The Role of Humanistic Existential Group Guidance Services Using Meditation Techniques in Unisri Student Stress Management In 2024

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ABSTRACT : Research background: This research is important to carry out to increase student references in carrying out stress management (coping). Because stress management skills are really needed to maintain students' mental health. If students' mental health is always well maintained, students can carry out their life activities well and achieve maximum results. The aim of the research, this research aims to determine the role of humanistic existential group guidance with meditation techniques in stress management for students in the fourth semester of the Unisri FKIP Guidance and Counseling Study Program in 2024. Research method stages. This research uses a qualitative action research model. The research subjects were students who had the potential to experience stress. Meanwhile, the object of this research is a humanistic existential group guidance service using meditation techniques in stress management for Unisri students in 2024. Indicators of research success are characterized by the presence of hardiness (steadfastness, endurance), optimism, high humor in students. Data collection, in research using: Questionnaires, Observations, Interviews and Documentation to determine students' stress problems. Data Validity, in this research to increase the credibility of the data using Trustworthiness, Transferability, Dependability, Confirmability. The research results showed that group guidance services using meditation techniques were successful in improving students' stress management in overcoming life problems. In cycle I it succeeded in increasing to 52.2%. In cycle II it succeeded in increasing to 62.2 behavior and in cycle III it succeeded in increasing to 76.6% and has reached the indicator determined by the researchers, namely in the "High" category. "Humanistic existential group guidance using meditation techniques plays a role in improving stress management for students in the fourth semester of the Unisri FKIP Guidance and Counseling Study Program in 2024."

KEYWORDS: Humanistic existential group guidance, meditation techniques, stress management.

I. INTRODUCTION

The subject of this research is focused on students of the Guidance Study Program and Counseling, Faculty of Teacher Training and Education, Slamet Riyadi University. Meanwhile, stress management is focused on dealing with stress well through humanistic existential group guidance with meditation techniques for increase Hardiness (fortitude, endurance), optimism, and humor. Students are students who are prepared to become resources a human being with noble character, intelligent, skilled in solving problems in his life so that his life is prosperous. In order to achieve his goals. It is certain that there are obstacles which can cause stress. Stress is a mental health problem that must be overcome because negative impact on students. Existential group counseling services Humanistic is effective in helping students overcome problems as a group so that it is efficient and effective, whereas with student meditation techniques together we can reduce thoughts and feelings so that it is easy to do things stress management. Several problems occurred that underlie the need Stress management researched is the difficulty factor in doing the task, the difficulty factor divide time for students who are already working and have difficulty completing their final assignments.

Results of initial observations in the Guidance and Counseling Study program environment FKIP Unisri on February 6 2024 related to stress management students as follows "There are several fourth semester students. Guidance and Counseling for those who are restless, anxious when interacting in groups. They are lacking concentrate/focus on the problem being discussed, this is caused by the problems faced." Results of an interview with one of the students " at night he had difficulty sleeping, this lasted for three days because it was always think about the problem at hand" if these things are left unchecked they will disrupt his mental health. Some research results state that, Stress management is important to master. One of the studies on stress in students carried out by Glasser (in Taylor, 1995) who measured parameters immune and psychological factors related to exam stress.

Based on the analysis of pre-test and post-test scores, an increase in symptoms was found stress and a significant decrease in immune levels (Suryani, 2004). Glasser's research also shows that students are groups that have great potential to experience stress. On the other hand, stressors academics are very difficult, even impossible to get rid of. Meanwhile, the environment Social media tends to require students to be able to fulfill their needs their hopes, such as high grades, active organization, critical thinking, and so on optimally. Research on the effectiveness of management training stress in students shows that this stress management training is classified as effective for students. They can understand the material presented and can practice it independently. Sri Hartini, Hera Heru SS, & Ferisa Prasetyaning Utami (2020) explains that the source of stress or stressor is Triggers of stress need to be minimized with stress management skills the good one. Stress management skills need to be possessed and developed so that Teenagers will be more skilled at carrying out appropriate copying strategies.

