

The Application of Multimodal Settings for Comprehensive Stress Management

^{1st} Esy Suraeni

Wisnuwardhana University Malang
Malang, Indonesia
esyuraeniyuniwati@gmail.com

^{2nd} Kustyarini

Wisnuwardhana University Malang
Malang, Indonesia
kustyarinireinanda@yahoo.com

Abstract—Ambition is a need for achievement that is owned by each individual in which there would be a possibility of individuals experiencing failure and obstacles in achieving it. These failures and obstacles cause the stresses that are responded differently for each individual. A person's ability to cope with events and reactions experienced by individuals can cause stress and greatly affect everyday life. 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 a pre-experimental research by using the one-group pretest-posttest design. The main characteristics of the study design are: (1) the subjects of the study were only one group called the experimental group, (2) giving the pre-test and post-test for the research subjects and (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 between pretest and post-test. The value of the post-test score is greater than the value of the pretest score. This difference showed that after students were given training there was an increase in all the modalities being trained, it was seen that there was a change in score scores which showed a reduction in symptoms of stress experienced by students. This means that multimodal counseling (MC) is effective in managing students' stress. This means that the application of Multimodal Counseling is effective and can be applied in managing students' stress as a whole.

Keywords—*Application of Multimodal Counseling, One Group Pretest Posttest Design, Comprehensive Stress Management*

I. INTRODUCTION

A human being really needs to learn how to manage stress with a variety of conditions as a whole. No two people respond to the situation in the exact same way. Each individual views the world differently and responds to something different. Arnett (1999) stated that stress is caused by conflict with parents, mood disruption (fluctuations in emotions), risk behavior (anti-social behavior), and school difficulties (learning stress). Ross & Neilbing (1999) explain that the source of stress comes from interpersonal, intrapersonal, environmental, and academic. Whereas Virginia Mahan (1999) study revealed that stress factors were perceived as follows: (1) 56%

academic stress, (2) conflict with parents 24%, (3) financial problems 15%, and (4) moving house or changing campus 5%.

As a preliminary study, the author made a need assessment to find out what stressors were related to student learning at the University of Wisnuwardhana Malang, so that they could help the authors to determine the appropriate treatments to manage student stress. The measuring instrument used is adapting the "Student-life Stress Inventory" from Gadzela (1991) and the stress theory of Lazarus & Folkman (1984). The results of preliminary research on students at the University of Wisnuwardhana Malang in 2005 showed that 90% of students experience stress; and behaviors that appear include: being 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 service guidance for career aspects. Guidance material related to personal-social aspects has also not been developed much based on student development needs.

A counselor also has the task of helping students develop bio psychosocial 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 (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 bio psycho-socio spiritually.

In order for counseling services to be carried out maximally by the counselor, the Application of Multimodal Counseling (AMC) to manage stress for students is one form of providing counseling services, and

is very effective for managing stress for students. Knowledge and skills will be a provision for students if they experience stress in their daily lives. Besides that, the Guidelines for the Application of Multimodal Counseling (GAMC) which is an instrument as a product in this study greatly helps counselors to manage student stress. The research hypothesis is that effective multimodal counseling for managing student stress and multimodal counseling (MC) is acceptable for managing student stress which is tested for acceptability on utility, feasibility and accuracy.

II. LITERATUR REVIEW

A. Stress Understanding

Stressful situations arise when there are extraordinary demands, threatening one's well-being or integrity. Stress is not only a condition that suppresses a person or a person's physical and psychological state, as well as his reactions to that pressure, but the interrelationship between the three things. Basically stress is caused by a combination and external environment and psychological factors. This means that when an individual feels that he can deal with a stressor adaptively, mental or physical conditions will change to adjust to the stimulus (stressor) called stress. Each individual might create his own stressor and it is very individualistic stress phenomenon, Korchin (in Atkinson, 1990).

