

EFFECTIVENESS OF GROUP GUIDANCE WITH STRESS INOCULATION TRAINING TECHNIQUE IN REDUCING LEARNING BOREDOM

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Abstract

The problem in this research is the high learning saturation of students, which hinders their ability to receive and understand lessons, leads to sleeping in class, a lack of enthusiasm for learning, and truancy. This study aims to determine the effectiveness of group guidance services using the stress inoculation training technique to reduce student learning saturation. This research employs a quantitative method with a one group pretest posttest design. The population in this study was 72 students from grade XII at state high school 10 Medan, with a sample of 10 students who had high learning saturation, selected using purposive sampling with a non-test instrument in the form of a questionnaire. The data analysis used is the Wilcoxon Signed Ranks Test with results showing that asymp. Sig (2-tailed) significance value is less than ($<$) 0.05, which is an asymp. Sig (2-tailed) value of 0.003. The results obtained from the Wilcoxon signed rank test indicate that group counseling services using stress inoculation training techniques are effective in reducing students' learning boredom. The novelty of the research conducted by the researcher lies in the use of stress inoculation training techniques in the context of group counseling for students. Although stress inoculation training has been used in various therapeutic settings, its application in group counseling in schools is still rarely studied, and the situation after the findings indicate that students' learning boredom has decreased compared to before.

Keywords: *Group Guidance; Learning Saturation; Stress Inoculation Training Techniques.*

Abstrak

Permasalahan dalam penelitian ini adalah kejenuhan belajar siswa yang tinggi sehingga mengakibatkan menghambat siswa dalam menerima serta memahami pelajaran siswa, tidur di kelas, kurangnya gairah belajar, bolos sekolah. Penelitian ini bertujuan untuk mengetahui efektivitas layanan bimbingan kelompok dengan menggunakan teknik stress inoculation training (SIT) dalam menurunkan kejenuhan belajar siswa. Penelitian ini menggunakan metode kuantitatif dengan rancangan one group pretest posttest design. Populasi dalam penelitian ini adalah siswa kelas XII (sebelas) SMA N 10 Medan yang berjumlah 72 siswa dengan sampel sebanyak 10 (sepuluh) siswa yang memiliki kejenuhan belajar tinggi yang diambil menggunakan teknik purposive sampling dengan menggunakan instrumen non tes berupa angket. Analisis data yang digunakan adalah Wilcoxon Signed Ranks Test dengan hasil diperoleh nilai signifikansi asymp. Sig (2-tailed) lebih kecil ($<$) dari 0,05 yaitu nilai signifikansi asymp. Sig (2-tailed) sebesar 0,003. Hasil yang diperoleh dari uji Wilcoxon signed rank menunjukkan bahwa layanan bimbingan kelompok dengan teknik stress inoculation training efektif untuk menurunkan kejenuhan belajar siswa. Adapun kebaruan dari penelitian yang dilakukan oleh peneliti dimana terletak pada teknik stress inoculation training dalam konteks bimbingan kelompok untuk siswa. Meskipun stress inoculation training telah digunakan dalam berbagai setting terapeutik, aplikasinya dalam bimbingan kelompok di sekolah masih jarang diteliti, dan keadaan setelah hasil temuan di dapat dapat diketahui bahwa kejenuhan belajar pada siswa berlangsung menurun dibandingkan sebelumnya.

Kata Kunci: *Bimbingan Kelompok; Kejenuhan Belajar; Teknik Stress Inoculation Training*

INTRODUCTION

School is a formal educational institution in carrying out the teaching and learning process or activities (Hendri Yahya Sahputra, 2024). With the existence of schools, individuals are guided to become better individuals and grow and develop according to their potential optimally (Iskandar, 2021). The purpose of education in schools is to produce good or positive behavioral changes in individuals to have optimal knowledge, abilities and skills according to the potential of each individual (Kartika & Siregar, 2023). Learning is the process of gaining knowledge and experience in the form of changes in behavior and the ability to react that are relatively permanent and permanent due to the interaction of individuals with their environment (Siregar, 2023). Learning is knowledge that is formed by individuals because individuals interact continuously with the environment and the environment continues to change (Rizki Inayah Putri, 2023).

