

Effectiveness Of Group Counseling On Depression, Anxiety, Stress And Components Of Spiritual Intelligence In Student

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Abstract: The study aims to investigate the effectiveness of group counseling with a spiritual approach to depression, anxiety, stress, and spiritual intelligence for students in facing the final semester exam (before and after the final exam). This research draft is quasi-experimental research conducted in Institut Injil Indonesia (I-3) Batu Malang, East Java, from March 2019 to June 2019. The student population of the Christian Education Study Program amounted to 105 people. Samples were taken through convenience sampling techniques, and the number of samples was 64 students. Through random sampling, the samples are divided into intervention groups (n = 32) and the control group (n = 32). Data collection is done using two scales King's Spiritual Intelligence Inventory (SISRI-24) and Depression, Anxiety, and Stress Scale (DASS-21 & DASS-42). The results showed that students of the Christian Religious Education study Program were able to reduce and overcome negative emotional problems, such as depression, and more dominant stress, and anxiety and could improve spiritual intelligence through group counseling with a spiritual approach.

Index Terms: Group Counseling, Depression, Anxiety, Stress, Spiritual Intelligence, Spiritual Approach

1. INTRODUCTION

Spiritual intelligence is the ability to use potential and spiritual resources to increase adjustments to environmental stressors [1]. Spiritual intelligence has a significant positive relationship with mental health [2], and it also becomes a strong indicator for mental health in carrying out religious and spirituality teaching [3], or in other words spirituality is an important factor in the relationship with mental health [4]. The World Health Organization (WHO) mentions that mental health is well-being, where everyone knows his abilities and can handle stress in his life [5]. Conversely, any person who is unable to handle stress will result in illness/mental disorders. In these circumstances, depression, anxiety, and stress have a leading role, and 13%-14% of the world population is influenced by DAS (MHF, 2010), of which approximately 450 million people suffer mental and behavioural disorders around the world. An estimated one in four people would suffer mental disorders during their lifetime (WHO, 2004). According to the WHO's regional Asia Pacific (WHO SEARO) The number of cases of the most depressive disorder in India (56,675,969 cases or 4.5% of the population), the lowest in the Maldives (12,739 cases or 3.7% of the population). As for Indonesia, as many as 9,162,886 cases or 3.7% of the population (WHO, 2017). Furthermore, based on the data from Riskekdas showed that the prevalence of emotional, mental disorders indicated by symptoms of depression and anxiety was about 6% or amounting to 37,728 people from subjects studied at Riskekdas 2013.

The province with the highest prevalence of emotional mental disorders in Central Sulawesi (11.6%), South important roles, it is demonstrated through the findings of researchers who have measured religion and spirituality in their studies, and they expressed spirituality is the main component of counseling and psychotherapy to make the counseling process more effective [13]. In line with that, Hall, reaction to the environment. However, it can also be seen that greater levels of stress and more health problems are found in women than their male friends [12]. Depression, anxiety, and stress experienced by students in relation to their academic needs to be addressed through counseling services. The practice of counseling with a spirituality approach has Sulawesi (9.3%), West Java (9.3%), Central Java 4.7%, and East Java, 6.5%, while the lowest prevalence in Lampung province is around 1.2% [6]. Further, on Riskekdas 2007 the prevalence of emotional, mental disorders in the countryside is higher than in urban areas, but in Riskekdas 2013 the prevalence is turned, and the prevalence in urban areas is higher than in rural areas [6]. In the educational context, the vulnerable age of depression is the ideal age range of studying as a student. Research conducted against 182 students of various faculties in America, reported at 24.3% of students experiencing depression [7]. Depression experienced by students can be caused by various factors such as the transition from high school to college, adaptation with new friends, new ways of learning, environmental demands, and separation with the family. Based on the results systematic review of the year 1980-2010 conducted by [8] found an average prevalence of depression in students at 30.6%. At this time, stress is also considered to be a part of student life and can be seen to influence the student's strategy of addressing it according to academic demands [9]. The results of the study found there was a strong relationship between stressful life with declining academic achievement [10]. Students who have excessive levels of stress can damage it and lead it to anxiety, depression, physical pain and old physical and psychological health problems [9]. Other studies have also found that differences in perception and reaction to stress are seen from the gender aspect, as the findings of [11], that male and female students have experience of stress at different levels, and women are more likely emotions than men in their Dixon, & Mauzey emphasized that religion and spirituality are

