education is something that is mandatory for every human being, especially teenagers. Therefore, every individual is obliged to study either through formal, informal or non-formal education because learning is the key to gaining knowledge

Adolescence is a turbulent time marked by conflict and mood swings (Stanley, 1904). The individual's inability to manage pressure in life can be a source of stress. Stress comes in different ways in a person's daily life. Stress is also seen as a matter of the body's reaction, both neurologically and physiologically, to adapt to Frank's new conditions (Elias et al., 2011). When facing new conditions, individuals will experience changes and are required to be able to adjust to the situation.

One of the causes of stress actually comes from the school environment which should be a fairly comfortable and healthy place for students' physical and psychological development. When entering the school environment, students are faced with a series of activities that aim to help students achieve learning success. In achieving learning success, students need to have a healthy physique, strong learning motivation, good study habits, a positive attitude towards subject matter and not easily frustrated when facing failure (Yusuf, 2009).

In fact, not all students in schools can achieve learning success easily, some of them are faced with learning difficulties and obstacles. If these learning barriers are not handled properly, it will trigger stress in students. For a student, stress may be caused by failure in academics or sports, financial problems, health problems or the loss of a family member or close friend. These events will cause a student to experience stress, this cause is called a stressor (Elias et al., 2011)

Basically learning activities in schools do not only include face-to-face meetings, but through structured assignments or unstructured independent activities, in the form of deepening learning material activities designed by the teacher to achieve the required competency standards. Students who have good learning skills will be able to adapt their academic abilities to the tasks given by the teacher. However, if students lack learning skills, of course it will be difficult to adjust their academic abilities so that it triggers academic stress in students.

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Academic demands can come from parents, teachers or friends. Students are required to be able to excel at school, for example getting high marks, completing assignments well, being able to enter their favorite college (Misra & Castillo, 2004) (Misra & Castillo, 2004, p.132). Academic demands that are not in accordance with the abilities of students, can make students become stressed. Stress that occurs in the school environment is usually called academic stress. Olejnik and Holschuh (2007, p.66) suggest that what is meant by academic stress is "the response that arises because there are too many demands and assignments that students have to do".

Phenomena related to academic stress experienced by students raise questions and attract guidance and counseling attention. Students at school are inseparable from their relationship with learning, as well as their own relationship with their social environment. If students find it difficult to learn, usually it will have something to do with things that exist in the student or with the student's social environment. Guidance and counseling services in the field of tutoring improve the academic quality of students in schools, especially guiding students who have learning difficulties in achieving high academic achievement. Students who experience academic stress require responsive assistance.

At the school where the writer works, almost every year the writer faces an incident where some students experience academic stress. Based on the above phenomenon, an effort to help overcome academic stress is needed. Group guidance services with a cognitive behavioral therapy technical approach were chosen to be one of the efforts to deal with this stress because cognitive behavior counseling in the form of groups will provide opportunities for counselees to express conflicting feelings, explore self-doubt and can be done by changing views. Cognitive through cognitive behavioral therapy techniques. Because thoughts have a very strong influence on the feelings and actions of students who experience academic stress. Cognitive-behavioral counseling can be used as an alternative to help reduce academic stress experienced by students, this is in accordance with Beck's opinion (1995: 1) which states that cognitive-behavioral counseling is counseling that can directly solve problems by modifying dysfunctional thoughts and behaviors. . According to Beck (2011), Cognitive Behavior Counseling in the form of groups is very suitable for students, because it is an educational process that aims to teach counselees to become therapists for themselves, and emphasizes prevention.

METHOD

This research is a quantitative research with a single subject design method. The instrument used is the Academic Scale Students. The subjects in this study were 185 grade 10 high school students in Bandung Regency who were taken using a purposive sampling technique. This research was analyzed using descriptive statistics with percentage techniques

RESULT AND DISCUSSION

A. Stress Academic

Morris (Mogg et al., 1990) stated that teenagers always face stress at school and they compete with each other to get better grades. Levine (Dobson, 1980:19), explains that stress has a relationship with certain situations such as the learning environment at school and the inability to do the job perfectly and failure to achieve what is desired. Problems of students doing things such as having physical fights with teachers, slandering and hurting teachers, attract researchers to see that this phenomenon is related to stressful situations among adolescents.

