

## Self Help Groups as a Support System: Their Influence on Stress Levels in New Nursing Students

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### ABSTRACT

Mahasiswa baru harus beradaptasi dengan lingkungan baru karena adanya perbedaan sifat pendidikan pada Sekolah Menengah Atas (SMA) dengan perguruan tinggi. Apabila mahasiswa tidak mampu mengikuti tuntutan di perguruan tinggi maka dapat menyebabkan stres. Salah satu kegiatan terapeutik yang bertujuan untuk meningkatkan dan menjaga kesehatan mental pada mahasiswa adalah terapi Self Help Group (SHG). Tujuan penelitian ini untuk mengetahui pengaruh Self Help Group (SHG) terhadap tingkat stres pada mahasiswa baru Prodi Ilmu Keperawatan Universitas Muhammadiyah Gresik. Penelitian ini menggunakan pendekatan one group pretest-posttest. Populasi adalah mahasiswa baru Prodi Ilmu Keperawatan Universitas Muhammadiyah Gresik angkatan 2023 sebanyak 48 mahasiswa. Teknik pengambilan sampling menggunakan total sampling, dengan sampel penelitian adalah semua mahasiswa baru Prodi Ilmu Keperawatan. Pengumpulan data menggunakan kuesioner dan lembar observasi terapi Self Help Group (SHG). Analisis data menggunakan Uji statistik parametrik uji T-berpasangan (uji Paired Sample T-Test). Hasil penelitian tingkat stres sebelum diberikan terapi Self Help Group (SHG) adalah hampir setengahnya mahasiswa mengalami stres berat sebanyak 21 (48,8%) dan setelah diberikan terapi Self Help Group (SHG) hampir setengahnya terdapat penurunan terhadap tingkat stres berat pada mahasiswa baru sebanyak 16 (37,2%) mahasiswa. Hasil uji statistik uji T-Berpasangan (Paired Sample T-Test) diperoleh  $p$  value  $0,038 < \alpha 0,05$ . Ada pengaruh Self Help Group (SHG) terhadap tingkat stres pada mahasiswa baru Prodi Ilmu Keperawatan Universitas Muhammadiyah Gresik.

**Kata Kunci:** Mahasiswa, Self Help Group (SHG), dan Stres

### ABSTRACT

New students must adapt to a new environment because of the differences in the nature of education in Senior High School (SMA) and college. If students are unable to meet the demands in college, it can cause stress. One of the therapeutic activities that aims to improve and maintain mental health in students is Self Help Group (SHG) therapy. The purpose of this study was to determine the effect of Self Help Group (SHG) on stress levels in new students of the Nursing Study Program at the University of Muhammadiyah Gresik. This study uses a one group pretest-posttest approach. The population is 48 new students of the Nursing Study Program, Muhammadiyah University of Gresik, class of 2023. The sampling technique uses total sampling, with the research sample being all new students of the Nursing Study Program. Data collection uses questionnaires and Self Help Group (SHG) therapy observation sheets. Data analysis uses the parametric statistical test of the paired T-test (Paired Sample T-Test). The results of the study on stress levels before being given Self Help Group (SHG) therapy were that almost half of the students experienced severe stress as many as 21 (48.8%) and after being given Self Help Group (SHG) therapy, almost half of them experienced a decrease in severe stress levels in new students as many as 16 (37.2%) students. The results of the Paired Sample T-Test statistical test obtained a  $p$  value of  $0.038 < \alpha 0.05$ . There is an influence of Self Help Group (SHG) on stress levels in new students of the Nursing Science Study Program, Muhammadiyah University of Gresik.

**Keywords:** Students, Self Help Group (SHG), and Stress

## INTRODUCTION

Mental health is when someone feels in good mental health, they do not feel bad about themselves, have accurate self-evaluations, can overcome obstacles in their lives, feel satisfied with their social life, and are happy in their lives (Yulianingsih, 2020) . Since it is impossible to generalize everyone's mental state, discussions about mental health are more important now. How they can find, preserve, and improve mental health in their lives is a topic of discussion for individuals, communities, and families. (Nur, 2017) .