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important issues for the profession of counseling [13]. This orientation, supported by the results of research that proves spirituality as an important factor to help children overcome the problems of psychology and changes in psychology so that they succeed in the study [14]. The results showed a positive correlation between spiritual health and depression, anxiety, and stress among students [15]. More specifically studies have shown that counseling with a spirituality approach can reduce the anxiety and depression of the students [16];[17], as well as overcoming stressful situations in their lives [18];[4]. Even spirituality can help in the reduction of student anxiety when competing in an exam [9]. In the framework of the thinking of Christian spirituality, the results of the study found that effective relationships with Almighty God can reduce stress, anxiety, and depression, to improve one's mental health [19]. For spirituality is the ultimate necessity of man and who leads them to the transcendent experience and purpose in life that can be found in relation to oneself, others or creation, and or God, and can also found in other sources such as art, music, nature, religion and the Bible [20]. Other findings also support that the theory of acceptance of Christians to God can be the healing centre of stressful situations [21];[22], and also a personal relationship with God can increase the positive influence on the activation of Christian stress and can increase a more positive outlook on life [23]. Thus, it can be articulated that religion and spirituality are often part of the client's problems, and it is also a part of the solution for clients [24]. Contrary research results were discovered by GhareBughloo, that there was no significant correlation between spiritual health and depression; and there is no relationship of depression, anxiety, and stress with religion and spirituality [25];[26]. Based on previous studies, this research aims to investigate the effectiveness of group counseling with a spiritual approach to depression, anxiety, stress, and spiritual intelligence on students in facing the final semester exam (before and after the final exam).

2. RESEARCH METHODS

2.1 Participants and Technique Sampling

This research is quasi-experimental research conducted in Institut Injil Indonesia (I-3) Batu Malang, East Java, from March 2019 to June 2019. The student population of the Christian Religious Education Study Program amounted to 105 people. Samples were selected through a convenience sampling technique and sampled 64 students with details of semester 2 (30 people), 4 (27 people), 6 (5 people) & 8 (2 people).

2.2 Data Collection

Data collection is done using two scales King's Spiritual Intelligence Inventory (SISRI-24) and Depression, Anxiety, and

Stress Scale (DASS-21 & DASS-42). King's Spiritual Intelligence Inventory (SISRI-24) is used to evaluate spiritual intelligence in both groups. The questionnaire was created in 2008 by David King. The questionnaire comprises 24 items in a sub-scale consisting of critical existential thinking, personal meaning production, transcendental awareness, and conscious state expansion. In relation to the reliability, Raghieb set the reliability of this scale in the population in Iran ($n = 240$) using Cronbach's alpha coefficient of 0.88 [27]. Reliability coefficients (Cronbach's alpha) of the SISRI-24 in this study obtained 0.918. The answer Format of the SISRI-24 scale was changed to: strongly disagreed (STS) was rated 1; Disagree (TS) is rated 2; Quite agree (CS) is rated 3; Agree (S) is rated 4; Strongly agree (SS) is rated 5. The DASS-21 questionnaire was made in 1955 by Lovibond. DASS-21 is used to assess oneself and show the difference in 3 conditions of depression, anxiety, and stress. The questionnaire consists of 21 items and 3 sub-scales, and each subscale has 7 items to evaluate depression, anxiety, and stress. [28] investigate the reliability coefficient of the questionnaire with the internal consistency of depression of 0.91, anxiety 0.84, and stress 0.90. In this research, the reliability coefficients (Cronbach's alpha) gained depression of 0.79, anxiety 0.86, and stress 0.87. The DASS-21 scale response format was changed to: Never is rated 1; Sometimes is rated 2; Often is rated 3, and Very Often is rated 4. Meanwhile, the DASS-42 (full version) is used to determine the overall state of depression, anxiety, and student stress. The DASS-42 consists of 42 question items consisting of three self-report scales that are made to measure negative emotions such as depression, anxiety, and stress. Each scale consists of 14 question items that are divided into 2-5 sub-scale items with the same contents.