Academic stress can have both positive and negative impacts on students. Academic stress is a natural consequence of competition and demands in the school environment. Students' ability to manage academic stress will have positive effects such as increased learning motivation and increased learning performance, this is because students can challenge stimuli from their environment. Good stress management can improve self-development and also motivate students to be actively competent (Nandamuri & Gowthami, 2013). Conversely, negative effects will appear when students are unable to manage academic stress.

The negative effects that appear not only affect the continuity of student learning but also affect the psychological and social conditions of students. On the survival of students as individuals, unmanaged academic stress will pose serious risks such as physical disorders, depression, and suicide. According to (Lin & Chen, 2009) academic stress is the product of a combination of related academic demands that exceed the adaptive resources available to individuals (Kadapatti and

Vijayalaxmi, (Chandan & Shivappa, 2020). Bisht (Lal, 2013)) defines academic stress as demands associated with academics that tax or exceed available resources (internal or external) as cognitively engaged students emerge. According to him, academic stress echoes individual perceptions of academic frustration, academic conflict, academic pressure and academic anxiety which are synonymous with components of academic stress.

Sarafino (1990), states that the stress felt by students comes from the demands of the school. The demands of the school in question are focused on the demands of school assignments and the demands of the teachers. The concept of school stress is gaining interest from a number of psychology and education researchers to understand the stressful conditions experienced by students at school. Then, the researchers tried to develop a concept that specifically describes the stressful conditions experienced by students due to the demands of their school, namely school stress.

According to Lazarus and Folkman (1984), states that stress occurs when there is an imbalance between demands and abilities. This can be interpreted that the stress experienced by students is closely related to the source of stress. If students have the ability to meet environmental demands then stress will be managed positively. Conversely, if students feel that they are weak and unable to meet the demands of the environment then stress will have a negative impact.

Academic stress is a condition in which there is a mismatch between environmental demands and the reality of the resources owned by students so that they are increasingly burdened by various school and academic pressures and demands (Halim Ade, 2019). Academic stress is the response of each student at school or in an educational environment to academic conditions that can affect his psychological condition. (Wicaksana.B.Y, 2017: 24). Academic stress is pressure and demands that come from academic activities both at school and in the educational environment (Barseli, Ahmad, & Ildil, 2018).

Based on this description, it can be concluded that academic stress is a condition resulting from individual interaction with the educational environment which becomes an academic stressor for individuals that can have an impact on psychological adjustment and individual academic achievement.

B. Group Counselling with CBT Approach To Manage Stress Academic Student

According to Corey (2015) there are stages in the group counseling process, namely, initial stage, transition stage, working stage and terminating stage, while the characteristics at each stage are as follows:

1) Initial Stage is the stage where there are introductions and builds an atmosphere between group members. Aims to get to know each other, understand and expedite group counseling service activities.

2) Transition Stage is the stage of explaining the activities that will be carried out in the next stage. Offer and observe whether members are ready to carry out activities at the next stage, also discuss the atmosphere that occurs and increase the participation of group members.

3) Working Stage is the actual life stage of group counseling, in which members focus on the goals to be achieved, learn new materials, discuss various topics, complete assignments and practice new behaviors. At this stage feelings of empathy, compassion, full attention, and emotional closeness of the group gradually grow. This is as a result of interaction between group members and a better understanding of each group member.

4) Terminating Stage, namely the stage of dismissal from the group counseling process. Termination occurs at two levels, namely at the end of each session and at the end of the entire group session. Termination provides an opportunity for group members to clarify the meaning of their experience, to consolidate the results they produce, and to make decisions about the behavior they want to perform outside the group and carry out in everyday life.

According to Aaron Temkin in Amin (2014) there are several stages in the CBT approach, namely: 1) Rapport, developing good relations with the counselee, 2) Assessment problems (interviews, self monitoring, thought sampling/record, scale and questionnaire, 3) guiding the counselee to find inaccurate thoughts, maladaptive schemes and cognitive distortions, 4) use Socratic dialogue and counseling techniques to help counselees revise negative thoughts, 5) specify automatic thoughts that arise, 6) treatment, 7) homework assignment 8) dig feedback from the counselee, 8) termination.