Students experience physical and emotional (mental) fatigue, increased depersonalization and decreased academic confidence (Hasibuan & Purba, 2024). In addition, the existence of negative thinking patterns towards learning activities and events that are always the same by students can also trigger learning boredom in students which can have an impact on their educational development (Saiful Akhyar Lubis, 2022). Learning boredom is a certain period of time used for learning, but does not produce results (Daulay, 2022). A student who experiences learning boredom feels as if the knowledge and skills obtained from learning have not progressed. Learning boredom is a mental state of students at a certain time who feel lazy, bored, lethargic, unenthusiastic or unmoved in learning activities (Thomsom, 2003). Learning boredom is a mental condition of a person when experiencing boredom and fatigue that is so severe that it results in a feeling of lethargy, unenthusiastic or unmotivated to carry out learning activities (Azzahrah & Tanjung, 2025).

There are factors that cause boredom in learning, namely learning time

that does not match the physical and mental conditions of students, for example for afternoon lessons where at that time students often feel sleepy and hungry and monotonous learning methods that result in a lack of response from students and if left in a long condition will have a bad impact (Harahap & Wahyuni, 2024). The duration of study hours that are quite long every day and accompanied by subjects that are quite numerous and quite difficult to accept by students' memory, can cause the learning process to reach the limits of students' abilities, because boredom and fatigue can cause students to be bored with learning so that students tend to lose enthusiasm in following lessons and experience ongoing stress (Putri Syahri, 2024).

Based on initial observations at SMA N 10 Medan, the factors causing boredom in learning are that students often complain of being bored / fed up when participating in teaching and learning activities because students are continuously faced with monotonous teaching and learning routines and some students go to school while working so that when studying they already feel tired and bored. These learning boredom behaviors are shown by students such as, getting tired easily such as sleeping in class, lack of enthusiasm for learning, skipping school, going in and out of the room when the learning process is taking place, feeling uncomfortable in class, getting angry easily, feeling annoyed easily unable to do assignments, not interested in some lessons, feeling like an incompetent person with other friends, not confident, and dissatisfied with learning outcomes. The phenomena found in the field, that boredom in learning is a common thing experienced by students during the teaching and learning process in the classroom and this can be an obstacle for students in receiving and understanding the lessons given by the teacher. Handling students who experience learning boredom is also not fully effective and on target.

Various methods and techniques can be used to reduce student learning boredom, including group guidance. Group guidance services are the process of

providing information and assistance to a group of people by utilizing group dynamics to achieve a particular goal (Rupita, 2020). Services provided in a group atmosphere can also be used as a medium for conveying information and can also help students make plans in making the right decisions so that it is expected to have a positive impact on students who will later improve their learning skills.

There are several methods that can be used in implementing group guidance services, one of which is the stress inoculation training (SIT) technique. Stress Inoculation Training (SIT) is a technique that teaches coping skills based on a cognitive behavioral approach. The cognitive approach has a strong relationship with behavioral therapy, such as reorganizing thoughts rationally and systematically (Bahri & Hayati, 2024). The stress inoculation training (SIT) technique on the concept of psychological and behavioral immunization analogy aims to help counselees, namely students, explain their cognitive and behavioral problems by developing cognition, emotions, and behavioral changes to prevent stress from returning (Nurlaila Sapitri, 2023).

In supporting the problems of the discussion, researchers try to find various literature and previous studies that are still relevant to the problems that are the objects of current research. The results of the study (Purwaningrum, 2023) based on the findings of this study, it can be concluded that based on the results of the Wilcoxon test, the results obtained are that $J_{hitung} >$

J_{tabel} where $6 > 4$, which means the hypothesis in this study is accepted. The pre-test data (before the service was given) obtained an average score of 107.375 and the total average post-test score (after the service was given) was 74.25. Based on this description, the Inoculation Training stress technique group guidance service helps overcome student stress which is given to 8 people can be said to be good. Furthermore, research conducted by (Srianturi & Purwaningrum, 2023) based on the findings of this researcher, it can be concluded that CBT group guidance with

the SIT technique is effective in increasing hardiness ($F = 15.573$, $p < 0.01$) and academic distress tolerance ($F = 9.047$, $p < 0.01$) of AKBID Abdi Husada Semarang students. A positive relationship was also shown between hardiness and academic distress tolerance of female students at AKBID Abdi Husada Semarang ($R = 0.305$, $p < 0.01$).

