

The Efficacy of Multimodal Counseling to Manage Overall Stress

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Abstract: Generically speaking, an overall understanding of the perspective allows humans to develop more effective lifestyles to deal with stress, by overcoming irregularities in every field summarized in BASIC ID (behavior, affective, sensation, imagery, cognition, interpersonal relationship, drugs, biology, nutrition, exercise) with real action by himself. This research is in the form of pre-experimental using the one-group pretest-posttest design. The main characteristics of the study design were: (1) the subjects of the study were only one group that is: the experimental group, (2) giving the pre-test and post test for the research subjects, (3) limited control of internal and external validity. The results of the post-test given after the students were given the application of the seven modalities showed that there were differences in the score scores between pretest and post-test. The value of the post-test score is greater than the value of the pretest score. This difference shows that after students are given training as referred to in the Guidelines for Application of Multimodal Counseling (PPKM) there is an increase in all modalities being trained. And there was a change in score scores which showed a reduction in symptoms of stress experienced by students. This means that Multimodal Counseling (KM) is effective for managing student stress as a whole, not just partially.

Keywords: Multimodal Counseling, Efficacy, Management, Stress, Overall

I. INTRODUCTION

As a preliminary study, the researchers do need assessment to find out what stressors are related to student learning at Wisnuwardhana University Malang, so that they can help the researchers determine the appropriate treatments to manage student stress. The measuring instrument used adapted the Student-life Stress Inventory from Gadzela (1991) and the stress theory of Lazarus & Folkman (1984). The results of preliminary research on students at Wisnuwardhana University Malang in 2015 showed that 90% of students experience stress; and behaviors that appear include: anxious, not confident, shy, aggressive, low self-esteem, and closed (Kustyarini: 2015). If this is left unchecked, then the stress experienced by students who were originally still considered at a mild level, over time will increase to depression and greatly affect the type of stress that is higher.

On campus, so far both lecturers and counselors pay little attention to the psychological aspects of their students. The lecturer is only in charge of giving lectures only, so the stress problems of students are sometimes ignored. Also with the counselor, the development of the personal-social aspects

in which it covers how to manage student stress, gets less attention. Guidance services for personal-social aspects do exist, but in a much smaller portion than guidance services for career aspects. Guidance material related to personal-social aspects has also not been developed much based on student development needs.

Furthermore, a counselor also has the task of helping students develop biopsychosocial aspects, including how students are able to manage stress as a whole. The problems faced by students that have the potential to cause stress can now be comprehended comprehensively for understanding the problem areas in the middle of student life, which can create stress. With this comprehensive perspective, students can develop a more effective daily lifestyle to deal with stress, even more effectively to grow biopsychosocially.

Various studies conducted by Gajah Mada University graduate students in Yogyakarta show that individuals experience a lot of stress. Indarjati's (2001) research, entitled The Role of Social Support in Overcoming Student Stress, shows that social support in relation to interaction with others greatly helps to overcome student stress. Then Pramadi (2000), in his research on the Effect of Stress on the Resilience of the Body, showed that stress can affect the condition of the body's endurance. Learning Stress and Achievement Levels that Sumarni (2002) has studied with the results of research that the desire to achieve a high achievement index can affect the mind so that it can cause stress, Damayanti in the same year examined the Effect of Information Giving Through Group Discussions Against Student Stress which showed interaction with other people greatly helps reduce student stress levels.

Various previous studies have been related to stress, apparently only able to manage stress in a particular part / part of the overall stress trigger in the individual's body. Therefore it is very necessary to manage stress as a whole so that management is complete. This research reveals that Multimodal Counseling is effective for managing student stress thoroughly, not partially or partially, and can be accepted to manage student stress which is tested for acceptability on utility aspects, feasibility and accuracy.

II. RESEARCH METHOD

Research Design

This research is in the form of pre-experimental using the one-group pretest-posttest design. The main

characteristics of the study design were: (1) the research subjects were only one group that is: the experimental group, (2) giving pre-test and post-test for the research subjects, (3) limited internal and external validity control (Borg, 1983: 682; McMillan and Schumacher, 1993: 304; Neuman, 2000: 517).

Pre-experimental research designs using the one-group pretest-posttest design can be seen in the following picture:

Group	Pretest	Treatment	Post-test
A	O1	X	O2

Figure 3.1. One- Group Pretest-Post-test Design

A : researched subjects

O1 : first measurement

X : applied treatment by using Multimodal Counseling

O2 : second measurement

The implementation framework is:

Pre test	Treatment	Post test
Stress Inventori Students	Multimodal Counseling Implementation (PKM)	Stress Inventory Students

The main characteristic of this design is that the group is compared to itself. The difference in the final measurement score (O2) with the initial measurement (O1) is considered as the result of treatment X.