2.3 Procedures

The research was conducted in two phases. In the first phase, 64 respondents were tested to determine the level of depression, anxiety, and stress by using depression, and Stress Scale (DASS-42 full version). As a result, 64 students have a level of depression, anxiety, and stress are in low to moderate category, which is dominated by stress, and anxiety (Table 2). The second stage, 64 students were selected randomly, and then determined to be a group of interventions ($n=32$), which received 7 group counseling sessions with a spiritual approach of at least 60 minutes per session, while the control group ($n=32$) does not accept group counseling sessions with a spiritual approach. The material used in the group counseling session was based on Richard Bowell's educational book under the title "The Seven steps of spiritual intelligence" with an emphasis on biblical principles. The material from a group counseling session can be concluded in table 1.

Table 1. Group Counseling Session in Intervention Group

Session	Material
1	Participants became familiar with each other and also with the structure of group counseling sessions. In the continuity of the same session, the concept of spiritual intelligence, depression, anxiety, and stress is explained to the participants. Preceded by singing and prayer, as well as additional participants learn the relaxation of muscles and how to breathe correctly, and how to enter the spiritual atmosphere in a state of consciousness.
2	First, singing and praying and encourage participants to practice deep muscle relaxation and breathing. Later researchers explained the advantages of spiritual intelligence and its components to improve daily interactions and manage emotions when dealing with changes and stressors during the final exam and encouraging participants to replicate the way of problem-oriented work.
3	First, singing and praying, and participants practice deep muscle relaxation and breathing. Then the researcher explains Intrapersonal communication and discusses the questions like: Who am I and what is my role in this world. In addition, researchers have also discussed how to enter into a spiritual atmosphere with existential critical thinking. Researchers explain the influence of attitudes, moods, minds, and mental states when faced with the final exam. Then the way to get into the spiritual atmosphere in the Transcendental consciousness needs to be trained and practiced.
4	First, singing and praying, and participants practice deep muscle relaxation and breathing. Then, the kind of effective way of working – adding a sense of holiness to daily activities, and how to get into the spiritual atmosphere in producing the meaning of life needs to be trained. Researchers emphasized the importance of praying and reading the Word of God in order to give thanks, rejoice in the Lord, and understand that God is good in all circumstances and conditions (Romans 12:1-2; 1 Peter 2:1-7; 1 Thessalonians 5:16-18).
5	First, participants practice deep muscle relaxation and breathing. After that, training-related behaviours such as forgiveness of oneself and others, and how to manage depression, anxiety, and stress need to be provided.
6	First, singing and praying and participants practice deep muscle relaxation and breathing. Training needs to be provided in connection with the use of spiritual sources such as the Bible, prayer, or other spiritual sources, and also how to manage depression, anxiety, and stress. Furthermore, researchers are bringing participants to the specificity, positive interpersonal relationships, self-determination, and humour.
7	Researchers practiced personal management and mastery of the environment, concluded the topics after the session, grateful to the participants and finally, the participants filled the two questionnaires.

Table 2. Comparison of Descriptive Statistics DASS-42 (phase I)

Criteria	Stress		Anxiety		Depression	
	F	P	F	P	F	P
4,21 - 5,0 Very High	1	1%	0	0%	0	0%
3,41 - 4,20 High	2	3%	2	3%	1	1%
2,61 - 3,40 Medium	34	53%	23	36%	14	22%
1,81 - 2,60 Low	22	34%	28	44%	28	44%
1,00 - 1,80 Very Low	5	9%	11	17%	21	33%
Total	64	100%	64	100%	64	100%
F = Frequency						
P = Percent						

Before beginning a group counseling session with a spiritual approach and before the final semester exam, both groups fill the questionnaire DASS-21 and SISRI-24. Immediately after completing the group counseling session (4 weeks before the final semester exam) and 1 week after the final semester exam, both groups re-fill the DASS-21 and SISRI-24.