Compared with people at any other stage of life, young people are most likely to experience mental health disorders. About 20% of adolescents are likely to have a mental health problem , and about 50% of cases appear before age 14 and 75% of cases appear before age 18. About 25% of adolescents experience stress, and depression and anxiety are the most common diagnoses. (Velasco et al., 2020) .

The prevalence of stress also occurs in students, 38-71% of students in the world experience stress, while in Asia it reaches 39.6-61.3%. Meanwhile, the prevalence of stress levels in students in Indonesia reaches 36.7-71.6% (Ambarwati et al., 2019) .

Mental health problems, especially in adolescents, are still very high, this is because they are still emotionally unstable and do not have the ability to solve problems . Often, adolescents experience stress , especially because of certain events in their lives. Adolescents are considered at risk of experiencing mental disorders. Therefore , adolescents must be given more attention because they are national assets and the next generation of the nation (Rochimah, 2020) .

Freshmen are young people who experience many changes from being in high school (SMA) to being a college student (PT). These changes can come from different learning methods, financial problems, living away from parents for the first time, and studying in a new place . (Rahmayani et al., 2019) . All freshmen face new challenges and academic stress at the beginning of college (Chust-Hernández et al., 2022) .

Adolescent mental health can be influenced by various things, including genetics, family environment, friendships, lifestyle, social aspects, and many other factors. They can forget

about their own mental health because these factors can have positive and negative impacts. They only focus on work, organizations, college schedules, and the demands of the people around them, so they need to focus on maintaining their mental health (Rochimah, 2020) . Handling adolescent mental health if they are not helped properly, the risk will be develop throughout his life , including lack of circumstances , decreased productivity , lack of socializing , lack of results academic and increased other risk factors (Fitrianur et al., 2023) .

Proper handling to reduce stress is very important. There are many intervention methods to reduce stress, one of which is group therapy with the method *Self Help Group* (SHG). SHG is a group of people who have the same problem and try to find a solution together. Research conducted by Purnomo, Dwidiyanti, Wijayanti, & Wiguna, 2018 , has explained that *Self Help Group* (SHG) can reduce a person's stress levels. In addition, research from Julianto, 2019 , shows that *Self Help Group* (SHG) can reduce stress and can increase self-confidence ( *Self Esteem* ) .

## LITERATURE REVIEW

*Self Help Group* (SHG) is a Psychotherapy known as SHG group therapy involving a group of people with the same problems and a desire to share experiences with each other. This group can learn how to build empathy for fellow members and appreciate their existence, and are willing to share the knowledge and information they have (Yunita et al., 2020) . SHG aims to help each other heal and solve problems , while simultaneously creating benefits in social relationships , sharing states of emotion and experience allows participants to discuss problems and make decisions , listen to each other , help other group members , and exchange ideas and information (Putri, 2020) .

SHG can carried out by a group of people consisting of 10-12 people . SHG group meetings can be held twice a week, once a week, or twice a week lasting between 60 and 90 minutes depending on the needs of the group. (Putri, 2020) . SHG can be done at the community level. It can be done in the group members' homes, at universities, at meeting centers, or in other public facilities located in the community environment ( Putri, 2020) . SHG can be done by groups that have the same problems ( *homogeneous* ), each member must be willing to do all available sessions, each member has the freedom to make

decisions ( *autonomy* ), each session must be led collectively, and each member must be willing to this therapy voluntarily without coercion (Yunita et al., 2020) .

**There are several roles that need to be carried out in Self Help Group (SHG) therapy, according to (Putri, 2020) , namely:**

1. *Leader* (The leader) is responsible for managing the flow of discussion and leading activities sequentially,
2. Group members must follow the group agreement and actively participate during the *self-help group implementation process* by conducting simulations, providing criticism and suggestions.
3. Facilitator as a therapist in SHG activities, the facilitator is responsible for assisting the leader and encouraging participants to express their opinions and views on various types of information. Provide input, explanations, and positive feedback if necessary.

**According to Putri, (2020) , the Self Help Group process is:**

**1. Session I: Understanding the Problem**

Each participant should discuss their problems and express their concerns.

**2. Session II: Ways to Solve Problems**

List of problems selected by each member, each member reveals the method they use to solve the problem. If there is no solution, the group can ask the facilitator to suggest a way to solve it. The group has a list of problem solutions in the second session.