In addition, cognitive behavioral therapy group counseling with stress inoculation training technique is effective in providing an indirect impact on academic distress tolerance of female students of AKBID Abdi Husada Semarang through hardiness with a mediation effect size of 4.702 ($CI = 0.181, 8.494$).

Based on previous research, intervention through group guidance has been proven effective in reducing boredom levels in the learning process. Unlike the general approach that only relies on group guidance services without specific strategies, this study integrates the stress inoculation training (SIT) technique as an innovative strategy to reduce learning boredom. Through the stress inoculation training (SIT) technique, it focuses on improving coping skills through systematic training in anticipating, recognizing, and managing stress that arises in an academic context. In its application in the school environment, this technique is used to help students identify sources of stress that have the potential to cause learning boredom, as well as teach them various relaxation and adaptation strategies that can be applied practically.

Through a series of group counseling sessions, students not only gain theoretical understanding of stress management, but also participate in simulations and interactive exercises that support the development of coping skills. The novelty of this study lies in the use of stress inoculation training (SIT) techniques in group counseling, which until now has rarely been explored in the context of education. With this approach, it is expected that there will be a significant decrease in the level of learning saturation, so that students can be more optimal in undergoing the learning process and developing their potential to the maximum.

This study also aims to document changes in behavior and improvements in students' adaptive abilities as a result of the intervention, which in turn can be used as an effective intervention model for schools.

The contribution of this research will not only enrich the literature on stress inoculation training (SIT) and education, but also provide practical insights for educators and counselors in developing more effective guidance programs. By understanding how the stress inoculation training (SIT) technique can contribute to reducing learning boredom, educators can design more innovative and beneficial activities for students. In addition, the results of this study are expected to provide recommendations for policy making in the field of education, especially in creating a learning environment that supports students' psychological development. By considering several aspects above, the research conducted by the researcher aims to answer the question of how effective group guidance with the stress inoculation training (SIT) technique is in reducing student learning boredom at school. Given the explanation above, it is necessary to conduct a study entitled "Group Guidance with Stress Inoculation Training Technique to Reduce Student Learning Boredom at SMA N 10 Medan".

RESEARCH METHOD

This study uses a quantitative method, quantitative research is a research method to verify a theory or truth, show statistical descriptions and analyze the results with systematic procedures with data in the form of numbers, numbers or graphs (Creswell, 2020). The quantitative method used in this study is the One group pre-test and post-test design. According to this design, experimental research is carried out on only one group selected randomly (Ibrahim et al., 2019). According to (Sugiyono, 2022) measurements are carried out before treatment (pretest) and after treatment (posttest), the results of the treatment can be known more accurately because they can be compared with the conditions before being treated.

The population in this study were 72 students of class XI SMA N 10 Medan. Meanwhile, the sample of this study was 10 students selected by purposive random sampling. Purposive sampling, which is where the sample is taken based on certain considerations. According to (Moleong, 2000) Purposive sampling is a sampling carried out in accordance with the required sample requirements, then by using purposive sampling, the sampling must have samples that are in accordance with certain characteristics, traits, criteria, or traits. This sample is then made into one group that will be given treatment in the study. The research instrument used was a questionnaire. The questionnaire was used using a Likert scale which was compiled based on indicators of learning saturation behavior and tested for validity and reliability before being used. The Likert Scale is a psychometric scale commonly used in opinion polls, and is the most widely used scale in research studies. There are two types of questions that use the Likert Scale, namely definite questions to measure positive interest, and negative questions to measure negative interest.

The research procedure of One group pre-test and post-test design is: 1. Pre-Experiment stage, at this stage the researcher distributes the initial questionnaire or what is called a pretest. The pretest is conducted to determine the level of student problems. 2. Experimental Stage (Treatment) As has been determined the subject of the research, the next stage the researcher provides treatment using group guidance services with the stress Inoculation Training technique. 3. Post-Experimental Stage posttest data is obtained from the questionnaire to determine changes in behavior. From the statement above, the researcher carried out the research procedure in several stages. First, a pretest was conducted to measure the level of student learning saturation before treatment. Second, students were given treatment in the form of group guidance with the stress Inoculation Training technique, which consisted of 4 sessions that were systematically designed to reduce student learning saturation. Third, after the

treatment was completed, a posttest was conducted to determine changes in student learning saturation behavior.