2.3 Data Analysis Techniques

Data obtained from questionnaire were analyzed using descriptive statistics, Kolmogorov-Smirnov test, homogeneity, and the independent t-test measurement are required to compare the score difference in depression, anxiety, stress, spiritual intelligence and its components between the two groups using SPSS version 18.0 with P-Value <0.05 considered statistically significant.

3. RESULTS

Table 3 shows the descriptive statistics and demographic data of both groups, whereas the results of the Kolmogorov-Smirnov test in Table 3 indicate that the distribution of data for

each variable is normal, both before the intervention or after the intervention ($P > 0.05$). Similarly, the results of the homogeneity test also show a variant of the post-test data of both groups expressed homogeneous ($P > 0.05$). The Independent t-test reflects no significant difference in the average score of depression ($P = 0.044$), anxiety ($p = 0.141$), stress ($P = 0.800$), and 2 components of spiritual intelligence, which includes critical existential of thinking ($P = 0.945$), and personal meaning production ($P = 0.153$) between the two groups before the intervention while the other two components, namely transcendental awareness ($P = 0.001$), and conscious state expansion ($P = 0.000$) between the two groups before the intervention have a significant difference (Table 4). In the intervention group after receiving the intervention, the three components of depression (10.28), anxiety (12.22), and stress (11.69) experienced a significant decrease in the value of the average score compared to depressive components (14.34), anxiety (15.19), and Stress (16.03) control groups that do not accept intervention with test results independent t-test $P < 0.05$.

Table 3. Comparison of Demographics and Descriptive Statistics of the Group's Second (phase 2)

Variables		Intervention		Control	
		Frequency	Percent	Frequency	Percent
Gender	Man	8	25(%)	12	37(%)
	Woman	24	75(%)	20	63(%)
Age	18-19	0	0(%)	10	31(%)
	20-25	30	94(%)	20	63(%)
	26-30	2	6(%)	2	6(%)
	Very High	0	0(%)	0	0(%)
Pre Test Depression	High	0	0(%)	1	3(%)
	Medium	1	3(%)	4	13(%)
	Low	10	31(%)	14	43(%)
	Very Low	21	66(%)	13	41(%)
	Very High	0	0(%)	0	0(%)
Post Test Depression	High	0	0(%)	0	0(%)
	Medium	1	3(%)	4	13(%)
	Low	7	22(%)	18	56(%)
	Very Low	24	75(%)	10	31(%)
	Very High	0	0(%)	0	0(%)
Pre Test Anxiety	High	0	0(%)	0	0(%)
	Medium	7	22(%)	3	9(%)
	Low	17	53(%)	16	50(%)
	Very Low	8	25(%)	13	41(%)
	Very High	0	0(%)	0	0(%)
Post Test Anxiety	High	0	0(%)	0	0(%)
	Medium	3	9(%)	6	19(%)
	Low	8	25(%)	18	56(%)
	Very Low	21	66(%)	8	25(%)
	Very High	0	0(%)	0	0(%)
Pre Test Stress	High	1	3(%)	0	0(%)
	Medium	4	13(%)	5	16(%)
	Low	17	53(%)	16	50(%)
	Very Low	10	31(%)	11	34(%)
	Very High	0	0(%)	0	0(%)
Post Test Stress	High	0	0(%)	1	3(%)
	Medium	4	13(%)	9	29(%)
	Low	6	18(%)	16	50(%)
	Very Low	22	69(%)	6	18(%)
	Very High	2	6(%)	3	9(%)
Pre Test Critical Existence of Thinking	High	19	60(%)	11	35(%)
	Medium	10	31(%)	12	37(%)
	Low	1	3(%)	5	16(%)
	Very Low	0	0(%)	1	3(%)
	Very High	17	53(%)	5	16(%)
Post Test Critical Existence of Thinking	High	14	47(%)	13	40(%)
	Medium	1	3(%)	9	28(%)
	Low	0	0(%)	5	16(%)
	Very Low	0	0(%)	0	0(%)
	Very High	1	3(%)	0	0(%)
Pre Test Personal Meaning Production	High	15	47(%)	13	41(%)
	Medium	15	47(%)	14	44(%)
	Low	1	3(%)	3	9(%)
	Very Low	0	0(%)	2	6(%)
	Very High	6	19(%)	1	3(%)
Post Test Personal Meaning Production	High	19	59(%)	11	34(%)
	Medium	7	22(%)	15	47(%)
	Low	0	0(%)	5	16(%)
	Very Low	0	0(%)	0	0(%)
	Very High	1	3(%)	0	0(%)
Pre Test Transcendent Awareness	High	18	56(%)	16	50(%)
	Medium	11	35(%)	11	34(%)
	Low	2	6(%)	5	16(%)
	Very Low	0	0(%)	0	0(%)
	Very High	3	9(%)	0	0(%)
Post Test Transcendent Awareness	High	28	88(%)	15	48(%)
	Medium	1	3(%)	10	31(%)
	Low	0	0(%)	4	12(%)
	Very Low	0	0(%)	3	9(%)
	Very High	10	31(%)	8	25(%)
	High	15	46(%)	13	41(%)

