



DEVELOPMENT OF SELF HELP BOOK ON MINDFULNESS TECHNIQUES IN OVERCOMING ACADEMIC STRESS OF FINAL YEAR STUDENTS

Mirnawati¹, Evi Afiati², Rahmawati³

Guidance and Counseling, Faculty of Teacher Training and Education, Universitas Sultan Ageng Tirtayasa
Email: 2285200080@untirta.ac.id

Received January 6, 2024;
Revised May 18, 2024;
Accepted May 24, 2024;
Published May 30, 2024

The Bikotetik Journal is a Guidance and Counseling journal published by the Department of Guidance and Counseling, Faculty of Education, State University of Surabaya in collaboration with the Asosiasi Bimbingan dan Konseling Indonesia (ABKIN)

Abstract

Stress is a common problem among students, especially in academic environments. Academic stress refers to feelings of pressure experienced by pupils or students which are characterized by various physical and emotional reactions due to academic demands from lecturers, teachers, parents, and the need to complete assignments on time. This research aims to produce self-help book learning media on how to overcome academic stress using mindfulness techniques aimed at final year students at the Faculty of Education and Teacher Training at a university. The research method used is a research and development (R&D) method. The research and development of this self-help book uses ADDIE, which is an extension of analysis, design, development, implementation and evaluation (analyze, implementation, evaluate, design & development). Evaluation is carried out by media and material expert validators, language experts and practitioner experts. Based on these data, the evaluation results show that the validity of media and material experts is 78.3% (feasible), the validity of language experts is 89.3% (very feasible), and the validity of practitioner experts is 82.7% (decent) and students are 90.3% (very feasible). worthy) means that this self-help book is suitable for use.

Keywords: *development, self help book, mindfulness.*

How to Cite:

Mirnawati, Afiati, E., Rahmawati. (2024). Development of Self Help Book on Mindfulness Techniques in Overcoming Academic Stress of Final Year Students. *Jurnal Bikotetik (Bimbingan Dan Konseling: Teori Dan Praktik)*, 8 (1): pp 73-81

INTRODUCTION

Early adulthood is a transitional period from adolescence to adulthood. The transition from dependence to independence both from the economy, freedom to decide something, and more realistic thinking about the future. By law a person can be said to be an early adult at the age of 21 years. As stated by Santrock (2011), early adulthood is the term currently used to designate the transition period from adolescence to adulthood. This age range is between 18 years and 25 years, this period is signaled by activities that are experimental and exploratory. Erikson (2011) argues that early adulthood is a stage between the ages of 20 years and 30 years. At this stage humans begin to accept and assume heavier responsibilities, at this stage also intimate relationships begin to apply and develop.

Every individual who is in education, hopes to succeed in the future and succeed. Just like students in college have a strong desire and hope to quickly complete their studies according to Nasution (in Hakim & Reba, 2022). Based

on Sugiarto's (2019) research, students cannot avoid academic stress due to the many responsibilities, such as sudden tuition and tuitions in working on tuition. Final year students experience an increase in academic stress due to not only having to complete their coursework but also their final coursework. Final assignments such as proposals and KTI (Logical Composition) for students are commitments that must be completed in a short time. The sooner they complete their final thesis, the sooner they will graduate, and the greater the likelihood that they will immediately get a job. However, completing a final paper is not as easy as doing a term paper or other coursework. There are many things that can hinder students from completing their final project, thus causing them to feel overwhelmed and lose focus and experience mild, moderate, or severe levels of stress.

Academic stress according to Siregar & Putri (2020) emphasizes that academic stress is an individual's response to the tension caused by academic pressure. Alvin, et al. (2015) also stated that academic stress is stress caused by the need to demonstrate excellence and achievement in facing academic competition, causing individuals to feel burdened by various demands and pressures.

According to the World Health Organization (WHO) 2016, the prevalence of students worldwide experiencing stress levels ranges from 38-71%, and in Asia between 39.6-61.3%. (World Health Organization (WHO), 2020) supported by three studies conducted in Asia shows the following results: (1) There are 166 students in Thailand, and the prevalence of stress among final-year medical students is 30.84%. (Shah, M., Hasan, S., Malik, S., & Sreeramareddy, 2010) In Malaysia, with 396 participants, the prevalence of stress among senior medical students is 41.9%. (Sherina MS, Rampal L, 2022) Meanwhile, the percentage of students experiencing stress in Indonesia itself is 36.7-71.6%. (Ambarwati et al., 2019) In Semarang, research results from 171 medical students show a stress level prevalence of 62.2%. (Yoyada et al., 2017) Whereas in Kudus, results from research conducted across six faculties show that 37% of students experience moderate stress, 32% experience moderate stress, and 27% experience severe stress (Kawuryan, 2015).