O1 is a measurement held before the training is carried out. The aim is to find out the extent of student skills before training. O2 is a measurement that is given to determine the level of student skills after training. Differences that occur between initial measurements and final measurements are considered as application of treatment.

Research Subjects

Determination of samples in this study is done by using purposive sampling technique. The steps taken include: (1) conducting a draw to determine the sample class of the two classes in one class, (2) determining the sample size of the class set, (3) choosing students who will be the subject of research by the way the researcher asks Academic Advisors conduct observations of students in the class who are the research samples.

Observations using instruments available at Wisnuwardhana University. Students who are netted are those who show symptoms of confusion, lack of confidence, always anxious, fear in following classes. Based on the results of the lecturers' observations and the approval of the supervisor and the faculty, the netted students were then given a pre-test to determine the data base-line. From the initial pretest / test conducted to 73 students of the Faculty of Psychology, Wisnuwardhana University, 2016/2017 class which was determined as the population in this study, it was found that

21 students experienced stress and 9 were appointed as research subjects for the application of multimodal counseling.

Research Instrument

This pre-experimental study uses two types of instruments that is: 1) material treatment, and 2) measurement instruments (1) treatment material, the treatment material is then compiled in a guide so that counselors can be used in applying multimodal counseling to manage student stress, (2) measurement Instruments, Based on the research design chosen, the measurement with student stress inventory is carried out in two stages is: 1) before giving treatment. Students who have been determined as research subjects are given inventory stress tests of students to find out the initial state of stress levels of students before being given the application of multimodal counseling, and 2) after administration of treatments. Students who have been given the application of multimodal counseling are retested using student stress inventory to see changes in stress levels that occur in students after being given application.

Instrument Development Procedure

The development of treatment materials and student stress inventory measurement was developed before the experiment was conducted.

1) Development of treatment materials

The preparation of multimodal counseling guidelines consists of: Part I: Introduction which contains the basic concepts of stress; causes, symptoms, and effects of stress; and multimodal counseling. Part II: General Guidelines for the Application of Multimodal Counseling which discusses the identification of students who experience stress; identification of target behavior; and the formulation of the objectives of implementing multimodal counseling. Part III: Application Procedure for Multimodal Counseling which contains: procedures for applying multimodal counseling on aspects of Behavior; the procedure for applying multimodal counseling to emotional aspects; the procedure for applying multimodal counseling to the sensing aspect; the procedure for applying multimodal counseling to imaginary aspects; the procedure for the application of aspects of mind multimodal counseling; procedure for applying multimodal counseling aspects of interaction with others; procedure for the application of multimodal counseling on biology / drug aspects.

Furthermore, after completing the Guidelines for Implementation of Multimodal Counseling (PPKM), the treatment given to the research subjects was to apply the seven modalities present in multimodal counseling with the following sessions: (1) Session 1: Behavioral Analysis (2) Session 2: Emotion Analysis (3) Session 3: Sensing Analysis (4) Session 4: Imaginary Analysis (5) Session 5: Mind Analysis (6) Session 6: Interaction Analysis with Others (7) Session 7: Biological / Drug Analysis

2) Development of a Measuring Instrument

Student stress inventory is a measuring instrument that will be used to measure students' stress. This measuring instrument was developed by adapting stress theory from Lazarus and Folkman (1984), the aim was to identify student stress. The student stress inventory consists of 53 items that are developed based on 3 aspects that is: 1) things that bring stress, 2) reactions to stressors, and 3) efforts to manage stress.

Next is the Expert Test. The results of the expert test assessment are used: 1) as input to revise and refine the Guidelines for the Application of Multimodal Counseling (PPKM). If the assessed aspects get a score of 3 and 4, the aspects assessed are accurate and high do not need to be repaired. But if the assessed aspects get a score of 1 or 2, that aspect is considered inaccurate and needs to be corrected, 2) to carry out expert test data analysis in terms of acceptability on the feasibility aspects of feasibility, and the aspect of accuracy.