The data analysis technique used in this study used the Wilcoxon Signed Ranks Test, supported by SPSS statistical software. The Wincoxon test is a sign test that tests two paired populations, in the sign test only considers the direction of the difference for each pair of data values, while in the Wilcoxon test, in addition to considering the direction (positive sign + or negative sign -) of the difference for each pair of data values, also measures the distance or magnitude of the difference for each pair of data values. This analysis was conducted to see if there was a significant difference before and after treatment. Thus, this study can conclude whether group guidance with the stress inoculation training (SIT) technique is effective in reducing learning boredom in students of SMA Negeri 10 Medan.

RESULTS AND DISCUSSION

From the research conducted by the researcher, the results of the Wilcoxon Signed Ranks test were used to analyze the data, producing a significance value of 0.003, which is less than the threshold of 0.05. This shows that the change in learning saturation is statistically significant, this shows that group guidance with the stress inoculation training (SIT) technique is an effective method for reducing learning saturation in students. The explanation of the results obtained by the researcher is as follows:

Table 0.1 Category of General Description of Student Learning Saturation

Category	interval	frequency	%
Tall	$X \geq 177$	29	40.3%
Currently	$67 \leq X < 177$	24	33.3%
Low	$X < 67$	19	26.4%

Based on the results of the general description or categorization of the pretest, it shows that the low category consists of 19 students with a presentation of 26.4%, the medium category consists of 24 students with a presentation of 33.3% and the high category consists of 29 students with a presentation of 40.3%. Students who have a high category will be given treatment. The sample of this study was 10 students selected by purposive random sampling, 10 students with a high learning enthusiasm category who will be given treatment with group guidance with the Stress Inoculation Training (SIT) technique to reduce learning boredom. For more details, see the table below:

Table 0.2 Frequency Distribution of Pre-Test Learning Saturation Categories

Category	interval	frequency	%
Tall	$X \geq 177$	10	100%
Currently	$67 \leq X < 177$	0	0%
Low	$X < 67$	0	0%

From the results, it can be seen that before being given group guidance service treatment with stress inoculation training (SIT) technique, student learning saturation was in the high classification with a result of 100% with a total of 10 students. Then group guidance service using stress inoculation training (SIT) technique with 4 (four) meetings was directed to improve thinking to reduce student learning saturation. After the treatment was completed, the researcher re-estimated the level of student learning saturation using a similar scale, namely the learning saturation scale to see whether there was a decrease in learning saturation experienced by students. The consequences of the treatment (post-test) must be seen as follows:

Table 0.3 Frequency Distribution of Post-Test Learning Saturation Categories

Category	interval	frequency	%
Tall	$X \geq 177$	0	0%
Currently	$67 \leq X < 177$	2	20%
Low	$X < 67$	8	80%

The table data above shows that there is a significant development in student learning saturation, there are 8 (eight) students in the "low" learning saturation category with a percentage of 80%, and 2 (two) students in the "moderate" learning saturation category with a percentage of 20%. Then the data analysis test uses the Wilcoxon signed rank test, which is assisted by using the SPSS program. The results of the test can be seen in the table below:

	<i>post test - pre test</i>
Z	-2,972 ^b
Asymp. Sig. (2-tailed)	,003

The table above shows the results of the assessment of the importance of asymp through the Wilcoxon signed ranks test. Sig (2-tailed) is 0.003 (<) from the predetermined level of importance of (0.05). This indicates that the alternative hypothesis (Ha) is accepted. Therefore, these results indicate that group guidance services with stress inoculation training (SIT) techniques are effective in reducing student learning boredom.

From the study, it can be seen that there are significant differences in the values owned by each student, this occurs because of the differences in the abilities of each student in obtaining something, especially the treatment given to each student. The purpose of this study is to describe the extent to which the development of the decline in student learning saturation after and before being

given group guidance treatment, in addition, the researcher plans to see if there is an impact of the involvement of stress inoculation training (SIT) techniques in group guidance, on reducing student learning saturation. This study was conducted at SMA N 10 Medan, the number of class XI students was 72 students and a sample of 10 students who were mentioned as having high learning saturation based on pre-test information.