**3. Session III: Choosing a Problem Solving Method**

One of the actions taken is to discuss each problem-solving method available in the problem list and determine their problem-solving methods. The list of selected problem-solving methods will be generated from the third session.

**4. Session IV: Taking Action to Solve Problems**

Each participant is asked to play a role *to* solve the problem they choose and complete.

**5. Session V: Relapse Prevention**

The fifth session produced a list of steps to prevent and cope with relapse.

Stress is the body's reaction to a person's inability to adapt . If stress cannot be managed properly, it can cause health problems for the person experiencing the stress.

**According to (Nababan, 2021) , there are two categories of stress, namely :**

**1. Positive Stress**

Stress that arises as a result of normal tension that occurs in a person when doing something that is exciting, stimulating, exciting, and thrilling. This positive stress response can make a person more prepared and alert to future problems.

**2. Negative Stress**

Stress can be negative, making a person feel bored, stressed, even frustrated, and unable to do anything useful.

**According to (Yunita et al., 2020) , the signs and symptoms of stress are: :**

**1. Feeling**

Includes feelings of restlessness, constant worry, feelings of fear, being easily provoked, feeling sad and the like.

**2. Thought**

Includes respect for one's own shortcomings, fear of failure, difficulty concentrating, and emotional instability.

**3. Behavior**

This includes experiencing difficulties speaking such as stuttering or nervousness as well as other communication difficulties, difficulty socializing, inability to relax, crying easily for no apparent reason, and so on.

**4. Body**

Including sweating, increased risk of heart attack, anxiety, dry mouth and throat, easy to feel tired, frequent urination, difficulty sleeping, and so on.

**The general effects of stress according to (Putra, 2016) are as follows:**

**1. Psychological Effects**

These effects are characterized by headaches , muscle pain , chest pain , frequent fatigue , changes in sexual desire , difficulty sleeping , and stomach problems .

**2. Towards Attitude**

These psychological effects are characterized by becoming restless, unmotivated or unfocused, easily irritated, and often experiencing feelings of sadness or depression.

**3. Against Behavior**

Characterized by eating a lot or having no appetite for food, uncontrolled anger, consuming drugs or alcohol, smoking, and avoiding the environment .

**According to Nasution (2007) quoted (Dewi, 2019) , there are several sources of stress that usually occur in the lives of adolescents,**

**namely:**1. *Biological Stres*

Physical changes experienced by teenagers generally pass very quickly. Girls aged 12-14 years and boys aged 13-15 years. Teenage bodies change so quickly that it feels like everyone is watching. Acne is also painful for teenagers, especially those who want to have a beautiful face without acne. At the same time, teenagers are busy with school, work, and their environment. Therefore they lack sleep which can cause stress.

2. *Family Stres*

Interactions with parents are stressful for adolescents because, although they want supervision and freedom, they also want attention from their parents.

3. *Scholl Stres*

Stress can come from increased academic pressure during the last two years of school. This can be caused by the desire of teenagers to achieve satisfactory results in their efforts or success in sports, and they must always try not to fail.

4. *Peer Stres*

In the middle of the school year, there is usually an increase in pressure among classmates. Teenagers who are excluded often have difficulty, rarely talk and lack self-confidence. Often teenagers do bad things, such as smoking, drinking alcohol, and taking drugs, to be accepted by their friends. Some teenagers believe that smoking, taking drugs, or alcohol can reduce stress, but in fact, these actions cannot avoid psychological stress.

5. *Social Stres*

Often teenagers do not have the freedom to voice their opinions because they cannot participate in adult relationships. On the other hand, the environment and society are other sources of stress. Environmental and social stress comes from a lack of interpersonal relationships and social recognition. The campus environment is one source of stress for students. The stress experienced by students can come from academic demands that are considered too heavy, poor exam results, excessive workloads, parental expectations, and social environments.

**Stress Level**

There are several levels of stress according to (Siswanto, 2019), namely:

## 1. Normal Stress

Normal stress is generally not considered stress because it is a natural part of life. Things like feeling tired after work, anxious about failing an exam, or a faster heart rate after doing an activity.