Pre Test Conscious State Expansion	Medium	7	23(%)	5	16(%)
	Low	0	0(%)	4	12(%)
	Very Low	0	0(%)	2	6(%)
	Very High	19	59(%)	9	28(%)
	High	8	25(%)	14	44(%)
	Medium	5	16(%)	7	22(%)
Post Test Conscious State Expansion	Low	0	0(%)	1	3(%)
	Very Low	0	0(%)	1	3(%)

Similarly, the intervention group on the spiritual intelligence component has increased after receiving interventions compared to the control group, where the critical existence of thinking components for the intervention group has scores of values An average of 32.38 and a control group of 28.84 with test results independent t-test $P=0.000$. The personal meaning production component of the intervention group has an average score of 29.31 and a 26.75 control group with independent t-test $P=0.000$ test results. While the test result independent t-test component transcendental awareness and conscious state expansion has no difference between the before and after interventions for both the intervention group and the control group because it has a $P<0.05$, but there is a difference in the average score, where the Transcendental Awareness (31.69) and conscious state expansion (23.94) components of the intervention group are larger than the transcendental awareness (23.31) and conscious state

expansion (21.91) components control group (table 4). The test results of independent t-test post-test depression, anxiety, and stress (DASS-21) between the intervention group and the control group indicate there is a significant difference ($P=0.000$) with an average score for the intervention group of 34.19 and control group 45.46 (table 3). This results in indicating that interventions have an effective influence due to depression, anxiety, and student stress decreases compared to no intervention. As for the critical existential of thinking, personal meaning production, transcendental awareness, and conscious state expansion (SISRI-24) shows that the intervention group and control group are experiencing a significant difference ($P=0.000$) With a score of average scores for the intervention group of 117.31 and a control group of 100.81 (table 4). These results suggest that effective interventions in enhancing students' spiritual intelligence significantly.