This shows that there is a very large decrease in student learning saturation after participating in group guidance service activities. This shows that student learning saturation has increased significantly after students received treatment in the form of group guidance services with the stress inoculation training (SIT) technique.

DISCUSSION

Guidance and Counseling Services

Group guidance services are effective in reducing student learning boredom because group guidance services are a process of providing information and assistance to a group using a group atmosphere to achieve certain goals. The purpose of this study is to reduce student learning boredom. The services provided can also be used as a means of conveying information to help students plan and determine the right choices so that it is natural that it has a positive impact on students which will later reduce student learning boredom. In addition, if group dynamics can be accepted well, a group of individuals help each other, acknowledge, and understand.

Group guidance is the provision of assistance to individuals in group dynamics with the aim of prevention (preventive) to prevent problems from arising in individuals and to develop individual potential by discussing certain topics together that are useful for supporting understanding and/or development for everyday individual life, as well as for consideration in decision making, a sense of belonging to decisions made by oneself. This atmosphere is able to foster

a sense of meaning for individuals which in the end can also reduce learning boredom in students (Mahfud, 2022). The purpose of group guidance services is for students to manage their own lives, ensure their development as optimally as possible and complete all tasks faced in this life satisfactorily.

Group guidance can be an effective strategy in reducing student learning boredom. In the learning process, students often experience boredom due to monotonous learning methods, academic pressure, or lack of social interaction. Through group guidance, students have the opportunity to interact with peers, share experiences, and get emotional support (Fauziana, 2023). One of the main benefits of group guidance is creating a more relaxed and enjoyable atmosphere. With a more dynamic atmosphere, students can reduce the boredom that arises from repetitive learning routines. In addition, group guidance also helps students find more effective learning strategies (Pratama, 2023).

In group sessions, they can share more interesting ways of learning that suit their respective learning styles. With variations in learning methods, boredom can be reduced, and students can more easily understand the material being studied. Not only that, social interaction in group guidance also plays a role in increasing enthusiasm for learning. Students feel supported and motivated when they know that they are not alone in facing academic challenges. This sense of togetherness can increase positive behavior and reduce stress which often triggers learning boredom (Lubis, Daulay, & Kumalasari, 2021).

Stress Inoculation Training Technique

Stress inoculation training(SIT) is a technique developed by Donald Meichenbaum in the early 1970s, which is based on the idea that helping clients cope with mild stressors will enable them to develop tolerance for forms of distress (distress is the term for stress that has bad consequences, while eustress is the term for stress that has good consequences, for example it can motivate us to

get things done) (Sholihah, 2025).

Meichenbaum in (Pandang & Harum, 2024) stress inoculation training technique is a technique to help clients cope with mild stressors that will enable them to develop tolerance for forms of distress. stress inoculation training (SIT) combines elements of Socratic and didactic teaching, client self-monitoring, cognitive restructuring, relaxation exercises, problem solving, behavioral rehearsal, and environmental changes (Restiastuti, 2023).

The stress inoculation training (SIT) technique aims to develop skills in stress management, so that students can handle the stimuli that cause stress (Rosliana, 2023). Meichenbaum in (Wulandari et al., 2023) states that the application of the stress inoculation training (SIT) technique consists of 3 phases, namely: (1) Conceptualization phase, (2) Skill acquisition and practice phase, and (3) Implementation and completion phase (Utama, 2021).

The assumption of using stress inoculation training (SIT) technique as a treatment is caused by cognitive development in students sometimes not being in line with what it should be, causing a problem that hinders the learning process (Shabrina, 2024). Learning saturation is one of the factors that influences the suboptimal learning process. Therefore, stress inoculation training (SIT) technique is needed as an alternative to handling the problem of learning saturation.

Learning boredom

Reber in (Talib & Zia-ur-Rehman, 2021) explains that learning saturation is a certain period of time used for learning, but does not produce results. A student who experiences learning saturation seems as if the knowledge and skills obtained from learning have not progressed. Learning saturation is a mental condition of a person when experiencing extreme boredom and fatigue related to learning, resulting in feelings of reluctance, lethargy, and lack of enthusiasm in carrying out learning activities (Azzahrah & Tanjung, 2025).