## 2. Mild Stress

Commonly experienced stress is classified as mild stress. Usually, lower levels of stress last for a few minutes or hours, such as sleeping too long, getting stuck in traffic, or receiving criticism from others, and usually do not cause long-term physical damage.

## 3. Moderate Stress

Moderate stress is defined as a condition that causes pressure on a person that lasts for hours to days, such as an unresolved problem with a coworker, a child's illness, or a long absence from family.

## 4. Severe Stress

Severe stress is defined as a condition that a person can experience for weeks to years and can have a negative impact on a person's health, such as long-term problems with marriage, financial problems or physical illness.

## 5. Very Heavy Stress

The definition of very severe stress is a condition in which a person is unpredictable and lasts a long time which causes a person to lose their zest for life and have difficulty accepting their situation. This condition is usually called severe depression.

**Efforts to Reduce Stress**

Efforts that can be made There are various ways to reduce stress, namely:

## 1. Pharmacological

In pharmacological methods such as anxiety-reducing drugs (*axiolytic*) *benzodiazepines* (*diazepam*, *lorazepam*, *alprazolam*) and antidepressants such as *fluoxetine*, *sertraline* (*Zolof t*) can cause dependence (Fayzun & Cahyanti, 2019).

## 2. Non-pharmacological include:

## a. Cognitive Therapy

Cognitive therapy is a method that combines behavioral and cognitive strategies to help people change their feelings and behaviors by influencing their destructive thoughts. (Marizka, 2018).

## b. Relaxation

Relaxation is a non-pharmacological therapy activity that is carried out by relaxing the muscles in the body which

aims to reduce the tension felt. The relaxation activity process focuses on regulating breathing to reduce tension and feel calm (Aufar & Raharjo, 2020) .

c. Hypnotherapy

Hypnotherapy is a non-pharmacological therapy with the use of suggestion and hypnosis in the healing process. Hypnotherapy is effective in reducing stress because hypnotherapy will provide positive suggestions in the subconscious to improve bad habits in a person (Aflahatinufus et al., 2022) .

d. Drug Therapy

In this therapy, drugs are usually used to prevent stress by cutting off the connection between the nervous system and the immune system. This allows psychosocial stressors not to affect thoughts, emotions, or movements that can cause damage to other organs of the body. This therapy usually uses drugs that reduce anxiety and depression. (Lestari, 2016) .

e. Somatic Therapy

Treatment is applied to sign due to stress which can disrupt other body systems (Lestari, 2016) .

f. Psychotherapy

Different psychological techniques are used in this therapy. For example, supportive psychotherapy (giving support to the patient to become more confident) and reeducational psychotherapy (giving repeated education) (Lestari, 2016) .

g. Psychoreligious Therapy

To overcome or maintain a person's life, this psychoreligious therapy requires physical, mental, social and spiritual health to reduce stress. (Lestari, 2016) .

h. *Self Help Group* (SHG)

SHG is one type of action where each participant does it to express their problems , share difficulties, express their feelings, and give each other advice on how to handle or solve existing problems . During therapy, this provides aspirations and inspiration to group members, and helps many people cope with stress (Yani & Retnowuni, 2023) .

with a *post-test* after treatment (Jannah & Zuhroh, 2022) . In this study, students were given *Pre-test* to determine stress levels , then carry out *Self Help Group* (SHG) therapy , then carry out a *Post-test* use to re-discover students' stress levels .

The population in this study were new students of the Nursing Science Study Program, Muhammadiyah University of Gresik, class of 2023, totaling 48 students .

The sample of this study is all the population, namely all new students of the Nursing Science study program at Muhammadiyah University of Gresik, class of 2023. In this study, a sample has been determined from the population.

In this study the sample collected using the *total sampling* technique , where the population and sample numbers are the same (Shofah & Widiyawati, 2022) , there is a population size of less than 100, therefore using the *total sampling technique* so that all populations are used for samples (Salmah, 2019) .

The tool for measuring the observed research variables is called a research instrument . (Sugiyono, 2013) . To obtain the information and data needed to solve the problem , the tool needed is a questionnaire used to collect all data. The instrument used is a questionnaire, the questionnaire was filled out during *the pre-test* and *post-test* . In this study, the *Kessler Psychological Distress Scale* (K10) questionnaire and *Standard Operating Procedure* were used. *Self Help Group* .