The researcher conducted unstructured interviews through a preliminary study with 10 seventh-semester students from the departments of Guidance and Counseling, History Education, Mathematics Education, Biology Education, Chemistry Education, Elementary School Teacher Education, Pancasila and Citizenship Education, and Sociology Education at the Faculty of Teacher Training and Education (FKIP) at a University to directly determine the level of academic stress experienced by final-year students. The results of unstructured interviews with 10 seventh-semester students revealed that students of the Faculty of Teacher Training and Education (FKIP) at a University, experience academic stress, one of the causes being the large number of uncompleted assignments, tight deadlines, self-expectations, and fear of declining grades resulting in this academic stress.

The mindfulness technique is a meditation method used to train someone to be more focused on what is happening around them. The mindfulness technique will also help someone to be more aware of their surroundings and be able to accept emotions openly. Mindfulness is a condition where an individual is truly present in a particular situation. It trains someone to pay attention to what they are thinking, feeling, and sensing, and to avoid avoiding the experiences they are having. Through mindfulness, individuals focus only on the activities they are doing today and eliminate thoughts that make them unaware of what is happening.

The application of mindfulness techniques in stress management can help alleviate stress. Mindfulness according to Kang et al., (2011) is an individual's ability to be aware of their experiences and accept any situation without judging themselves. This ability can be demonstrated by meditation or calming behaviors, which are considered to reduce bias and negative behaviors in facing situations (Lueke & Gibson, 2015). Mindfulness according to Greenberg (2020) is a technique that emphasizes focusing attention on current events (events happening here and now). Mindfulness is defined as awareness that arises from the intention to present and experience the current moment in a non-judgmental and accepting manner (Wijayaningsih, Hasanah, & Solichah, 2022). Mindfulness can be practiced by children to adults.

Based on this, the efforts that researchers can make to overcome the phenomenon of academic stress among final-year students of the Faculty of Teacher Training and Education (FKIP) at a University are through mindfulness techniques. Final-year students can overcome their academic stress, and with the development of this self-help book media, seventh-semester students experiencing academic stress can be addressed. Based on the background described, researchers want to further investigate “

METHODS

This research was conducted at the Faculty of Teacher Training and Education, at a University. This higher education institution was chosen for the preliminary study because it has phenomena and characteristics that support the development of a mindfulness technique self-help book to address academic stress in final-year students. The research method to be used in this study is Research and Development (R&D), a method used to produce specific products (Sugiyono, 2015). According to Hanafi (2017), Research and Development (R&D) is a research technique aimed at creating a particular product.

The procedure in the research and development of this self-help book uses ADDIE. As stated by Molenda (2013), the ADDIE model is an extension of analysis, design, development, implementation, and evaluation. Since the ADDIE model uses general and systematic principles and a layered framework whose elements are interconnected, it is highly feasible to use in developing products such as models or self-help books. This process is interactive. In other words, the evaluation results at each stage allow the learning development to proceed to the next stage. The end result of one phase is the starting point for the next phase (Tuasikal, Mujirian & Nirwana, 2016).

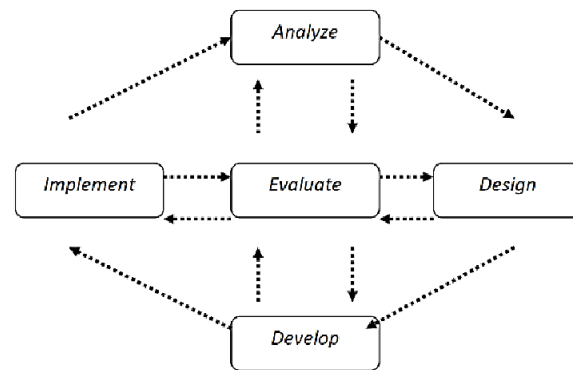


Figure .1
ADDIE Development Process

The ADDIE development process involves 1) Analysis (analyze). In the initial procedure, this stage involves analyzing the problems that have occurred. 2) Design. In this stage, the researcher designs and develops a mindfulness technique self-help book to address academic stress in final-year students systematically, including the objectives of the self-help book development, materials, and steps related to mindfulness techniques. 3) Development. The self-help book that has been designed will then be realized into a developed product in the form of a self-help book that can be used to address academic stress among final-year students at the Faculty of Teacher Training and Education at a University. In this stage, the product development's feasibility is tested by experts and students. 4) Implementation, which involves applying the product to test its feasibility. This stage includes applying practical steps, or trial runs on a small or large scale to implement the mindfulness technique self-help book in addressing academic stress in final-year students. 5) Finally, evaluation. Similar to the implementation stage, the evaluation stage is only considered a planning stage for subsequent research and development.

