

## **Stress Management Training for Class X Students SMK 7 YOGYAKARTA**

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**Abstract:** This study aims to see the effect of stress management training on class X students. The training is conducted so that students can manage stress appropriately so that stress decreases and can be more productive in school. The study uses a quantitative approach, with a sampling technique that is purposive sampling. The sample of this study was six students of class X SMKN 7 Yogyakarta who was experiencing stress. The measuring instrument used was the Depression Anxiety Stress Scales (DASS) scale, consisting of 42 items. The analysis uses Friedman's different tests, to see the differences between the three groups, namely the pretest, posttest, and follow-up groups. The results showed that there were no significant differences between the pretest, posttest, and follow-up scores. This means that the interventions provided do not have a significant effect on reducing stress levels in students.

**Keywords:** Stress; Group Discussion, Psychoeducation, Relaxation

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### **Introduction**

Every human being who lives is inseparable from problems. Problems can come from within, such as fear, anxiety, confusion, and so on. Problems that come from outside yourself arise because of interactions between people, for example, problems with friends, spouses, neighbors, relatives, or parents. Problems that arise from within and from outside the individual can trigger stress [7,9]. In terms of its causes, stress can be divided into two types, namely macro causes that involve major life events, such as death, divorce, retirement, emotional injury, and bankruptcy. Micro causes, which involve small everyday events, such as household quarrels, workloads, problems with what to eat, and queues [19].

As a child, family problems were very disturbing. Family members, especially those who are still children and adolescents, often experience stress due to poor family conditions. Parents' behavior towards children and adolescents that can cause stress, such as the relationship between the two parents who are cold or full of conflict, and indifferent, both parents are rarely at home and do not have time with their children, communication between parents and children is not compatible, As well as parents who are separated from the two [8,13]. Parental divorce affects 40% of children. Quarrels between parents and health problems can also interfere with children using the house as a safe place to recharge their emotional energy [22]. The consequences of parental divorce are also very disturbing to the child's life, namely in the present and future [23].

When viewed from the discussion, it can be concluded that parental divorce, lack of attention from parents, or poor parental communication methods with participants, made the participants uncomfortable at home, so they chose to live in an orphanage. Other participants were also cold towards their parents and even chose to withdraw from their parents so that the child and parents did not have emotional closeness. This made the participants feel stressed.

The participants were stressed with family problems, had an impact on their schooling. Participants complained about the lack of being able to concentrate properly when following the learning process in class or completing school assignments. Participants become children who often do experiments at schools, such as truancy and other delinquency. Some participants also felt inferior, irritable, and tended to find it difficult to express their thoughts and feelings. Participants also complained if they were under stress, their head hurt, and their chest felt tight. Participants even did things that were harmful to themselves, such as banging their heads against the wall when they felt stressed.

Lazarus and Folkman believe that the interpretation of stressful events is more important to the events themselves. Perceptions of potential dangers, threats, and challenges, along with whatever a person believes in facing them, have one's ability to cope with stress [3]. Self-control with measurement. First of all, no matter what the danger and difficulty of the situation, the self can find help to overcome the problem [10].

When someone is feeling stressed because of an imagined or real problem, it can cause the cerebral cortex (the flanking part of the brain) to send an alarm to the hypothalamus (the main switch for stress response, located in the midbrain). The hypothalamus then stimulates the sympathetic nervous system to make

changes in the body. Changes that occur such as racing heart, rapid breathing, muscle changes, changes in metabolism, and increased blood pressure. Cold hands and feet. Besides, some people feel something in their stomachs [18].

The way that can be done to overcome the physiological response in times of stress is by using relaxation. The ultimate goal of the technique is to resist the formation of stress responses, especially in the nervous and hormonal systems. In the end, it can help prevent or stop physical symptoms due to excessive mistakes in solving daily problems [14]. This is proven by research (Nurcahyani & Fauzan, 2016) regarding relaxation techniques to reduce student learning stress. Relaxation provides a relaxed state so that students are calmer. Progressive muscle relaxation techniques can also help reduce stress and stress felt by subjects who have asthma [17].

Muscle relaxation techniques and time management are also effective in reducing the stress of learning acceleration students in class XI MAN Malang 1, especially those who live in dormitories [24]. Also, it can reduce stress levels in adolescent residents of prisons. The results showed that there was a significant difference in stress between subjects treated with progressive relaxation techniques and those who were not treated. This means that there is an effect of progressive relaxation techniques on reducing stress levels in adolescents in prison [6].

