

COGNITIVE BEHAVIORAL COUNSELING STRESS *INOCULATION* TRAINING IN REDUCE *BURNOUT* FOR STUDENTS OF CLASS VIII SMPN 5 BANYUWANGI

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Abstract

Education has an important role in the nation and state, building all potential resources that cover a very wide range of areas of life. The development of access and quality of education is a priority to build a more advanced nation. This study is a *quasi-experimental* (quasi-experimental), using the *Non Equivalent Pretest-Posttest Control Group Design*. It was chosen with the consideration that in a quasi-experiment, it is not possible to randomize the subject in the whole population group. Furthermore, pretest and posttest means giving tests to the subject before and after the treatment is given to each group. This design was chosen because this research is a therapeutic study to determine the effectiveness or effect of treatment on the dependent variable. Based on the results of research and discussion, it can be concluded that there is an effect of cognitive-behavioural counseling with *Stress Inoculation Training* on reducing *burnout* for class VIII students of SMP Negeri 5 Banyuwangi, with the results of $14,190 > 2,228$. And there is also a difference in effectiveness between the experimental group that received treatment and the group that did not receive treatment in reducing the learning burnout of class VIII students of SMP Negeri 5 Banyuwangi, with the results $13,865 \neq 7,416$.

Keywords: *Education; Study; Burnout*

INTRODUCTION

Education has an important role in the nation and state, building all potential resources that cover a very wide range of areas of life. The development of access and quality of education is a priority to build a more advanced nation. (Candiasa, 2013, p.117) The

quality of education in Indonesia is the government's main concern, because in this reform era various efforts to reform the education system so that education can make a significant contribution to the intellectual life of the nation. Efforts to reform are carried out because in the development of Indonesian education there are problems that arise from various parties in the education system (Meganti, 2015, p.227).

Schools are educational institutions where the educational process takes place (Sari, 2017, p. 9). The whole process of education in schools, learning activities are the most basic activities. The achievement of educational goals depends on the learning process carried out by students as students, which means that the quality of student learning becomes the success of achieving educational goals.

Quality learning activities are influenced by factors that are grouped into 2 groups, namely internal factors or factors from within the individual student and external factors or factors from outside the individual student. Internal factors include physical condition, condition of the five senses, attitudes, interests, intelligence and cognitive abilities. These factors will affect the

activeness of students in class, the process of learning activities that are effective and fun so that students are enthusiastic to take part in the learning process in class. (Hakim, 2010, p.53)

Students at the age of teenagers are faced with high expectations of their learning outcomes, but the reality is contrary to expectations. Students have various problems, one of which is learning saturation or learning burnout which is the most common problem experienced by students (Harahap, 2017, p.11). Study saturation is a mental condition of a person within a certain time span, experiencing a sense of boredom and exhaustion that results in a feeling of sluggishness, lack of enthusiasm or enthusiasm to carry out learning activities. If the student's learning saturation continues to be in that category, the student will tend to leave his duties.

Based on the results of observations that researchers got that in SMP Negeri 5 Banyuwangi *burnout* still often occur. This is supported by the symptoms that appear and indicate that students experience *burnout* or learning saturation, namely students still often talk to themselves when the teacher is explaining the subject matter and invite friends to talk while paying attention to the teacher in explaining the subject matter. Some students are also sleepy and asleep in class, there are also students who are cool on their own with activities such as playing with pens, rulers and their textbooks.

The purpose of this study was to determine the effect of cognitive-behavioural counseling with *Stress Inoculation Training* effective in reducing *burnout* in class VIII students of SMP Negeri 5 Banyuwangi. And to find out the difference in learning burnout in the group that received treatment and the group that did not receive treatment.

Is cognitive behavioral counseling *Stress Inoculation Training* effective in reducing *burnout* in class VIII students of SMP N 5 Banyuwangi

The design of this research, the researcher conducted an experiment in class VIII SMP Negeri 5 Banyuwangi using a research sample of 22 students who were divided into two groups, namely the experimental group and the control group which will be given treatment in the form of cognitive behavioral group counseling with *Stress Inoculation Training*. The research design used was a *pretest-posttest control group design*.

After conducting cognitive behavioral counseling with the *Stress Inoculation Training* to the experimental group, the researcher again made observations, by distributing a second questionnaire to the experimental group, the researcher stated that students showed an average decrease in the experimental group's data before being *treated*. *Stress Inoculation Training* known on average. on the *pretest* of 140.8 after being given *treatment* cognitive behavioral *Stress Inoculation Training* and given the *Posttest* there was a change in the average decrease to 95.4 so the difference (gain score) from the pretest and posttest data was 45.5.

So it is very visible changes in the experimental group where students in the experimental group, students who previously paid less attention to when the teacher delivered the material, became diligent and listened, students who played gadgets and chatted to themselves during lessons became attentive and

active in question and answer, which often came out. entering class without permission during class hours is now starting to decrease.