Sugiyono (2016) asserts that the primary goal of data collection techniques is to obtain data, making it a strategic research step, which includes:

- 1) Interviews. Quoting the definition from Satori & Komariah (2019), interviews are a data collection effort used to obtain direct information from the source.
- 2) Questionnaires. According to Winkle (1987), a questionnaire is a list or collection of written questions that must be answered systematically.
- 3) Documentation. Documentation is a data collection method sourced from data and facts presented in the form of photos, videos, journals, activity journals, letters, or someone's work that serves as complementary research data.

The research instruments used in this study to collect the necessary data are validated questionnaires by experts, feedback, and documentation. In the data collection process, research instruments or measurement tools play a very important role. Researchers first create an instrument grid before starting the research instruments.

According to Sugiyono (2019), data analysis is a very important component in scientific methods. Consequently, it can provide data with deeper meaning, aiding in solving research problems. The strategy of information examination conducted by scientists in this innovative work involves collecting information using sorting instruments, then

completing investigations based on innovative work methods. Information investigations are completed quantitatively and subjectively.

RESULTS AND DISCUSSION

Research Results

The research conducted by the researcher is a preliminary study aimed at understanding the overview or level of stress among final-year students at the Faculty of Teacher Training and Education at Sultan Ageng Tirtayasa University. The results of this preliminary study serve as a benchmark for developing the product that the researcher intends to create regarding a self-help book to help alleviate stress among final-year students at the Faculty of Teacher Training and Education at a University.

Initial Product Design

a. Front Cover Appearance

The front cover includes the title, the researcher's name, the department, faculty, and university along with its logo. It is designed with attractive fonts.



Figure 2
Cover View Self-Help Book

b. Foreword and Table of Contents

There is a foreword intended to express gratitude and hopes to the readers, along with a table of contents to facilitate readers in finding the sections they wish to read. It is designed with an attractive layout and clear font.



Figure 3
Foreword and Table of Contents

c. Content View

Explains the prologue, benefits, definition of academic stress, stress identification, aspects of academic stress, definition of mindfulness techniques, and mindfulness technique procedures.



Figure 4 Content View

d. Back Page Display



Figure 5 Back Page Display

e. Curriculum Vitae Display

This curriculum vitae display contains the Curriculum Vitae of the author, supervisor 1, and supervisor 2.



Figure 6
Curriculum Vitae Display

f. Back Cover Display



Figure 7
Back Cover Display

Average Product Feasibility Test Results

The average score results for the feasibility test can be seen in the following data presentation:

No.	Assessment Aspect	Assessment Score	Category
1.	Media and Material	78.3%	Feasible
2.	Language	89.3%	Highly Feasible
3.	Practitioners	82.7%	Feasible
Total Average Score		83.43%	Feasible

Table 1
Average Product Feasibility Test Results

Initial Product Testing

The initial product testing phase in this study involved testing in a limited field, involving 13 selected respondents who experienced high academic stress. The testing was conducted using the same method as the validation test. Respondents were given questionnaires prepared based on criteria set by the researcher. The testing instrument was packaged in the form of a questionnaire consisting of 15 items.

No.	Assessment Aspect	X	Xi	Assessment Score	Category
1.	Content Suitability	95	100	95%	Highly Feasible
2.	Presentation Suitability	86	100	86%	Highly Feasible
3.	Language Suitability	90	100	90%	Highly Feasible
Total Average Score		271	300	90.3%	Highly Feasible

Table 2
Initial Product Testing

Based on Table 2, the initial product testing of the three aspects, namely content, presentation, and language. The suitability of content reached a percentage of 100% with the category highly feasible. The suitability of presentation reached a percentage of 90.3% with the category highly feasible. The suitability of language reached a percentage of 90% with the category highly feasible. Thus, overall, the initial product test reached 90.3% with a score of 271 out of 300 included in the highly feasible category based on the assessment criteria according to Sugiyono (2012) if 86-100% is categorized as highly feasible.

Discussion

This study is a research and development (R&D) study, and the product produced by the researcher is a self-help book on mindfulness techniques. Product development in this study used the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). The reason the researcher used this model is that the ADDIE model is more structured and easy to understand. A self-help book is designed as a medium for learners to address various issues they face, such as personal and emotional problems without professional help. The purpose of creating a self-help book is, among others, as a solution to provide individuals with the opportunity to solve problems without being known by others and without having to communicate with a therapist. This self-help book is expected to benefit senior students so that they can understand how to deal with academic stress using mindfulness techniques effectively.