CBT is a psychotherapeutic approach used by counselors to help individuals in a positive direction. Various techniques for changing cognition, emotion and behavior are the most important parts of cognitive-behavior therapy. This method

develops according to the needs of the counselee, where the counselor is active, directive, limited in time, structured, and centered on the counselee.

The main focus of CBT counseling is to assist counsees in testing and restructuring their core beliefs by encouraging counsees to collect and consider knowledge, information and insights that support their beliefs so that they are aligned with the behavior displayed by the counselee. Cognitive aspects in CBT include changing ways of thinking, beliefs, attitudes, assumptions, imagination and facilitating counsees to learn to recognize and change errors in cognitive aspects. Meanwhile, the behavioral aspects of CBT are changing the wrong relationship between problem situations and the habit of reacting to problems, learning to change behavior, calming the mind and body so that they feel better, and think more clearly.

Handling stress is also known as stress coping according to Lazarus and Folkman (Yusuf 2004: 115) coping is the process of managing demands (internal or external) which are assessed as a burden because it is beyond the ability of the individual. Coping consists of efforts oriented to intrapsychic activities to manage (such as resolving, coping, reducing, or minimizing) internal and external demands and conflicts between them.

Stress coping in this study is defined as an act of constant cognitive change and is an effort to overcome internal and external demands that are considered to burden or exceed the resources of the individual. Incorrect coping of stress causes academic stress experienced by students to have a negative impact. So that the right handling is needed to be able to overcome the problem of stress. one of which can be done by changing their cognitive views through cognitive restructuring techniques.

In the process of using the CBT approach, to be able to overcome stress problems. one of which can be done by changing their cognitive views through cognitive restructuring techniques. Because thoughts have a very strong influence on the feelings and actions of students who experience academic stress. Cognitive-behavioral counseling can be used as an alternative assistance to reduce academic stress experienced by students, this is in accordance with the opinion of Beck (1995: 1) which states that cognitive restructuring counseling is counseling that can directly solve problems by modifying dysfunctional thoughts and behavior. . Dobson & Dobson (2009:17) state that cognitive behavioral techniques are well used for clients who experience distress, cognitive distortion, and for clients who show resistance to behavior change methods.

CONCLUSION AND RECOMMENDATIONS

The problem of academic stress in schools requires efforts to assist guidance and counseling services in order to make curative efforts related to student academic problems, so far guidance and counseling teachers in schools only provide sober counseling to deal with students who experience academic stress, due to limited time, skills and many things other causes a lack of serious handling of students who experience academic stress, so that the results of counseling do not make significant changes for students who experience academic stress, even though the problem of academic stress requires efforts to assist guidance and counseling which aims to overcome the obstacles and difficulties faced by students in carrying out the process teaching and learning activities and adaptation to the educational environment and all its demands.

Cognitive aspects in CBT include changing ways of thinking, beliefs, attitudes, assumptions, imagination and facilitating counsees to learn to recognize and change errors in cognitive aspects. Meanwhile, the behavioral aspects of CBT are changing the wrong relationship between problem situations and the habit of reacting to problems, learning to change behavior, calming the mind and body so that they feel better, and think more clearly.

Academic stress tends to be experienced by students who have high academic achievement. The tendency of the aspect of academic stress experienced by FB, JW, and MR is on the cognitive aspect. The results of the interventions that have been given can be concluded that cognitive restructuring techniques are effective in reducing academic stress for FB, JW and MR. This effectiveness was seen from several findings on the three counsees who were sampled including a decrease in stress scores based on graphic analysis in the baseline and intervention phases, based on the results of the Percentage Non-Overlapping Data (PND) test. In addition, the results of the homework assignment show that there is a change in the sample to be more positive and affect the physiological, emotional, behavioral aspects of stress reduction skills. So that after 45 days of being given the intervention, the participants were again given a questionnaire to measure

changes in stress, the results were that the three students who were made counseling participants remained consistent in the category free from academic stress.

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