This research has been declared ethically feasible by the Ethics Committee of the Research Ethics Commission of the Faculty of Health, Muhammadiyah University of Gresik on October 27, 2023 and obtained ethical permission with the number 243/KET/II.3.UMG/KEP/A/2023.

The collected data will be analyzed to determine the influence between the two research variables . The following is the data analysis used in this study :

1. Univariate Analysis

The purpose of univariate analysis to provide an overview and explanation of the nature of the variables involved in the study. The table shows the frequency distribution and proportion of those surveyed, which is the purpose of this univariate analysis. (Rusmanto, 2021) . In this study, the characteristic variables are age , gender and place of residence.

## METHODS

This research is quantitative with a " *One Group PreTest - PostTest* " design where the experimental group was given a *pre-test* before being given treatment which was then measured

2. Bivariate Analysis

The data analysis method known as bivariate analysis is used to examine the two variables that appear to be related and correlated with each other (Rusmanto, 2021) . Bivariate analysis looks at the dependent variable that is influenced by the independent variable. The effect of the independent variable on the dependent is determined by the Paired Sample *T-Test* , which is a parametric test used on two paired data. The purpose of this study is to determine whether the two variables have an effect. The significance value, used in the Paired Sample *T-Test* , is the basis for decision making : H0 is rejected if  $\rho$  value < 0.05 and H0 is accepted if  $\rho$  value > 0.05.

**RESULTS AND DISCUSSION**

**Table 1** Distribution of Respondents Based on Age, Gender and Place of Residence of New Students of Muhammadiyah University of Gresik in 2023

No.	Characteristics	Amount	%
1.	17 years	2	4.7%
2.	18 years	24	55.8%
3.	19 years old	14	32.6%
4.	20 years	2	4.7%
5.	21 years	1	2.3%
6.	Woman	40	93.0%
7.	Man	3	7.0%
8.	With parents/meet parents every day	31	72.1%
9.	Boarding house/dormitory/living with other family/not with parents	12	27.9%

Based on the table above, it shows that the majority of new students are 18 years old, as many as 24. ( 55.8%) people, almost all new students are female, as many as 40 ( 93.0%) and some large number of new students based on residence with parents/meet parents every day for 31 days ( 72.1%).

**Table 2** Distribution of Respondents Based on Stress Levels Before Being Given *Self Help Group* (SHG) for New Students of Muhammadiyah University of Gresik in 2023

No.	Stress Level Before Being Given <i>Self Help Group</i>	Frequency	Percentage (%)
1.	No Stress	4	9.3%
2.	Mild Stress	8	18.6%
3.	Moderate Stress	10	23.3%
4.	Severe Stress	21	48.8%
<b>Total</b>		<b>43</b>	<b>100%</b>

(SHG)			
1.	No Stress	4	9.3%
2.	Mild Stress	8	18.6%
3.	Moderate Stress	10	23.3%
4.	Severe Stress	21	48.8%
<b>Total</b>		<b>43</b>	<b>100%</b>

Based on the table above, it shows that before being given a *Self Help Group* (SHG), new students had a high stress level of 21. (48.8 % ), moderate stress as many as 10 (23.3%), mild stress as many as 8 (18.6%) and no stress as many as 4 (9.3%) people .

**Table 3** Distribution of Respondents Based on Stress Levels Before Being Given *Self Help Group* (SHG) for New Students of Muhammadiyah University of Gresik in 2023

No.	Stress Level After Being Given <i>Self Help Group</i> (SHG)	Frequency	Percentage (%)
	No Stress	4	9.3%
	Mild Stress	15	34.9%
	Moderate Stress	8	18.6%
	Severe Stress	16	37.2%
<b>Total</b>		<b>43</b>	<b>100%</b>

Based on the table above, it shows that even after being given a *Self Help Group* (SHG), new students still have a high level of stress of 16. (37.2 % ), moderate stress as many as 8 (18.6%), mild stress as many as 15 (34.9%) and no stress as many as 4 (9.3%) people .