B. Factors Causing Stress

Stress occurs when someone evaluates one or several stimuli received from everyday life as a danger, threat, or challenge. Stimulus that can cause stress, both external and internal, is called a stressor. Almost all events can be a stressor, but some of them further accelerate the emergence of stress compared to others, such as actions that can cause a person to experience trauma (rape, fire, fierce fighting, etc.) further accelerate severe stress than natural disasters (Atwater, 1987). Stressors are different in each individual; it can change into not a stressor in the same individual but at different times. Cognitive assessment, which is by the way a person accepts and interprets the stressors they face, greatly influences stress and determines the severity of stress. This cognitive assessment can be divided into primary and secondary assessments. Primary assessment is the first assessment of stress faced. Secondary assessment, which is an assessment of the resources it has to deal with stressors and decide what actions to take (Lazarus in Zimbardo, 1985).

C. 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. The second development occurs in the theory and practice of counseling and psychotherapy which allows

understanding of stress factors more systematically and conceptually. The third development is the problems in human life that have the potential to cause stress can now be comprehended comprehensively to understand the fields of problems in the midst of human life, which has the basis for the occurrence of stress.

III. RESEARCH METHOD

A. 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: 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 that use the one-group pretest-posttest design can be seen in the following picture:

Table 1. One-Group Pretest-Posttest Design

Group	Pretest	Treatment	Post-test
A	O1	X	O2

Note :

A :researched subjects

O1 :first measurement

X :treatment given by giving Multimodal Counseling

O2 : second measurement Planning application

Table 2. Pre test, Treatment and Post test

Pre test	Treatment	Post test
Stress Inventory Students	The Application of Multimodal Counseling (IMC)	Stress Inventory Students

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.

The observation uses instrument that is 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, University of Wisnuwardhana in academic year of 2016/2017 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.

This pre-experimental research uses two types of instruments that are: 1) treatment material and 2) measurement instruments.

The treatment material in this study is the Application of Multimodal Counseling (AMC) which is designed based on the stress theory approach of Lazarus & Folkman (1984). The treatment material is then compiled in a guide so that counselors can be used in applying multimodal counseling to manage student stress. The guide has characteristics, namely in the form of a written text that contains a description of the introduction which describes the meaning of stress, goals, objectives, systematic activities, time allocation, place, which will be applied in managing student stress

B. Measurement Instruments

For the measurement of the dependent variable (stress) uses a single measurement instrument in the form of student stress inventory adapted from the stress theory of Lazarus & Folkman (1984).

Based on the research design chosen, the measurement with student stress inventory was carried out in two stages that 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.

C. Instrument Development Procedures

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

a) Development of Treatment Materials

The approach used in compiling this ACM is a psychological approach to help students manage stress by applying the Multimodal Therapy theory from Lazarus. Based on this approach there are 7 modalities that are trained to students to train students' skills in managing stress. 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.

b) Development of a Measuring Instrument

Student stress inventory is a measuring instrument that will be used to measure student 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: 1) things that bring stress (stressors), 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 (GAMC). If the aspects assessed score 3 and 4, the aspects assessed are accurate and do not need to be corrected. But if the assessed aspects get a score of 1 or 2, that aspect is considered inaccurate and needs to be improved, 2) to carry out expert analysis of test data in terms of acceptability in the usability aspects (utility)

Table 3. Sibility Aspects of Multimodal Counseling Guidelines

Aspek / Aspect	Skor	Kategori
10 - 12	1-2	Tidak
13 - 18	3-4	Lumayan
19 - 24	3-4	Tinggi
25 - 30	3-4	Sangat

The procedure for classifying criteria for the feasibility aspect is the same as the criteria classification procedure for the usefulness of the Multimodal Counseling Guide. There are 6 questions in this aspect with gradations 1 - 4. Based on this, the maximum score is $4 \times 6 = 24$ and a minimum score of $1 \times 6 = 6$. Different maximum scores with minimum scores are $24 - 6 = 18$. Next score different divided by four $18/6 = 3$. The results of the division are used to determine the criteria as in Table 4. following:

Table 4. Criteria for Classifying Scores on Feasibility Aspects (Feasibility)

Skor / Score	Kategori
11 - 14	Tidak
15 - 18	Lumayan
19 - 21	Tinggi
22 - 24	Sangat

c) Accuracy Aspects of Multimodal Counseling Guidelines

In the aspect of accuracy, there are 5 questions, with gradations 1 - 4. Based on this, the minimum score is $4 \times 5 = 20$, while the maximum score is $1 \times 5 = 5$. While the difference in minimum and maximum scores is $20 - 5 = 15$, so the difference value is $15/4 = 3.75$ which is rounded to 4. Thus, the criteria are as shown in Table 5. following:

Table 5. Criteria for Classifying Scores on

Score	Category
17-20	Very Good
14-16	Good
11-13	Average
8-10	Not Good

d) Treatment

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

IV. RESULTS AND DISCUSSION

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.

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.

The average respondent's answer for all types of modalities (x1 = behavior, x2 = emotions x3 = sensing, x4 = imaginary, x5 = mind, x6 = interaction with others, and x7 = biology / drug) before the application of multimodal counseling shows a score that 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 is explained in detail the discussion of research results for each type of modality.

V. CONCLUSION

This multimodal counseling is effective for managing student stress. And the Guidelines for the Application of Multimodal Counseling (GACM) have been tested its acceptability on aspects of utility (feasibility), feasibility aspects and accuracy aspects. 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 accuracy aspect, 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. By all means, multimodal counseling is effective to manage student stress respectively.

REFERENCES

- [1] Arnett, J. J. 1999. Adolescent Stomi and Stress. American Psychologist, 54 (5), 317-326.
- [2] Azwar, S. 1996. *Reabilitas dan Validitas*. Yogyakarta: Pustaka Pelajar.
- [3] Brannon, L.. & Feist, J. 2000. *Health Psychology; An Introduction to Behavior and Health*. USA: Wadsworth.
- [4] Corey, G. 2005. *Theory And Practice of Counselling and Psychotherapy*. Sixth Edition. California: Books/Cole Publishing.
- [5] Cormier, W. H., & Cormier, L. S. 985. *Interviewing Strategies For Helpets*; Second Edition. Monterey, California: Brooks/Cole Publishing Company.
- [6] Gadzela, B. M., & Baloglu, M. 2001. *Confirmatory factor Analysis and Internal Consistency of The Student-life Stress Inventory*. Journal of Instructional Psychology, 2, 2-8. <http://www.findarticles.com>. Diakses Tanggal 10 Maret 2006.
- [7] Greenberg, I S. 2002. *Comprehensive Stress Management*. New York: Mc Graw Hill
- [8] Ge, X., Conger, R. D., & Elder, G. H. 2001. Pubertal Transition, Stressfull Live Events, and The Emergence of gender differences in adolescent depressive strn ptoms. *Developmental Psychology*. Vol 37 (3), 404-417.
- [9] Gunarsa, S. 1996. *Konseling dan Psikoterapi*. Jakarta: BPK Gunung Mulia.
- [10] Hewit, P. L., & Flett, G.L. 1993. Dimension of Perfectionism, Daily Stress, and Depression: A Test of The Specific Vulnerability Hypotesis. *Journal of Abnormal Psychology* Vol 102. (1) 58-65.
- [11] Iqbal,Muhammad.2017. *Counseling Phsychologist*. Jakarta: Rumah Konseling
- [12] John, M. 2004. Article. *Stress Management: Strategy and Techniques*. <http://www.humanlink.Com>.

- [13] Kanfer, F. H. & Goldstein, A. P. 1980. *Helping People Change*. Second Edition. USA: Pergamon Press.
- [14] Kanters, Bristol, M. A., David, G., Attarian, & Aram. 2002. *Effects of Outdoor Experiential Training On Perceptions of CoBege Stress*. Journal of Experiential Education. (JO). [http://www. findarticles.com](http://www.findarticles.com). Diakses Tanggal 01 Maret 2006.