From the above results, it shows that the cognitive-behavioural counseling technique of *Stress Inoculation Training* is effectively used to reduce *burnout* students' learning. Students admit that the services provided are very helpful in alleviating the problems experienced so that there is a decrease in *burnout* student learning. This result can be achieved because of the awareness and intention of the students themselves to reduce *burnout* of students' learning by participating in cognitive-behavioural counseling activities with the *Stress Inoculation Training* carefully and enthusiastically. In addition, cognitive behavioral counseling with the *Stress Inoculation Training* provides an understanding of the students themselves, which is very useful and useful for later life when they are in the school environment or outside of school. Based on the results achieved, it can be concluded that the alternative hypothesis in the study is accepted. Or in other words, cognitive-behavioural counseling with *Stress Inoculation Training* able to reduce *burnout* students' learning

Is there a difference *burnout* in the group that received treatment with the group that did

not receive treatment

burnout before giving cognitive behavioral counseling with stress inoculation training techniques and after giving cognitive behavioral counseling the stress inoculation training technique was different and experienced a significant decrease. This is shown by the students who initially still showed their boredom in high learning, then after giving cognitive behavioral counseling with stress inoculation training techniques, learning burnout decreased. This change shows they have understood the negative impact of learning burnout which is very detrimental to their lives and even their future. Changes in behavior are expected to always be applied until students grow up in a broad environment.

The results showed that tcount KE tcount KK (13,865≠7,416), according to Hadi (2009, p.149), if the probability value > α, then H₀ is rejected. Thus, because H₀ is rejected, H_a is accepted, where H_a reads "There is a difference in effectiveness between the experimental group that received treatment and the group that did not receive treatment in reducing learning burnout for class VIII SMP Negeri 5 Banyuwangi students."

RESEARCH METHOD

This research is a quasi-experimental (quasi-experimental), using the *Non Equivalent Pretest-Posttest Control Group Design*. It was chosen with the consideration that in a quasi-experiment, it is not possible to randomize the subject in the whole population group. Furthermore, pretest and posttest means giving tests to the subject before and after the treatment is given to each group. This design was chosen because this research is a therapeutic study to determine the effectiveness or effect of treatment on the dependent variable. This means that the pretest and posttest designs are used to determine the effectiveness of cognitive behavioral counseling with *stress inoculation training techniques*.

RESULTS AND DISCUSSION

In this sub-discussion, the following describes: (1) General Description, (2) Data Description and (3) Data Analysis Results.

General

Description This general description will describe the state of the sample before and after giving *treatment* based on the results of observations from interviews and the implementation of research

from June to August 2019. The population of this study was 191 class VIII students of SMP Negeri 5 Banyuwangi. This study used 22 samples which were divided into two groups, namely the experimental group and the control group based on the results of the Burnout high learning questionnaire. The experimental group research sample consisting of 11 students was given group counseling treatment with *Stressinoculation Training*, while the control group research sample consisted of 11 students was only given group counseling treatment without Stressinoculation Training technique.

Based on the results of initial observations and the Burnout students tend to pay attention but when given a question they cannot answer, students tend to complain of sleepiness when the teacher gives assignments, and chat when the teacher explains the subject matter, students feel happy when the hours are empty. the teacher enters the class and begins to explain the learning material in half an hour and some students ask permission to go to the bathroom even though they go to the canteen to buy snacks to get rid of boredom.

If *burnout* as stated above is allowed and not addressed immediately, it will certainly bring real losses to the students concerned and their own parents. The real loss that will be received by students is the value will be low.

Based on the results of interviews with BK teachers at schools, it turns out that some students in this group do have a tendency for students to experience *burnout* learning To help reduce the problem *burnout* cognitive-behavioural counseling is carried out with the *Stress inoculation*

Training technique.

After the provision of this counseling service, the observations showed that there were several changes in the experimental group, including: a) Students who often went in and out of class without the permission of the teacher who was in class were now following the lesson well.

b) Students who are sleepy, playing gadgets, talking to themselves when the teacher explains begin to pay attention to the material being discussed by the teacher. c) Based on the results of this observation, it shows that group counseling with a cognitive-behavioral approach to Stress inoculation Training techniques has an effect in reducing high learning burnout.

Based on these observations, it shows that group counseling with a cognitive-behavioral approach to *Stress inoculation Training* has an effect in reducing high learning burnout.

Description of Data

This research reduces student burnout using cognitive behavioral counseling with the *Stress Inoculation Training* for class VIII students of SMP Negeri 5 Banyuwangi.

Before carrying out cognitive behavioral counseling with the *Stress Inoculation Training* researchers conducted interviews to obtain information about students who had high learning burnout problems. Based on the information provided by the BK teacher, the researchers then conducted *pretest* in the form of distributing questionnaires and obtained 22 students who had *burnout* then the researchers would provide treatment in the form of group counseling with a cognitive behavioral approach to the *Stress Inoculation Training* to the 11 students. Before the counseling was carried out, the researchers first held a meeting with 11 participants who were the research subjects to explain about group counseling with a cognitive-behavioural approach with the *Stress Inoculation Training*. As well as making an agreement to carry out *Stress Inoculation Training* activities as well as determining the day and time for its implementation. **Analysis**

Results Quantitative

data analysis is an analysis based on the quantitative value of the independent variable (cognitive behavioral counseling *Stress Inoculation Training*) on the dependent variable (student learning burnout). Statistically with *correlated data/paired sample t-test* is intended to determine the effectiveness of the independent variable on the dependent variable seen from the difference between the *pretest* and the *posttest*. To facilitate calculations, assisted by the IBM SPSS Statistics version 22.0 program.

CONCLUSION

Based on the results of research and discussion, the following conclusions can be drawn. There is an effect of cognitive-behavioral counseling with the *Stress Inoculation Training* on reducing *burnout* for class VIII students of SMP Negeri 5 Banyuwangi, with the results of $14,190 > 2,228$. And there is a difference in effectiveness between the experimental group that received treatment and the group that did not receive treatment in reducing the learning burnout of class VIII students of SMP Negeri 5 Banyuwangi, with the results $13,865 \neq 7,416$

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