**Table 4** Statistical Test Results Using Paired Sample *T-Test*

Variables	N	T	$\rho$ .Value
<i>Pre Test</i> and <i>Post Test</i>	43	2.142	0.038

Based on the table above , the results of the Paired Sample *T -Test* statistical test obtained a  $\rho$  value of 0.038 <  $\alpha$  value of 0.05. This means that there is an influence of *Self Help Group* (SHG) on stress levels in new students of the Nursing Science study program at Muhammadiyah University of Gresik.

**DISCUSSION**

**1. Stress Level of New Students Before Being Given *Self Help Group* (SHG)**

Based on the analysis results in table 3.2, it was found that some new students before being given *Self Help Group* (SHG) had a high level of stress, 21 (48.8%), 10 (23.3%) students had a moderate level of stress, 8 (18.6%) students had a light level of stress and 4 (9.3%) students did not experience stress.

According to (Wangsa, 2010) stress is defined as when someone feels there is a difference between their ability to meet the demands of their environment and their own physical and mental demands. Due to the transition from high school to college, freshmen in this study experienced high levels of stress before they received SHG therapy, many tasks that had to be completed in a short time, problems with friends, and difficulties with the new environment. Students must be able to adapt to changes in the environment from the learning system to the friendship environment.

This can be seen from the results of observations before being given SHG therapy that almost all students said they still had to adapt to the new environment, new friends and also assignments given by lecturers. The piling up of assignments made them feel stressed, plus the lecture hours sometimes lasted until the afternoon.

The level of student stress can also be influenced by internal and external factors. Where internal factors such as thoughts, interactions, and attitudes of students and external factors can affect stress in students including increased learning, achievement demands, and increased social status (Ramadhan et al., 2022).

Personal character also plays a role in influencing students' stress levels, as well as their ability to communicate and solve problems. The coping strategies chosen by nursing students are influenced by their perceptions of the situations and conditions that arise during lectures (Agustiningasih, 2019).

## **2. Stress Level of New Students After Being Given *Self Help Group* (SHG)**

Based on the analysis results in table 3.3, it was found that some new students after being given *Self Help Group* (SHG) had a high level of stress of 16 (37.2%), 8 (18.6%) new students had a moderate level of stress, 15 (34.9%) new students had a light level of

stress, and 4 (9.3%) new students did not experience stress.

After being given SHG therapy with two meetings for one week, there was a change in the students' stress levels. Research conducted by (Yani & Retnowuni, 2023) stated that SHG therapy is not only an aid to reduce stress levels, but because they have support from others and from within themselves, they are more confident in solving their problems and become more optimistic.

*Self Help Group* (SHG) has been proven to be effective in addressing mental health issues. SHG is also considered as an alternative approach to improving health support systems. This intervention can build and maintain social relationships and help them create flexible coping strategies (Sari et al., 2018). SHG is a type of group intervention that can be used in a variety of situations where many people with similar problems talk about their experiences and find ways to overcome their problems. (Yani & Retnowuni, 2023).

According to research conducted by (Purnomo et al., 2018), SHG allows individuals to reduce stress levels because each group member receives mutual support to solve the problems they face. In SHG, each member receives social, emotional, and positive support, which shows that they are valued, loved, and appreciated.

The results of the research that has been conducted show that there is a decrease in stress levels in new students of the Nursing Science study program at the University of Muhammadiyah Gresik. During the study, students participated in *Self Help Group therapy* with a good response and said that after participating in SHG therapy they understood how to overcome the problems they had to face.

SHG therapy is able to reduce stress levels in new students because of the reciprocity and support from other group members. SHG can also help students to be able to solve problems that arise when they first enter college with social support provided by other students.

## **3. The Influence of *Self Help Group* (SHG) on Stress Levels in New Students of Nursing Study Program, Muhammadiyah University of Gresik**

Based on table 3.4, a  $p$  value of  $0.038 < \alpha$  (0.05) was obtained, meaning that there is an influence of *Self Help Group* on stress levels in new students of the Nursing Science study program at Muhammadiyah University of Gresik.