The expert test data analysis technique used in the assessment of the application of Multimodal Counseling is a qualitative and quantitative analysis technique. Data in the form of comments, suggestions, and criticisms are analyzed qualitatively. Qualitative data is presented as is for consideration for revision and refinement of the Multimodal Counseling Guide. While the quantitative data obtained from expert tests were analyzed using scoring with the following steps:

Useful Aspects of Multimodal Counseling Guidelines

Criteria are based on classifying the scores using interval 4, as in table 2. following:

Table 2. Criteria for Classifying Scores on Utility Aspects

Score Grouping	Criteria
11 < 15	Useless
16 < 20	Less useful
21 < 25	Useful
26 – 30,00	Very useful

If the score shows the numbers 11 through 15 means that the Guidelines for Implementing Multimodal Counseling are useless. If the score shows numbers 16 to 20 means that the Guidelines for Implementing Multimodal Counseling are less useful. If the score shows numbers 21 to 25 means that the Guidelines for Implementing Multimodal Counseling are useful. If the score shows numbers 26 to 30 means that the Guide to Application of Multimodal Counseling is very useful. Feasibility Aspects of Multimodal Counseling Guidelines. The results of the division are used to determine the criteria as shown in Table 3. following:

Table 3. Criteria for Classifying Scores on Feasibility Aspects (Feasibility)

Scoring	Criteria
11 < 14	Not feasible
15 < 18	Less feasible
19 < 21	Feasible
22 – 25,00	Very feasible

If the score shows the numbers 11 to 14 means that the Guidelines for Implementing Multimodal Counseling are not feasible. If the score shows numbers 15 to 18 means that the Guidelines for Application of Multimodal Counseling are not feasible. If the score shows numbers 19 to 21 means that the Guidelines for Implementing Multimodal Counseling are feasible. If the score shows numbers 22 to 25 means that the Guidelines for Implementing Multimodal Counseling are very feasible.

Accuracy Aspects of Multimodal Counseling Guidelines

The criteria are as shown in Table 4. following:

Table 4. Criteria for Classifying Scores on Aspects of Accuracy

Scoring	Criteria
11 < 15	Accurate
16 < 20	Less Accurate
21 < 25	Accurate
26 – 30,00	Very Accurate

If the score shows the numbers 11 through 15 means that the Guidelines for Implementing Multimodal Counseling are not appropriate. If the score shows numbers 16 to 20 means that the Guidelines for Implementing Multimodal Counseling are not quite right. If the score shows the numbers 21 to 25 means the Guide for the Implementation of Multimodal Counseling is right. If the score shows numbers 26 to 30 means that the Guidelines for Implementing Multimodal Counseling are very appropriate.

Treatment

After the experimental group students were identified as experiencing stress, the next was giving treatment. The treatment procedures for the experimental group are: (1) Building a rapport, (2) Finding problems according to each type of modality, (3) Discussing the causes of the problem according to each type of modality (4) Giving reinforcement, (5) Give feedback and (6) Conclusion.

III. RESULTS

T test

Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
Perilaku sebelum penerapan Multimodal Therapy	9	1.9056	.38393	1.50	2.63
Perilaku sesudah penerapan Multimodal Therapy	9	2.5711	.12634	2.38	2.75

T-Test

Group Statistics

Penerapan Multimodal Therapy		N	Mean	Std. Deviation	Std. Error Mean
Perilaku	sebelum	9	2.4739	.55708	.18569
	sesudah	9	3.5167	.30863	.10288
Perasaan	sebelum	9	2.3489	.58516	.19505
	sesudah	9	3.6033	.17197	.05732
Pembayangan	sebelum	9	2.1667	.61237	.20412
	sesudah	9	3.3889	.37731	.12577
Pikiran	sebelum	9	2.1444	.39721	.13240
	sesudah	9	3.5667	.26458	.08819
Interpersonal	sebelum	9	2.1333	.38730	.12910
	sesudah	9	3.4000	.33166	.11055

IV. DISCUSSION

Forms of Stress Management: Application of Multimodal Counseling

There are some interesting recent developments in the world of the theory and practice of counseling and psychotherapy, which can be learned for understanding and handling stress. The first developments in the world of theory and practice of counseling and psychotherapy were marked by a tendency towards greater attention to the development of self-management programs, and the development of self-directed behavior, which then enabled the development of self-help skills. This development is important when viewed from the perspective of the interests of ordinary people outside the co-professional profession such as psychologists, psychiatry, medicine, counseling, and psychotherapy. By mastering various self-management programs and by developing self-directed behaviors to deal with stress, ordinary people or in other words the wider community, can overcome stress themselves without relying too much on the help of professionals and psychologists, psychiatrists, doctors, counselors, psychotherapists. Professional assistance is only needed if the problems faced are truly beyond the reach of the ability of citizens to deal with it themselves with various self-help efforts. Stress sufferers, by mastering the things above are expected to overcome the problem themselves.

