

# Effects of Self-Help Group on Stress Level in Adolescents

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## ABSTRACT

*Keywords:*  
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**Background :** Adolescence is a transition from child to adulthood. Stress is a common phenomenon occurring during adolescence, which can be caused by several factors both internal and external. Stress that occurs in adolescents will affect their psychological state, therefore, they need some help in dealing with stress. Self-help group is an intervention which can be used to assist adolescents in reducing stress.

**Purpose :** The purpose of this study was to determine the effects of self-help group on reducing stress level in adolescents. This study used a pretest-posttest quasi-experimental design with a control group.

**Methods :** The samples were 141 adolescents selected using stratified random sampling. Data were collected using Depression, Anxiety and Stress (DASS-42) questionnaire and analyzed using Wilcoxon test.

**Results :** The results showed a decrease in adolescents' stress level after given self-help group with  $p = 0.368$  in the control group, and  $p = 0.000$  in the intervention group. There was a significant difference in the decrease of stress level before and after the intervention between the control group and the intervention group.

**Conclusion :** Effects of Self-help group could reduce stress level in adolescents.

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## I. INTRODUCTION

In adolescence there are biological, psychological and social changes<sup>3</sup>, this will cause mental health problems. The problem of mental health disorder is still very high and that often occurs in adolescents such as anxiety, stress and depression. Changes that occur in adolescents can cause stressors that will cause stress in adolescents<sup>1</sup>. According to Smet 1994 states that stress is a tension or emphasis that occurs biopsikosial because of the developmental tasks that are passed every person every day coming from peer groups, family, school and in work<sup>2</sup>.

Short-term impacts experienced by students psychologically will experience anxiety, sadness, fear, and despair, the behavior of stress makes students become trembling, stuttering, and aggressive to others<sup>3,4</sup>. Long-term impacts experienced by students will show decreased endurance response, depression, mental fatigue and use of cigarettes or use drinking in reducing stress that occurs in student academic activities<sup>4</sup>.

American Psychological Association (APA) students who experience stress in school from 48% to 83% of students. Increased stress that occurs in students will disrupt the academic activities of students in school<sup>5,6</sup>. The incidence of stress in adolescents in Indonesia occurs in school-age adolescents is 1-3% approximately approximately 1.33 million people experience acute stress (severe stress)<sup>7</sup>.

Academic stress is a phenomenon that often occurs in school-age adolescents, based on the results of a preliminary study conducted by researchers in one of the vocational schools in Kediri in 42 students class X and XI obtained 21 students experiencing moderate stress, 16 students in light stress and 5 students experiencing severe stress.

Group approaches require system support in dealing with stress in students at school. Group support in dealing with stress should be used synergistically by engaging students in schools to generate intervention strategies that can be used in care and reduce health problems in achieving health services in communities that require group support.

Group support in the community places greater emphasis on health promotion, prevention and treatment efforts. One of the interventions that can be done on community service is Self Help Group. Self Help Group is a group that provides support to every member of the group or person who provides mutual assistance to all of its members in solving common problems that occur<sup>8</sup>. The purpose this study was to identify the effect Self Help Group pretest and posttest on Stress Level.

## II. THE METHOD OF THE RESEARCH

Type Study of Quasi Experimental research Pretest and Posttest with control group design. Sampling technique from this research use Probability Sampling with Stratified Random Sampling. The instruments of this study used the DASS-42 questionnaire.

## III. THE RESULT AND THE DISCUSSION OF THE RESEARCH

### A. The result of the research

#### 1. The research subject characteristic age and gender

Table 1, the results of the characteristics of the study subjects were 141 adolescents in the control group and the intervention group. The description of the research variable was explained based on characteristic, criteria, frequency and percentage (%).

Table 1 Research Subject Characteristic

Variabel	Kelompok			
	Control (n=141)		Intervention (n=141)	
	F	%	F	%
<b>Age</b>				
12-15 Year	71	50,4	73	51,8
16-18 Year	70	49,6	68	48,2
19-22 Year	0	0	0	0
Total	141	100	141	100
<b>Gender</b>				
Men	103	73	105	74,5
Women	38	27	36	25,5

Source: Processed Data , 2018

#### 2. Univariat Analysis

The caharakteristic of research variables by using univariat analysis explain about the general description of research data in each research variable level stress to the adolescent.

Table 2. Effect Self Help Group Pre test and Post test stress level in the control group and intervention group.

Table 2 Pre Test and Post test stress level

Group Intervention	Stress Level				
	Normal	Light	Average	Heavy	
<i>Pre Test Control Group</i>	F	4	47	82	8
	%	2,8	33,5	57,9	5,6
<i>Post test Control Group</i>	F	5	45	81	10
	%	3,5	31,9	57,5	7,1
<i>Pre test Intervention Group</i>	F	3	60	72	6
	%	2,1	42,6	51	4,3
<i>Post test Intervention Group</i>	F	95	30	13	3
	%	67,4	21,3	9,2	2,1

Decryption data from the self help group of 141 adolescents in the control group and intervention group obtained data in the control group before the most intervention was the moderate stress level of 82 (57.9) adolescents and after intervention in the control group obtained 81 (57.5%). While the level of stress before the intervention obtained the most students experience moderate stress as much as 72 (51%) and after the intervention obtained as much as 95 (67.4%) did not experience the level of stress (normal).

### 3. Bivariate analysis

Table 3. Pre intervention and Post Intervention bivariate analysis to the effect of Self help group on stress level

Table 3 Pre test Post test in control group and intervention group

Kelompok	Mean ±Standar Deviasi (SD)		Median		P value
	Pre Test	Post Test	Pre Test	Post Test	
<i>Control Group</i>	19,79 ± 3,261	20,29 ± 4,074	20	20	0,368
<i>Intervention Group</i>	18,98 ± 3,457	15,87 ± 3,567	19	14	0,000

Table 5 has different results with with Wilcoxon test . This showed the control group  $p > 0.368$ , whereas in the intervention group the  $p$  value is  $< 0,000$  which indicates there is a self-help group effect on stress when the posttest is performed.

### B. The discussion of the research

The results of this study indicate that the level of stress in the intervention group after the provision of Self Help Group intervention there is a decrease in stress levels.

One of the objectives of self help group intervention is to reduce stress on students with emotional support, positive yng support, instrumental support, informational support and shared support. This support increases interest and belongs to each other so as to reduce stress levels.

The results of Rohmah 2006 study revealed that in group discussion is an approach that can give the healing factor very berkitan each other<sup>9</sup>.

#### IV. SUMMARY

There is effect of self help gorup to decrease stress level in adolescent in intervention group in adolescent

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