Stress can be managed well, so it becomes motivating and rewarding positive impact. However, stress can also have a negative impact (distress). Therefore stress needs to be managed well, so that it can change anxiety becomes success. According to the 2018 Basic Health Research (Riskesdas), There are more than 19 million Indonesians aged over 15 years emotional mental disorders.Apart from that, there are more than 12 million residents in the same age range known to be depressed. Mental disorders like this can cause sufferers committing reckless acts such as committing suicide. In 2019 WHO recorded around 300 million people all over the world have experienced depression. A total of 15.6 million of them comes from Indonesia. According to I-NAMHS research published in 2022, such as quoted from the UGM website, there are a number of risk factors related to emergence mental disorders in adolescents. These factors include bullying, school and education, peer and family relationships, sexual behavior, substance use, childhood trauma experiences, to the use of health facilities. teenager who experiencing mental disorders experiencing problems or difficulty carrying out activities his daily life.The results of the research show that IPB students in the year group Entering 2016 felt stress during preparation for writing a thesis with symptoms. What is felt from a physical perspective is fatigue and heart palpitations. Factor What contributes most to student stress is the data analysis method. Alternative stress management for students is to take a break, do something activities according to hobbies, setting meeting schedule with lecturers supervisor, setting a graduation target, and thinking positively. (Nabila Andita Sayekti, 2016).

The results of this research indicate that the group-based guidance model humanism is effective in strengthening character education for IKIP PGRI students Pontianak. In fact, the hypothesis test shows that all the character indicators students experienced significant improvement after receiving the intervention humanistic-based group guidance (Kamaruzzaman, Aliwanto, 2018) Approx 79% of suicide attempts and health problems due to stress occur in the range aged 15 - 29 years. More than 264 million people have experienced symptoms of stress leading to depression, in which 800,000 people died by suicide. In Indonesia, Of the 1000 surveys conducted, 75% of respondents even experienced stress, and 25% never experience stress. The prevalence of student stress in the world is 38.91%, in Asia 61.3% and Indonesia at 71.6% The results of observations on January 1 2024 found several students who experience stress (prolonged confusion), severe disappointment, and severe pessimism in facing problems. Results of interviews with several program students Guidance and Counseling study semester 2 and semester 4 that they often stress in doing college assignments. Ketut Fandi Mertha's research results about "Application of Humanistic Existential Counseling to Improve Sense Student Confidence "In his research, Ketut used a self-confidence questionnaire which is distributed to students, students who experience low self-confidence because it is still at the bottom of the average score. Then Ketut gave treatment self-confidence by providing humanistic and existential counseling actions. The result is increased self-confidence. Hera's research results are challenging Development of an Intelligence-Based Youth Group Counseling Model Comprehensiveness can improve student character (Hera, 2016), improvement Student Life Skills through Responsive Religious Based Services (Hera, 2018),The Role of Guidance and Counseling in Building Student Mental Hygiene (Hera, 2019). Hera's research results show that the group guidance model is heart-based Conscience can improve students' life skills to overcome life's problems 2023. The results of this research need to be followed up with research on the role of guidance humanistic existential group with meditation techniques in stress management.

II.   RESEARCH METHODS

Participants : This research will be carried out in the Faculty Guidance and Counseling Study Program Teacher Training and Education Sciences, Slamet Riyadi University, Jl. Youth Pledge No.18 Joglo Banjarsari Surakarta. Research begins in March 2024 until 2024 August 2024

Design : This research uses the Guidance and Counseling Action Research method (PTBK). According to Sugiyono (2019:823), Action Research is an activity to take action with the aim of improving performance and work results for development of action science. This research has two main objectives, namely implement more effective and efficient actions and develop related knowledge or theory. Guidance and Counseling Action Research is a type of research carried out by a counselor and functions as an effort to perfect and improve counseling activities. This research was carried out in several cycles with each cycle implemented in four stages. This stage is in the form of the planning stage action, implementation of action, observation or observation, and reflection. (Zainal Aqib and Ahmad Amrullah, 2019: 229)

III.   PROCEDURE

1. Situation Analysis
In this study there were 10 students who were hardiness (fortitude, strength resistant), optimism, low student humor and less stress management Good. Then research was carried out with the implementation of guidance services humanistic existential group with meditation techniques to improve the ability to deal with student stress.