According to Bergsma (2020), a self-help book has its origins in self-help, which is self-help actions or self-improvement actions without the help of others. What distinguishes self-help books from other books such as novels and encyclopedias is that self-help books do not just provide information but also have therapeutic elements. Thus, self-help books can assist clients or readers in improving self-development and management, and can also encourage and guide clients to change their thoughts and behaviors for the better. A good self-help book is one that is valid, practical, and effective. The success test results conducted by two validators and one practitioner are benchmarks for the success of self-help book development. The validity of this self-help book based on the success test conducted obtained a very good percentage, namely media and material experts at 78.3%, language experts at 89.3%, and practitioner experts at 82.7%. The average success rate was 83.43% with a "feasible" category for use. The self-help book can be used independently and packaged systematically. The self-help book developed by the researcher has an attractive design, with a selection of color compositions on each page and also includes images.

With this self-help book, it can be beneficial for senior students who are experiencing academic stress to use mindfulness techniques and as a solution to provide individuals with the opportunity to solve problems without being known by others and without having to communicate with a therapist.

SUMMARY

Conclusion

Based on the research and development conducted, the resulting product is a self-help book on mindfulness techniques to overcome academic stress among senior students, with the product development showing good overall development in terms of media and material, language, and product testing. The product development consisted of initial stages, starting with data analysis conducted among senior students at the Faculty of Education, at a university. After the analysis, the subsequent stage involved designing the self-help book on mindfulness techniques using Canva Pro. The content of this self-help book discusses mindfulness techniques to overcome academic stress among senior students, and it also includes step-by-step instructions accompanied by QR codes containing audio guides on performing mindfulness techniques. The next stage was development, where the researcher conducted validity tests with media, material, and language experts, as well as practitioners, followed by product testing involving 13 senior students at the Faculty of Education, at a university. The product feasibility test results, in terms of media and material, language, and practitioners, yielded an average score of 96%, categorized as "feasible". This self-help book provides solutions for readers to reduce academic stress using mindfulness techniques. Therefore, it can be concluded that the development of the self-help book on mindfulness techniques to overcome academic stress among senior students is a feasible book for implementation.

Suggestion

Based on the research and development conducted by the researcher, the following recommendations are provided:

1. For Students

It is hoped that students can use the book wisely and effectively. The researcher hopes that students can understand and reduce academic stress using mindfulness techniques. Students are advised to study the self-help book thoroughly and follow the instructions provided.

2. For Further Researchers

The researcher hopes for further development to test its effectiveness and to expand the content of this self-help book to be more comprehensive.

BIBLIOGRAPHY

Al Musafiri, M. R., & Umroh, N. M. (2022). Hubungan Optimisme Terhadap Resiliensi Pada Mahasiswa Tingkat Akhir Yang Mengerjakan Skripsi. *Jurnal At-Taujih*, 2(2), 70. <https://doi.org/10.30739/jbkid.v2i2.1726>

Alfalathi, S. A., Safitri, A., & Sopiath, S. (2023). Mengelola Stres Menggunakan Teknik Mindfulness: Survei Pada Ibu Rumah Tangga di Kelurahan Pabuaran, Bogor. *TERAPUTIK: Jurnal Bimbingan Dan Konseling*, 7(1), 77–83. <https://doi.org/10.26539/teraputik.711846>

Ambarwati, P. D., Pinilih, S. S., & Astuti, R. T. (2019). Gambaran Tingkat Stres Mahasiswa. *Jurnal Keperawatan Jiwa*, 5(1), 40. <https://doi.org/10.26714/jkj.5.1.2017.40-47>

Anggara Sutalaksana, D., Kusdiyati Prodi Psikologi, S., & Psikologi, F. (2020). Hubungan Stres Akademik Dengan Subjective Well-Being Pada Mahasiswa Tingkat Akhir. *Prosiding Psikologi*, 594–598. <http://dx.doi.org/10.29313/v6i2.23629>

Annisa Ariyanti, Widyastuti, & Ahmad Ridfah. (2023). Pengaruh Pelatihan Mindfulness Terhadap Penurunan Stres Dalam Pembelajaran Daring/Online Di Masa Pandemi Covid-19 Pada Siswa Kelas XI SMAN 1 Polewali. *PESHUM: Jurnal Pendidikan, Sosial Dan Humaniora*, 2(4), 579–588.