The second development occurs in the theory and practice of counseling and psychotherapy which allows understanding of stress factors more systematically and conceptually. Thus understanding is easier to understand and provide more certainty. In the second development in the world the theory and practice of counseling and psychotherapy put the process of thinking (cognition) and belief that in the mental state of human beings it is actually the culprit trigger stress. That is why individuals need to see themselves more, to deal with the stress experienced, not by blaming the other party or the outside world. This development is very important, because it changes the paradigm of understanding and managing stress. Stress is no longer handled impromptly (symptom oriented), but is handled systematically, conceptually, with the development of stress coping skills that can have long-term effects. Because the main originator of stress is the process of thinking or human belief itself, the handling is emphasized in changing the process of thinking or unreasonable beliefs or beyond reality. When the process of thinking or belief is successfully changed, basically the person will be able to cope with stress anytime, anywhere, and with any background. The third development, is the problems in human life that have the potential to cause stress can now be comprehended comprehensively (comprehensive) for understanding the problem areas in the midst of human life, which relies on stress. With this comprehensive perspective, humans can

develop a more effective daily lifestyle to deal with stress, even more effective in developing biopsychosocials. These theories include the findings of Arnold Lazarus, with the BASIC ID concept (Behavior-Affect-Sensation-Imagery-Cognition-Interpersonal Relationship Drugs, biology, nutrition, exercise) which he calls seven stress trigger fields. Lazarus intends that BASIC ID can bring every human being to overcome irregularities in every area of his life through real action, by himself.

After students are given the application of multimodal counseling, the final result of this study is to test the effectiveness of multimodal counseling to manage student stress.

This study uses treatment material in the form of a guide for counselors on the Application of Multimodal Counseling (PKM) to manage student stress with material on how to manage behavior, emotions, sensing, imagination, thoughts, interactions with others, and biology / drugs. The guide has characteristics, namely in the form of a written text containing a description of the introduction which describes the meaning of stress and rationality, goals, objectives, systematic activities, time allocation, place. The general description of the guide is: a) Introduction, b) General Guidelines for the Application of Multimodal Counseling, c) Procedure for Application of Multimodal Counseling, and d) Measurement Formats, and e) Inventory of student stress.

The expert test in this study consisted of content experts and design experts. The treatment material tested is a Guide to the Application of Multimodal Counseling which is tested in terms of acceptability which includes; aspects of utility, feasibility, and accuracy.

Average respondent's answer for all types of modalities (x1 = behavior, x2 = emotion x3 = sensing, x4 = imaginary, x5 = mind, x6 = interaction with others, and x7 = biology / drug) before the application of counseling multimodal shows a score that is lower than the average score of respondents' answers after the application of multimodal counseling. This shows that the application of multimodal counseling can significantly reduce student stress which means the application of multimodal counseling is effective in managing student stress. The following are the results of different research tests for modalities before and after treatment.

V. CONCLUSION

Multimodal counseling is effective for managing students' stress. In addition, the Guidelines for the Implementation of Multimodal Counseling (PKM) have been accepted on aspects of utility (feasibility), feasibility, and accuracy. In the aspect of utility, the scoring results show a value of 20 which means that the Application of Multimodal Counseling is in a very useful category for the management of student stress, and the Application of Multimodal Counseling is tested for acceptability on utility aspects. In the aspect of

feasibility the results of scoring show a value of 22 which means that the Application of Multimodal Counseling is in the very feasible category for the management of student stress, and the Application of Multimodal Counseling is tested for acceptability in feasibility. On the aspect of accuracy the scoring results show a value of 20 which means that the application of Multimodal Counseling is in the very appropriate category for the management of student stress, and the Application of Multimodal Counseling is tested for acceptability on the accuracy aspect.

Meanwhile, when students are given the application of multimodal counseling in general, the students begin to be able to find problems and then find solutions to get out of the problems they face by changing negative thoughts and behaviors into positive thoughts and behaviors.

From the results of the scoring of the post-tests given to students after being given the application it was seen that there was a change in the average score that increased in each type of modality when compared with the average score before being given application. This shows the decline in symptoms of stress experienced by students. And this means multimodal counseling is effective for managing student stress as a whole.

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