2. Research Cycle Plan
a.   Action Planning
   At this stage, the researcher prepares a plan of action carried out and how these activities are carried out, along with with the place where the activity is carried out.
b.   Implementation of Actions
   Implementation of actions is carried out by providing guidance services humanistic existential group with meditation and observing techniques students in the group guidance process.
c.   Observation
   At this stage, observations are carried out including observations during the process group guidance takes place.
d.   Reflection
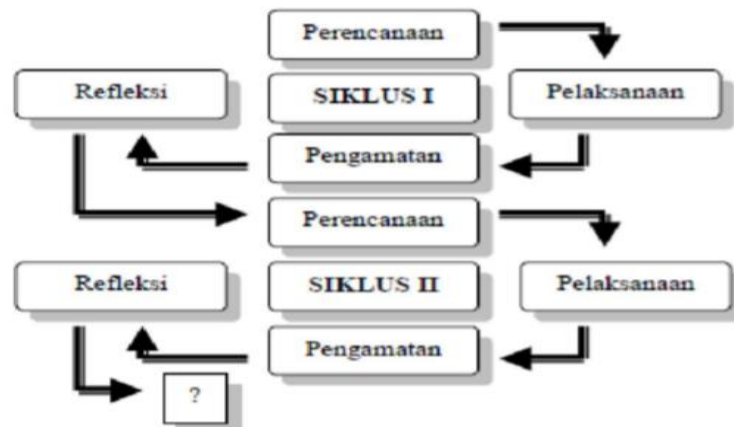   This stage is to restate the previous statement after action takes place.

Figure 3: Action Planning Cycle in Guidance and Counseling

IV.   ANALYSIS TECHNIQUES

1. Questionnaire : According to Winkel (in Komalasari, G et al: 81) a questionnaire is one Data collection tools in non-test assessments, in the form of a series of questions or statements submitted to the respondent. Winkel defines questionnaire as a list or collection of written questions that must be answered written.

2. Observation   : According to Sugiyono (2019), observation is something complex process, a process composed of various processes biological and psychological. Two of the most important are processes observation and memory.

3. Interview : Interviews are a data collection technique by conducting direct communication between researchers and respondents with the aim of obtaining information relevant to the research. Interviews can be conducted online face to face or via communication media such as telephone or video conference.

4. Documentation : According to Sugiyono (2021), documentation is a complement to use Observation methods and research results from observations will be more credible/obtainable believed to be supported by existing schools and photographs.

V. RESEARCH RESULT

Stressful conditions experienced by students. Some of the behaviors that students who get into trouble have are: they don't focus on attending lectures, delay doing assignments, play without goals, not attending lectures without permission, not caring about the social environment. Student strategies for dealing with stress. In dealing with stress they waste time without meaning, join on random activities that are not useful for his studies, don't care about it appeals from friends, rarely communicates with parents. Implementation of humanistic existential group guidance using techniques meditation in stress management

A. Pre-Cycle : Based on observations and interviews conducted at the initial stage, It was found that subjects experienced stress in facing life problems. The subjects were 10 students as in table 1 below.

Table 3. List of Students Who Experience Stress Facing Life Problems.

No	Name
1	TFGB
2	APP
3	GEPD
4	FAZ
5	LJ
6	IM
7	DNF
8	NTCD
9	FD
10	MB

Next, observations and interviews were carried out on the students experiencing stress, students who do not experience stress, related lecturers students who experience stress to get information/data about stress behavior facing problems. Based observations and interviews hardiness (fortitude, endurance) which consists of: Commitment, Internal locus control, Challenge and delivery of questionnaires about optimistic factors with LOT (Life Orientation Test) instrument which consists of 11 items and the humorous factor COPE which identifies 14 strategies. The following are the results of filling out the questionnaire and observation at the pre-cycle stage.

Table 4: Range of Classification Scores for optimism and humor factors

No	Score Range	Classification
1	82 – 100,75	Very High
2	63 – 81,75	High
3	44 – 62,75	Low
4	25 – 43,75	Very Low

Results of filling out the pre-cycle stage questionnaire

Table 5: Results of filling out the LOT (Life Orientation Test) and The COPE questionnaires

No	Name	Score	category
1	TFGB	45	Low
2	APP	48	Low
3	GEPD	45	Low
4	FAZ	47	Low
5	LJ	50	Low
6	IM	46	Low
7	DNF	47	Low
8	NTCD	44	Low
9	FD	49	Low
10	MB	51	Low