Students with high learning saturation tend to experience emotional exhaustion, depersonalization (cynism), and decreased academic confidence (reduced academic efficacy) (Kartika & Siregar, 2023). This often happens to students when students experience fatigue which can cause boredom, loss of learning motivation, laziness to follow the lessons taught, sensory fatigue, physical fatigue and mental fatigue of students which include anxiety, pressure (competition), and excessive demands so that students experience learning saturation (Utama, 2021). According to (Sholihah, 2025) students will continuously have an impact on decreasing the students' learning achievement itself and the potential of the students themselves does not develop optimally. Group guidance services with stress inoculation training (SIT) techniques are effective in helping to overcome learning problems, namely learning saturation in students, which of course will later have an impact on low learning achievement. Through group guidance using the stress inoculation training (SIT) technique, students are able to overcome obstacles in the learning process and are able to solve their problems clearly and completely.

Integration Between Group Guidance Services and Stress Inoculation Training Techniques

The implementation of group guidance services combined with stress inoculation training (SIT) techniques has been proven to provide significant benefits in reducing the level of learning boredom in students. Group guidance creates a supportive social environment, where students can share experiences and obtain effective coping strategies. Meanwhile, the stress inoculation training (SIT) technique helps students recognize sources of learning boredom, develop adaptive mindsets, and implement stress management strategies gradually (Fadilatunnisya, 2024).

In group guidance sessions using the stress inoculation training (SIT) technique, students are given an understanding of the mechanisms of academic

stress and its impact on learning boredom (Mahfud, 2022). Furthermore, they are trained to identify negative thoughts related to learning and replace them with more positive mindsets. In addition, students are also taught active coping skills, such as relaxation techniques and effective learning planning, to increase resilience to academic stress (Srianturi & Purwaningrum, 2023).

Through the integration of group guidance services with stress inoculation training (SIT) techniques, students not only gain skills in managing stress, but also experience an increase in learning motivation and psychological well-being (Pratama, 2023). They are better able to overcome learning boredom, increase academic struggle, and develop a more positive self-concept. Thus, this approach is an effective strategy in supporting students' well-being and academic success (Rosliana, 2023).

This is in line with previous research that is relevant to the current research such as research conducted by (Hilmi et al., 2018) from the results of his research showed that students who took part in sessions with the stress inoculation training (SIT) technique experienced a decrease in learning saturation. This method helps students to express pent-up emotions, thus contributing to a decrease in student learning saturation, research from (Sholihah, 2025) from the results of his research showed that group therapy including stress inoculation training (SIT), is effective in overcoming academic stressors that will allow them to develop tolerance to forms of distress caused by heavy academic demands.

Students feel more able to use positive thoughts, so they can control stress, research from (Azzahrah & Tanjung, 2025) shows that students with proper stress management tend to have better levels of psychological well-being. Participation in interactive activities increases their self-confidence in interacting with peers, further research conducted by (Srianturi & Purwaningrum, 2023) from the results of their research shows that social interactions that occur in group guidance contribute (Fadilatunnisyah, 2024) to students' sense of connectedness, which in

turn improves their views of themselves and others. stress inoculation training (SIT) contributes to helping students understand and accept them, research (Mutiara, 2019) stress inoculation training (SIT) can increase student resilience.

From a comparison of relevant previous research on the use of stress inoculation training (SIT) techniques, it can be concluded that the use of stress inoculation training (SIT) techniques in group guidance can effectively reduce learning boredom in students.

CONCLUSION

From the findings that have been obtained regarding "The Effectiveness of Group Guidance with Stress Inoculation Training Techniques to Reduce Student Learning Saturation", the researcher can conclude that group guidance using the stress inoculation training technique can be effective in reducing learning saturation in class XII students of SMA N 10 Medan. This can be seen from the results of the Wilcoxon signed ranks test, especially the sig. 2 followed by 0.003 ($p < 0.05$) then at that point H_a is accepted so that there is a very large difference. There is a significant increase in scores from pretest to posttest, which can be interpreted that group guidance with the stress inoculation training (SIT) technique is very effective in reducing student learning saturation.

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