Aripin, Z., Sikki, N., & Fatmasari, R. R. (2024). *ENTREPRENEURIAL MINDFULNESS: A SYSTEMATIC LITERATURE*. 1, 1–15.

Artati, K. B., Wahyuni, E., & Jakarta, U. N. (2023). *Untuk meningkatkan psychological siswa sekolah dasar: 9*, 342–355.

Aulia, S., & Panjaitan, R. U. (2019). Psychological Well-Being and Level of Stress Among the Last Year College Students. *Jurnal Keperawatan Jiwa*, 7(2), 127–134. https://www.academia.edu/63216802/Kesejahteraan_psikologis_dan_tingkat_stres_pada_mahasiswa_tingkat_akhir

Baridah, S., & Pratisti, W. D. (2023). *Hubungan sikap mengasihi diri dan stres akademik dengan kesejahteraan psikologis mahasiswa yang mengerjakan skripsi di perguruan tinggi wilayah Solo Raya*. 00, 1–17.

Darma Sagita, D., & Rhamadona, W. (2021). Perbedaan Stres Akademik Antara Mahasiswa Tahun Awal dan Mahasiswa Tahun Akhir. *Biblio Couns: Jurnal Kajian Konseling Dan Pendidikan*, 4(1), 47–54. <https://jurnal.umsu.ac.id/index.php/biblio>

Dianita Maulinda, & Makmuroh Sri Rahayu. (2022). Pengaruh Mindfulness terhadap Stres Akademik pada Siswa SMAN X Cianjur di Masa Pandemi COVID-19. *Jurnal Riset Psikologi*, 1(2), 100–108. <https://doi.org/10.29313/jrp.v1i2.461>

- Ditinjau, I., & Resiliensi, H. (2023). *Jurnal Diversita*, 9(2), 218–227. <https://doi.org/10.31289/diversita.v9i2.9356>
- Distina, P. P. (2021). Intervensi Mindful Breathing Untuk Mengatasi Stres Akademik Pada Remaja Sekolah Menengah Atas. *Psychosphia: Journal of Psychology, Religion, and Humanity*, 3(2), 124–140. <https://doi.org/10.32923/psc.v3i2.1756>
- Febrini, D. (2020). *Bimbingan dan Konseling* (Samsudin (ed.)).
- Fuadi, A., Suprapti, F., Pranawukir, I., & Taupiq. (2023). Strategi Konseling Individual Untuk Mengatasi Stres Akademik Pada Mahasiswa. *Journal on Education*, 6(1), 2988. <https://www.jonedu.org/index.php/joe/article/view/3341>
- Hakim, F., & Reba, Y. A. (2022). Pengaruh Kebiasaan Belajar Dan Lingkungan Belajar Terhadap Keterampilan Belajar Mahasiswa. *Jurnal Bikotetik (Bimbingan Dan Konseling: Teori Dan Praktik)*, 5(2), 65–73. <https://doi.org/10.26740/bikotetik.v5n2.p65-73>
- Kamila, L. (2023). Pengenalan teknik terapi mindfulness (meditasi) dalam upaya meningkatkan kesejahteraan psikologis. *Abdima Jurnal Pengabdian Mahasiswa*, 2(1), 1317–1323.
- Merry, & Mamahit Henny Christine. (2020). Stres Akademik Mahasiswa Aktif Angkatan 2018 dan 2019 Universitas Swasta di DKI Jakarta. *Jurnal Konseling Indonesia*, 6(1), 6–13. <http://ejournal.unikama.ac.id/index.php/JKI>
- Taslim, R., & Cahyani, A. R. (2021). *Stres Akademik dan Penangannya*. Guepedia.
- Trikusyanti, R. N. (2022). Meditasi Mindfulness Sebagai Upaya Mengatasi Masalah Psikologis Siswa. *Jurnal Ilmiah Pendidikan Dan Humaniora*, 6, 27–36. <https://widyasari-press.com/wp-content>
- Tristaningrat, A. N. (2020). Meditasi Mindfulness Dalam Menjaga Emotional Stability. *Jurnal Pendidikan Agama Hindu*, 1(1), 54–63.
- Yuliana, A. R., Safitri, W., & Ardiyanti, Y. (2022). Penerapan Terapi Mindfulness dalam Menurunkan Tingkat Stres Mahasiswa Tingkat Akhir. *Jurnal Keperawatan Dan Kesehatan Masyarakat Cendekia Utama*, 11(2), 154. <https://doi.org/10.31596/jcu.v11i2.1117>