

## Classical Guidance to Prevent Academic Stress in Students of Mtsn I Palangka Raya City

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### ABSTRACT

Academic stress refers to the pressure and tension experienced by students in relation to academic performance and the educational environment, which can have an impact on students' psychology, physiology, and academic achievement. Appropriate techniques are needed to manage stress in order to help prevent situations that can have a negative impact on students. This study was conducted to (1) determine the difference in academic stress levels before and after the implementation of classical guidance and (2) determine the effectiveness of classical guidance in preventing academic stress among students at MTsN I Kota Palangka Raya. The population in this study was all 275 eighth-grade students at MTsN I Palangka Raya City, with a sample consisting of 31 students from class VIII-I, selected using purposive sampling. The results of the study show that: (1) before being given classical guidance services, most of the students in class VIII-I, namely 22 students, experienced moderate academic stress, 6 students experienced high academic stress, and 3 students experienced low academic stress. Meanwhile, after receiving classical guidance services, most students, namely 20 students, still experienced moderate academic stress, 6 students experienced high academic stress, and 5 students experienced low academic stress. The total pre-test score was 3893 and the post-test score was 3871. This means that there was not much change after the researcher provided classical guidance services; (2) the results of the hypothesis test using SPSS 25 software on the Paired Sample T Test method showed that the significance value obtained was 0.066. This indicates that the Sig value > 0.05, which indicates that classical guidance services are effective in preventing academic stress among students at MTsN I Kota Palangka Raya.

**Keywords:** Classical Guidance, Prevention, Academic Stress



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## INTRODUCTION

Education for humans is a system and a means of improving the quality of life in all areas, so that throughout the life of humankind on this earth, there is no group of people who do not use education as a tool for cultural development and improving their quality of life (Meria 2018). Education can be defined as guidance, formation, direction, enlightenment, and training provided to all individuals (or referred to as students), both formally and informally, with the aim of shaping individuals who are intelligent, have personality, and possess certain expertise or skills in their lives in society (Kalimatusyaro 2021). To create quality and successful human resources, we also need to highlight the welfare of students as the nation's future generation. Amidst the pressure to achieve academic excellence, students are often faced with stress that can affect their mental and emotional well-being.

Based on interviews with one of the guidance counselors at MTsN I Kota Palangka Raya, the researcher found that the teaching and learning activities at MTsN I Kota Palangka Raya are quite intense and competitive. This can also be seen from the researcher's observations, where some

students tend to not focus on their studies and appear tired. Moreover, all students are required to participate in extracurricular activities, which are usually held after school. Some students also attend tutoring sessions after school. This can cause academic stress for students because of the amount of time they spend on school activities and the lack of time to rest and have fun, especially when exams are approaching. The academic stress experienced can be seen from the students' lack of focus and fatigue.

Academic stress is a state of mental or emotional tension caused by the demands and pressures of academic life. It can be defined as the body's response to challenges and disturbances in the educational environment (Neeta and Singh 2020). Academic stress refers to the pressure and tension experienced by students in relation to academic performance and the educational environment and can have an impact on the psychology, physiology, and academic achievement of students. This can be caused by factors such as academic demands, expectations from parents and teachers, lack of time for improvement, and the forms of evaluation used in education (Afif, Hasanah, and Sholichah 2022; Tari, Kamayani,

and S 2022). According to (Gadzella 1994), academic stressors are events, conditions, or stimuli that require students to adjust themselves beyond what normally occurs in daily activities. Academic stressors include five indicators, among others:

1. Pressure. In this case, pressure is an imposed situation related to academics. This pressure can take the form of expectations from parents and teachers, deadlines for assignments, competition in the classroom, and the workload. According to Ma (2023), academic pressure refers to the demands and expectations placed on students in their academic pursuits, which can cause stress and psychological imbalance.

2. Frustration. This can be experienced by students due to disappointment that arises within them. They may be disappointed because they cannot achieve their goals, disappointed with their circumstances, because they have failed to achieve their targets, and so on. Academic frustration, according to (Meindl et al. 2019), refers to feelings of being hindered or obstructed in the process of academic work or achievement.

3. Conflict. This is usually experienced by students when interacting with teachers, peers/friends, or even their parents because they are considered to have hindered and disrupted their learning process and achievement. Academic conflict, according to (Harun-Or-Rashid 2022), refers to disagreements arising from differences in status, tools, values, or perceptions found between individuals or groups in educational institutions.

4. Self-imposed pressure. Self-imposed pressure can cause academic stress when it becomes a burden or is excessive. Self-imposed pressure is usually caused by anxiety about tasks, competition, concerns about achieving goals/targets, and so on. Self-imposed pressure in academic terms, according to (Raghavan 2023), generally involves the use of threats or punishment to pressure someone to act against their will or prevent them from taking the intended action.

5. Self-change. This is a form of self-adjustment made due to changes in circumstances, such as during an outbreak/epidemic/pandemic, curriculum changes, regulatory changes, and so on. According to (Rabbani and Wahyudi 2023), self-change due to academic pressure refers to the adjustments and adaptations made by individuals in response to the pressures and demands of academic activities.

Appropriate techniques are needed to manage stress in order to help prevent situations that can have a negative impact on students. One technique that can be used is classical guidance. According to (Nurihsan, Juntika, and Sudianto 2005), classical guidance is one of the basic services to help students develop effective behaviors and life skills that refer to the developmental tasks of students. In Regulation Number 111 (Minister of Education and Culture of the Republic of Indonesia 2014) states that classical guidance services are services carried out in a classroom setting, provided to all students, in the form of scheduled and routine face-to-face meetings every

class/week, intended to assess the service needs of students/counselees and provide preventive, corrective and remedial, maintenance, and/or development services. According to Sudjana (2002), several methods can be used in classical guidance, namely lectures, question and answer sessions, discussions, learning assignments, recitations, and group work.