Table 4. Comparison of Normality, Homogeneity, Independent t-test, Average Score Depression, Anxiety, Stress, and The Components of Spiritual Intelligence (before and after Phase 2 intervention)

Variables	BI Mean±SD	AI Mean±SD	BIN	AIN	HPICG
	Independent t-test				
	Mean		SD		
DASS-21	Intervention Group Post Test	34.19		10.888	0.226
	Control Group Post Test	45.56		8.124	
	Independent t-test		P=0.000		
Depression	Intervention Group	12.13±3.362	10.28±3.154	0.243	0.918
	Control Group	13.97±3.711	14.34±3.107	0.103	
	Independent t-test		P=0.044		
Anxiety	Intervention Group	15.13±3.260	12.22±4.256	0.555	0.588
	Control Group	13.94±3.110	15.19±3.685	0.561	
	Independent t-test		P=0.141		
Stress	Intervention Group	14.84±3.886	11.69±4.358	0.057	0.675
	Control Group	14.59±3.983	16.03±3.806	0.707	
	Independent t-test		P=0.800		
	Independent t-test				
	Mean		SD		
SISRI-24	Intervention Group Post Test	117.31		4.432	0.786
	Control Group Post Test	100.81		4.146	
	Independent t-test		P=0.000		
Critical Existence of Thinking	Intervention Group	24.88±36.96	32.38±1.792	0.427	0.184
	Control Group	24.94±3.473	28.84±2.411	0.376	
	Independent t-test		P=0.945		
Personal Meaning Production	Intervention Group	20.88±2.225	29.31±2.007	0.182	0.954
	Control Group	21.63±1.913	26.75±1.849	0.149	
	Independent t-test		P=0.153		
Transcendent Awareness	Intervention Group	26.47±2.652	31.69±1.575	0.705	0.548
	Control Group	24.34±2.350	23.31±2.007	0.609	
	Independent t-test		P=0.001		
Conscious state expansion	Intervention Group	22.00±1.832	23.94±2.501	0.330	0.084
	Control Group	20.06±2.313	21.91±1.467	0.689	
	Independent t-test		P=0.000		

BI = Before the Intervention
AI = After the Intervention
BIN = Before the Intervention Normality
AIN = After the Intervention Normality
HPICG = Homogeneity Post Test Intervention & Control Group

4. DISCUSSION

The aim of the study was to investigate the effectiveness of group counseling with a spiritual approach to improving spiritual intelligence and to reduce depression, anxiety, and stress on students in facing the final semester exam (before and after the final semester exam). The results of this study suggest that group counseling with an effective spiritual approach in controlling depression and enhancing spiritual intelligence when compared to a control group. The findings were consistent with the research results of [16];[17];[19];[15]. The level of depression in this study belongs to a low category compared to the stress and anxiety of the respondent (Table 2). Depression is one of the most common mental health problems experienced by students in facing the final semester exam. Empirical evidence suggests that after obtaining group counseling with a spiritual approach, students of the Christian Education Study Program, Institut Injil Indonesia experienced increased levels of depression from a very low category of 66% to very low category 75%, while the control group of very low category 41% decreased to very low 31%. This suggests that group counseling with a spiritual approach leads to an increased ability of students to cope with depression. Students who can have a strong relationship with God can lower the level of depression [29], lower social isolation and understand the greater meaning and purpose in life [30]. This is important because the social isolation and absence of life's meaning is a potential indicator of depression [31]. Likewise with students who have high spiritual intelligence capable of understanding the meaning of the events of life every day deeper and not limiting the meaning of life only to physical life [32], consequently they are more inclined less depression [20]. The study also found that group counseling with an effective spiritual approach in controlling the anxiety in the intervention group compared to the control group. Empirically shows there is a significant decline in anxiety for the intervention group, which from a very low category of 25% increased to a very low category of 66%, otherwise for the control group of the very low category 41% decreased to a very low 25% category. The results of this study are in line with [9];[15];[19]. In accordance with *Bowell*, group counseling with a spiritual approach leads to an understanding of real identity, has a life value and does not turn on oneself. People with high spiritual intelligence can accept themselves with all their strengths and weaknesses, and then they will experience a slight psychological problem [20]. The study also showed that group counseling with an effective spiritual approach in reducing stress on the intervention group compared to the control group. The empirical data reflects there is a significant reduction in the stress level of the intervention group from a very low 31% increase to 69% very low, while the control group of 34% very low decreases to 18% very low. The findings are consistent with the results research of [15];[18];[4]. There is research that finds that internal sources like love, attention, thinking about inspiring words, obedience; and external sources such as peer support, physical training, and voluntary service are useful and helpful sources in overcoming stress [33]. These stress handling sources offered are more inclined toward psychology without spiritual sources. Contrary to that, the study found that