Based on several supporting studies, the researchers chose to provide stress management training, which included training participants to do breathing and muscle relaxation. Training (training), in the Cambridge dictionary, is defined as a learning process for a certain skill needed to do a certain job or activity [16]. Apart from relaxation, the researchers also held group discussions and psychoeducation about stress. Psychoeducation is considered to be able to reduce stress levels, based on research conducted by Suryani, Widiyanti, Hernawati, & Sriati (2016). The results showed that psychoeducation was effective in reducing levels of depression, anxiety, and stress in pulmonary TB patients. Psychoeducation is also effective in reducing the burden on caregivers caring for stroke sufferers [1].

The group discussions given aim to enable students to learn from other participants to solve their problems. Group discussions are proven to influence to help deal with stress experienced by students, based on the results of research by Elviana (2016). Other supporting research was also conducted [21], regarding parental support groups to reduce the stress levels of parents of childhood cancer patients. The form of implementing parental support groups involves several activities such as sharing or sharing feelings and experiences, providing psychoeducation material about cancer in children, and providing relaxation materials and practices. The results showed that parental support programs can reduce the stress level of parents of cancer patients. This is also supported by qualitative data, in which participants feel they can express hidden feelings and get good support from fellow participants. Based on this, stress management training is expected to be able to help reduce participant stress. The participants are also expected to practice the relaxation taught. So that they can be more productive in carrying out their duties and responsibilities as a student.

### **Methodology**

This study used a pre-experimental research type with a re-treatment design (One Group Pretest and Posttest Design). This design uses a group of subjects, with measurements before and after giving treatment to the subject. The research subjects were 6 grade X students of SMKN 7 Yogyakarta. The research subjects were selected using a purposive sampling technique, where the researcher determined the sampling by determining special characteristics that were by the research objectives, in this case, the students of class X who experienced stress. Initially, the subjects were asked to fill in the Depression Anxiety Stress Scales (DASS) scale. Furthermore, the subject was given treatment such as group discussions about the problems at hand, giving psychoeducation about stress, and training muscle relaxation. The subjects were then tested again using the DASS scale. The DASS scale was developed by Lovibond and Lovibond (1995), consisting of 42 items that have been tested for validation by Damanik(2006). The value of reliability as measured by Cronbach's alpha is 0.93 for stress, and 0.97 for the total scale [2]. The main objective of DASS is to identify aspects of emotional distress for example to assess the severity of core symptoms of depression, anxiety, or stress. Stress levels in this study were normal (0-14), mild (15-18), moderate (19-25), severe (26-33), very severe (34 and above). The analysis in this study used the Friedman difference test, which aims to see the differences between the three groups, namely the pretest, posttest, and follow-up groups.

### **Result and Discussion**

The results of this study were obtained quantitatively and qualitatively. The data presented in table 1 is a special quantitative evaluation table that provides an overview of the comparison of pretest, posttest, and follow-up conditions.

**Table 1. Special Evaluation**

Partisipants	Experimental Group		
	Pretest	Posttest	Follow-up
DK	28	38	37
SD	25	16	23
PT	19	22	15
HN	38	43	21
FN	39	36	34
PM	44	44	34

Based on table 1, it can be seen that the participants experienced a decrease and increased scores. DK experienced the most increase in his score, 10 points at posttest, and one point decrease at follow-up. HN increased the score by 5 points at the posttest but decreased the most, namely 22 points at follow-up. PT with an additional score of 3 points at posttest, and decreased by 7 points at follow-up. SD participants experienced the most decrease in their scores on the posttest, namely 9 points, but experienced an additional 7 points at follow-up. FN decreased 3 points at posttest, and 2 points at follow-up. Finally, the PM participants showed the same results between the pretest and posttest. Despite this, PM had a 10-point drop in his score at follow-up.

Table 2. Friedman Test

**Test Statistics<sup>a</sup>**

N	6
Chi-Square	4.261
Df	2
Asymp. Sig.	.119

a. Friedman Test

Based on the results of the Friedman Test calculation results in table 2. The probability value or sig. is  $0.119 > 0.05$ , it can be concluded that there is no significant difference between the pretest, posttest, and follow-up scores. This means that the interventions given do not have a significant effect on reducing stress levels in students. Based on qualitative evaluations, it shows that the interventions carried out such as group discussions, psychoeducation about stress, and practicing relaxation affect the participants. Group discussions that are conducted can make participants express their thoughts and feelings. Participants feel that they are not the only ones experiencing problems. So that participants feel that they are not alone. This makes participants more comfortable to open up. One participant even felt that his problem was small, compared to other participants, which made him more grateful. When participating in psychoeducation, participants had additional knowledge related to stress and its causes, the process of stress, and the impact of stress. Participants also learned about various ways that can be done to deal with stress. Besides, after participating in relaxation, the participants felt their bodies feel better and lighter because they could feel the sensation of their bodies when they were relaxed and tense. Although there are several complaints such as a slightly dizzy head, and little sore feet.