In this study, the researcher will use the reality therapy approach initiated by William Glasser, which is based on a theory that emphasizes that humans are social beings and that every behavior has a purpose. Therefore, humans depend on their own behavior and not on their family, environment, or conflicts they experience during childhood. Instead, behavior is seen as a choice and is widely used for counseling therapy, evaluation, and education, where reality therapy is implemented to avoid coercion and punishment and to teach responsibility (Alfiah 2014). Based on this theory, (Glasser 1990) identified five basic psychological needs, namely: 1. Survival; 2. Love and belonging; 3. Power; 4. Freedom; and 5. Fun.

This study was conducted to 1) determine the difference in academic stress levels before and after the implementation of classical guidance on students at MTsN 1 Kota Palangka Raya and 2) determine the effectiveness of classical guidance in preventing academic stress in students at MTsN 1 Kota Palangka Raya.

## METHOD

This study is a quantitative study using a pre-experimental method with a pre-test and post-test research design. The research population consisted of all 275 eighth-grade students at MTsN 1 Kota Palangka Raya, with a sample of 31 eighth-grade students from class VIII-I selected using purposive sampling. Data collection was conducted using a Likert scale, namely the academic stress scale. The data analysis technique used was a prerequisite analysis test, namely normality. The researcher then proceeded to test the hypothesis using a Paired Sample T Test. The research variable was classical guidance as an independent variable that would affect academic stress as a dependent variable.

To carry out guidance and counseling services and supporting activities, preparation is required, and guidance and counseling teachers need to implement the stages of implementation. The stages of implementing classical guidance services based on (Minister of Education and Culture of the Republic of Indonesia 2014) include:

1) Preparation. This preparation is carried out by compiling a schedule, preparing service material topics, compiling a service implementation plan, and documenting the guidance service implementation plan.

2) Implementation. This involves carrying out services according to schedule, documenting the service implementation plan that has been provided, and recording events or matters that require improvement or follow-up.

3) Evaluation and follow-up. This involves evaluating the process and results of the services provided.

## RESULTS AND DISCUSSION

The results of the normality test on the pre-test and post-test conducted by the researcher showed that the data was normally distributed. The comparison of the pre-test and post-test results of the 31 students in class VIII-I can be seen in the following table:

**Table I.** Test Frequency and Results Percentage

Category	Pre-test results		Post-test results	
	frequency	Presentation	frequency	Presentation
Very Low	0	0%	0	0%
low	3	9,7%	5	16,1%
currently	22	70,9%	20	64,5%
High	6	19,4%	6	19,4%
Very high	0	0%	0	0%
<b>Total</b>	<b>31</b>	<b>100%</b>	<b>31</b>	<b>100%</b>

From the table above, it can be seen that from the pre-test and post-test results after providing classical guidance services, the changes that occurred were not significant. Although it did not reduce the frequency of the high academic stress category, which consisted of 6 students, the researcher succeeded in reducing the frequency of the moderate academic stress category, which initially consisted of 22 students to 20 students. The researcher succeeded in increasing the frequency of low academic stress, which initially numbered 3 students to 5 students. Not much change occurred after 3 times of service provision by the researcher. However, the researcher has succeeded in reducing the level of academic stress of several students. This can also be seen through hypothesis testing.

The hypothesis test using the Paired Sample T Test method was conducted to see whether or not there was an effect of providing classical guidance services to prevent academic stress in students at MTsN I Palangka Raya City using SPSS 25 software. The main hypothesis of this research data is Ha: Classical guidance is effective in preventing academic stress among students at MTsN I Palangka Raya City and H0: Classical guidance is not effective in preventing academic stress among students at MTsN I Palangka Raya City.

The decision rule for testing the hypothesis in this study is that if Sig > 0.05, then Ha is accepted and H0 is rejected. Conversely, if the Sig value is < 0.05, then Ha is rejected and H0 is accepted. The results of the hypothesis testing using the Paired Sample T Test method can be seen in the following table:

**Table II.** Paired Sample T Test Results

Paired Samples Test									
		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRA_TES – PASCA_TES	,710	9,299	1,670	-2,701	4,121	,425	30	,674

From the calculations in the table, it can be seen that the significance value is 0.674. This indicates that Sig > 0.05, which indicates that Ha is accepted and H0 is rejected. This means that classical guidance is effective in preventing academic stress among students at MTsN I Kota Palangka Raya.

## CONCLUSION

From the results of the research conducted by the researcher entitled “Classical Guidance to Prevent Academic Stress in Students at MTsN I Palangka Raya City,” the following conclusions can be drawn:

1. The difference in the level of academic stress among students in class VIII-I at MTsN I Palangka Raya City before and after being given classical guidance services can be seen from the pre-test and post-test results. The results of the pre-test included: 22 students in the moderate category, 6 students in the high category, and 3 students in the low category. The results of the post-test included: 20 students in the moderate category, 6 students in the high category, and 5 students in the low category. The total pre-test score was 3893 and the post-test score was 3971. This shows that there was not much change after the researcher provided classical guidance services.
2. The effectiveness of providing classical guidance services to prevent academic stress can be seen from the results of hypothesis testing using SPSS 25 software on the Paired Sample T Test method, which shows that the significance value obtained is 0.067. This indicates that the Sig value > 0.05, which indicates that classical guidance services are effective in preventing academic stress in students at MTsN I Palangka Raya City.

This study, entitled “Classical Guidance to Prevent Academic Stress in Students at MTsN I Palangka Raya City,” shows that there was a change in the stress levels of students before and after receiving classical guidance. The provision of classical guidance services was also considered effective in preventing academic stress in students at MTsN I Palangka Raya City.

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