This study is in line with research conducted by (Julianto, 2019) which states that SHG can reduce stress levels and even increase self-confidence (*self-esteem*). *Self-help groups* as coping describes how a person can control their life. According to empowerment research, people can motivate and mobilize their resources to solve problems. (Sari et al., 2018). Pearlin & Schooler (1978) in their theory stated that coping with stress is an action or method used by someone when trying to avoid or reduce a problem they have faced (Pearlin & Schooler, 1978). According to Lazarus & Folkman (1984) in his theory, coping with stress is a change in individual behavior and cognitive efforts to fulfill internal and external needs that are considered a burden or to increase individual resources or can endanger individual well-being. (Lazarus & Folkman, 1984). Stress management through stress coping can help someone to reduce the level of stress they experience. (Ramadhani & Hendrati, 2019).

Gender can also affect stress. This study is in line with research (Wilujeng et al., 2023) that men and women respond to stress differently. While men can usually deal with and enjoy stress and competition, women's brains respond negatively to stress. Stress can cause certain hormones, such as anxiety and fear. This means that women are more susceptible to stress in situations of pressure or conflict.

The data shows that students' residence can also affect their stress levels. In *the pre-test* based on residence, it showed that there were 14 (32.6%) students who lived with their parents and 7 (16.3) students lived in boarding houses. In *the post-test*, there were 12 (27.9%) students who lived with their parents and 4 (9.3%) students lived in boarding houses. Family plays an important role in helping students cope with stress. The results of the study showed that students still experience stress even though they live with their parents. This is because of the many assignments they receive and the difficulty

of dividing roles at home. Compared to their parents, teenagers are very open with their peers. This condition occurs because peers can fulfill the needs for intimacy, emotional and togetherness. Sources of stress can come from relationships and can arise from conflicts between family members or problems related to finances so that they can cause stress in students (Darmajayanti et al., 2022).

Parenting methods that have been shown to be related to adolescent stress can also indicate the level of stress experienced by students. The results of the study showed that there was a significant correlation between family harmony and the level of stress experienced by adolescents. A harmonious family will certainly produce good parenting patterns, which will make children mentally healthy and able to adapt to the environment, while a disharmonious family will certainly produce bad parenting patterns, which in turn can cause stress in adolescents as a result of the conditions they receive (Nurwela & Israfil, 2022).

Research conducted by (Agustiningsih, 2019) states that late adolescence is a stage of development where cognitive development influences students' interpretation of stress. Confusion between real and ideal situations is also a sign of late adolescent cognitive development. They have the ability to analyze situations, but they must change to adapt when faced with real-world problems. Individuals do not agree with these changes and often conflict with their existing self-identity. Students experience stress because of the demands to behave adaptively all the time (Lubis et al., 2021).

According to Yildiz Findik et al., (2015) stated that students with low stress levels are more likely to use active coping, also known as (*problem focused coping*). Stress levels are not the only factor that influences students' choice to use active coping, which is also influenced by optimism, self-confidence, and support from their friends and family. Students with high stress are more likely to use passive coping, also known as (*emotionally focused coping*), to avoid problems, which does not solve problems and can lead to depression. Researchers can conclude that *self-help*



groups can influence stress levels in new students of the Nursing Science study program at the University of Muhammadiyah Gresik.

## CONCLUSION

1. The stress level before being given *Self Help Group* (SHG) in new students of Nursing Study Program at Muhammadiyah University of Gresik was almost half of the new students, 21 (48.8%) had high stress levels.
2. The stress level after being given a *Self Help Group* (SHG) to new students of the Nursing Science study program at the Muhammadiyah University of Gresik almost halved, there was a decrease in severe stress in new students by 16 (37.2%).
3. There is an influence of *Self Help Group* (SHG) on stress levels in new students of the Nursing Science study program at Muhammadiyah University of Gresik.

## Suggestion

Based on the research results, there are several suggestions that can be given to related parties, namely:

1. For Writers  
The author can gain experience in implementing *Self Help Group* (SHG) on new students who experience stress.
2. For Students  
Students can apply *Self Help Group* as a non-pharmacological therapy to reduce stress levels.
3. For Institutions  
The research results are made in the form of publications for the latest references for Nursing Science, especially in adolescent mental health nursing.

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