spiritual sources were an important factor in overcoming the stress of Christians including students of the Christian Religious Education Study Program [23]. The principle of spirituality provides a good psychological impact to the mental health of students, such as calmness in the face of the final exam, then develops self-control and self-esteem where when students are confronted with the source Stressor, they certainly have a strategy in controlling stress by praying, singing, grateful and or engaging in spiritual activities. In line with that, *Krause's* research results show that the level of spirituality has a relationship to self-esteem and individual self-feelings and if the individual's high level of spirituality will be happier and more satisfied with their lives. Further, *Hodge* explains that individuals who have a good level of spirituality will have a good quality of life and tend to interpret his life with positives and develop the value of spirituality as therapeutic in solving problems in life [34]. In this study, group counseling with an effective spirituality approach in enhancing spiritual intelligence and its components such as critical existential thinking, personal meaning production, transcendental awareness, and In the intervention group as opposed to the control group. Empirical evidence support shows very high post-test category data between intervention groups and control groups having significant differences. Critical existential thinking components for the intervention group (53%) and control groups (16%); component personal meaning production intervention group (19%) and control group (3%); component transcendental awareness group intervention (9%) and the control group (0%); and the conscious state expansion component of the intervention group (59%) and control group (28%). The positive influence of group counseling with a spiritual approach enhances spiritual intelligence by its components in line with research findings from [35];[36]. Techniques or strategies used in group counseling with a spiritual approach proved to be effective at fixing mental health issues such as influencing the production of meaning in life to reduce depression and anxiety [37]. In addition to the use of prayer and the Bible (the Word of God) in the process of the group, counseling will rebuild students' relationships with God, reassuring student hearts, and rediscovery of trust in God. These things prove there is a spiritual increase, so the student can pay attention to people, be accountable in interpersonal relationships, develop positive feelings towards oneself, and develop trust in others [23]. In effect, students can manage stress well. The results of this weaver are congruent with previous research [38], showing that the power of the use of prayer and the Bible in Christian-based Stress-Coping Support Group (CSCSG) can achieve meaningful value socially, spiritually, in a cognitive, affective, and behaviours. Even the use of prayer and the Bible can act as a buffer and stress barrier. Further, according to [39] The use of prayer and the Bible can strive for participants to cope with stress. Finally, one of the important things found in this research is depression, anxiety, and stress cannot be eliminated perfectly or to 0%, even in the students of the Christian Religious Education Study Program, but it can be overcome, is addressed, reduced and managed through good and ongoing spirituality. Students of the Christian Religious Education Study Program lived life

and activities in the scope of dormitories by involving themselves and involved in various types of spirituality activities that have been scheduled in the Institut Injil Indonesia. In the context of the study, it was found that in such situations, students still dominated the level of stress and anxiety in the low and moderate category when facing the final exam. After receiving the intervention, the intervention group experienced significant reductions in stress and anxiety and experienced a significant increase in spiritual intelligence when compared to the control group who did not receive a single group counseling interventions with a spiritual approach. The learning found is stress and anxiety need to be managed well through increased spirituality so that students do not suffer and cause deeper depression and frustration. On the basis of this statement, the relationship between life and Christian faith in relation to identifying the roles and faith, the safety of hearts, thinking of inspiring words, and appreciating oneself is helpful in raising the growth of spiritual intelligence that students eventually can afford to cope with, reduce, and manage depression, anxiety, and stress.

5. CONCLUSION

The results of this study show that students of the Christian Religious Education Study Program can improve their ability in overcoming negative emotional problems, such as depression, and more dominant stress, and anxiety and can enhance their spiritual intelligence through group counseling with a spiritual approach. Therefore, to reduce psychological problems during the final semester exam (before and after the final exam), it is necessary to implement group counseling with a spiritual approach.

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