SD participants before joining the intervention experienced moderate stress. After following the intervention, the stress became light (decreased by 9 points), however, at follow-up, it returned to moderate stress (increased by 7 points). PT before and after the intervention had an additional score of 3 points, but was still included in the same category, namely moderate stress, and turned into mild stress at follow-up because the score decreased by 7 points. HN experienced very heavy stress before and after being given the intervention (experienced an increase in the score of 5 points) but turned into moderate stress at follow-up because the score decreased by 22 points. FN before and after being given the intervention experienced very heavy stress, it's just that FN had a 3-point drop in score, after being given the intervention, and again experienced a 2-point drop in a score at follow-up. PM before and after the intervention, as well as the follow-up, showed consistent results, namely experiencing very heavy stress, it's just that at follow-up PM experienced a decrease in score by 10 points. DK before joining the intervention experienced severe stress and did not change after following the intervention (increased by 10 points), but at follow-up, it experienced a decrease of 1 point.

Participants who experienced additional scores after being given the intervention were participants who tended to be less flexible when telling stories, seen from how to answer short questions, so the researcher had to ask more questions to explore the problems experienced. One other participant also experienced an increase in his score at follow-up. The participant admitted that there were no problems that bothered him, but he tended not to share problems that he thought were very personal with his close friends. Besides, he also tends

to hold back the sad emotions he feels, such as crying. The two participants who experienced an increase in scores after being given the intervention were male participants.

Research conducted by Legato (2005) shows that there are hormonal differences between women's and men's brains, women's brains have more nerve cells on the left side of the brain, which regulate language control. Another study also carried out by psychologists in 2005 at the London Institute of Psychology, the University of Oxford, and the University of Missouri-Columbia in the United States, showed that boys and girls are very different in mastering language skills. Girls speak earlier than boys and are faster, at mastering more vocabulary. This research was published on the Michigan regional website [25]. This makes men less able to verbally describe the problem, which makes men less accustomed to confide in others' thoughts and feelings, and tends to harbor problems. So that the group discussion process is more dominated by women, and requiring men to tell stories is less able to help men cope with the stress they are experiencing.

The female participants who had increased scores, or showed a constant score after the intervention were participants with more complex problems than other participants. Participants feel alone because they do not get support. This shows that the participants are not sure that they can face the problem. So that the intervention process has given does not reduce the level of stress that is felt. This is supported by Lazarus's view in Curtis (2000), that individual interpretation of a stressful event is more important than the event itself. So, the individual's view of events, and how confident the individual can face the event or problem determines the individual's ability to deal with stress.

### **Conclusions and Recommendations**

This study aims to help students manage stress so that stress decreases so that they can be more productive in school. The results showed that stress management training had no effect on grade X students of SMKN 7 Yogyakarta. Even so, qualitatively, the interventions given have an influence on students, for example, group discussions that are given can help students express their thoughts and feelings. The students feel that they are not the only ones experiencing problems, so they feel that they are not alone. This makes students more comfortable to open up. One student even felt that the problem was small, compared to other students, which made him even more grateful. The students also have additional knowledge about stress, the causes, processes of stress, and the impact of stress from the psychoeducation provided. Students also become aware of various ways that can be done to deal with stress. In addition, the students also felt that their bodies felt better and lighter because they could feel body sensations when they were relaxed and tense after participating in relaxation.

In the process, there were 7 participants involved in the study, but one participant was sick so they did not follow the process until the end. So that the total participants involved in the study were 6 people. Activities carried out as planned, such as interviews at the first meeting, then followed by FGDs and group discussions at the second meeting. Giving psychoeducation about stress and practicing relaxation at the third meeting. The last meeting was termination and follow-up. The first to the third meetings were held quite close together, but the last meetings were held for a long time. This was due to the long school holidays, and the difficulty of matching the time among the participants because participants came from various majors. Besides, the place where group discussions took place tended to be hot, so that the participants seemed uncomfortable.

There are several suggestions, namely: first to the participants, to maintain the positive ways that have been done to deal with stress, to be more open to sharing the problems at hand with people who can be trusted, and expected to be able to express the emotions they feel. Second, teachers are expected to be good listeners by not assessing or labeling students without knowing why students commit violations at school, teachers are expected to be able to control and provide special support to students with parental divorce problems, or lack of attention from family. Schools are expected to be able to carry out psychological screening to help identify problems faced by students, then be followed up by bringing in professionals, or referring to professionals to be handled. Third, it is hoped that the public health center will continue to collaborate with the school to assist students who have problems. Finally, to the next researchers, so that they can pay more attention to the time and place of carrying out activities so that the research can run smoothly and comfortably.

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