Rata- Rata		47,2

The results of the questionnaire above are depicted in graph 1 as follows.
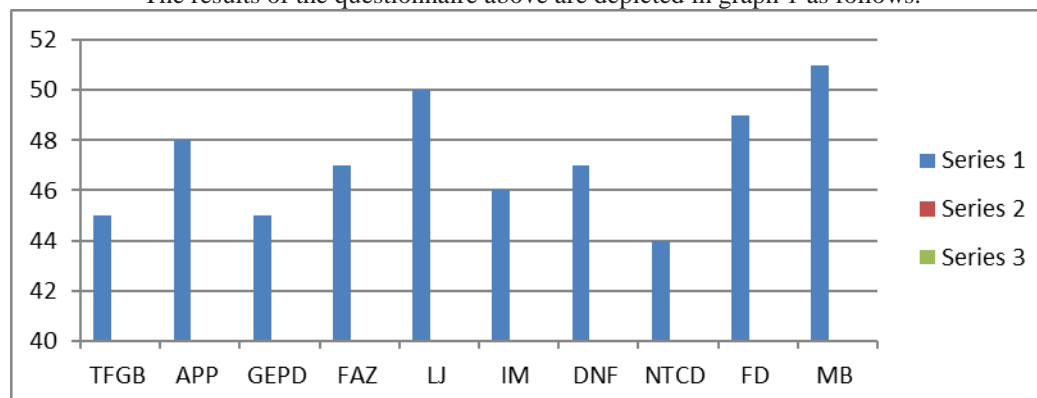
Graph 1: Pre-cycle Questionnaire Results

2. Observation Results

No	Things observed	Percentage of observation results	
		Researcher	Student research member
1.	Commitment	61%	62%
2.	Internal locus control	62%	61%
3.	Challenge	60%	61%
4.	Optimis	61%	60%
5.	Humoris	61%	60%
Observation Results		61%	60,8%

Pre-Cycle Observation Percentage: 61%+60.8%= 121.8%:2= 60.9%

B. Cycle I
1. Action Planning : At the action planning stage, activities in the first cycle are prepared with make a time agreement with the student to carry it out guidance of a humanistic existential group with meditation techniques. Determined schedule group guidance with students and ensure that the schedule is maintained. The guidance provided does not interfere with students' study activities and does not
interfere with daily activities. Next, prepare other necessities such as: results and process evaluation instruments, observation guidelines, writing tools, documentation tools related to group guidance activities.

2. Implementation of Actions
Day, Date: Thursday, May 2, 2024
Time: 12.00 WIB
Place: Unisri H Building

a) Formation Stage : This stage is the introduction stage, the stage of mutual involvement of the members introduce myself. Starting with conveying the objectives of the guidance activity The group that will be carried out is to improve stress management (coping). in dealing with stress in dealing with life's problems. The problem you have each student is not the same, it is very varied so students are asked to adapt to each individual's personality and abilities as well according to each problem.

b) Transition Stage : The second stage is a "bridge" between the first and third stages. At this stage conveyed the specifics of humanistic existential group guidance with techniques meditation.

c) Activity Stage : This stage is the core of group activities, there is a leader as organizer patient and open activity process, actively providing encouragement and strengthening and full of empathy. The leadership in this

stage is carried out by research members (VI semester students who have experience leading guidance group), explains the process of meditation in stress management,
leading the meditation process.

Meditation Process:
1) Sit cross-legged
2) Place both hands in a yoga position, comfortable, relaxed and arm muscles hands are not stiff
3) Breathe calmly and regularly
4) Make a mental intention to motivate yourself
5) Unite yourself without lust or other thoughts
6) Focusing attention by helping to imagine certain objects (focusing attention on one point)
7) When concentrating, the eyelids begin to get heavy and the eyes close completely slowly
8) reathing is regulated in a regular way.

d) Termination Stage
In the final stage, group activities should be focused on discussion and exploration of whether group members are capable apply the things they learn. From the explanation above it can be It was concluded that under group guidance it was an effort to provide assistance to people in need, in a group atmosphere through relationships of all group members involved. Can be understanding utilize all information, responses, and various reactions from members to interests of each member relating to self-development, Other opportunities can also include expressing opinions, rebuttals, etc feedback is a valuable opportunity for individuals. In this case members
The group conveys what they feel when meditating and each other exchange experiences in stress management.

**Table 6: Range of Classification Scores for optimism and humor factors**

No	Score Range	Classification
1	82 – 100,75	Very High
2	63 – 81,75	High
3	44 – 62,75	Low
4	25 – 43,75	Very low

Results of filling out the Cycle 1 questionnaire

Table 7: Results of filling out the LOT (Life Orientation Test) and The COPE questionnaires

No	Name	Score	Category
1	TFGB	50	Low
2	APP	53	Low
3	GEPD	50	Low
4	FAZ	52	Low
5	LJ	55	Low
6	IM	51	Low
7	DNF	52	Low
8	NTCD	49	Low
9	FD	54	Low
10	MB	56	Low
	Average		52,2

The results of the questionnaire above are depicted in graph 2 as follows.
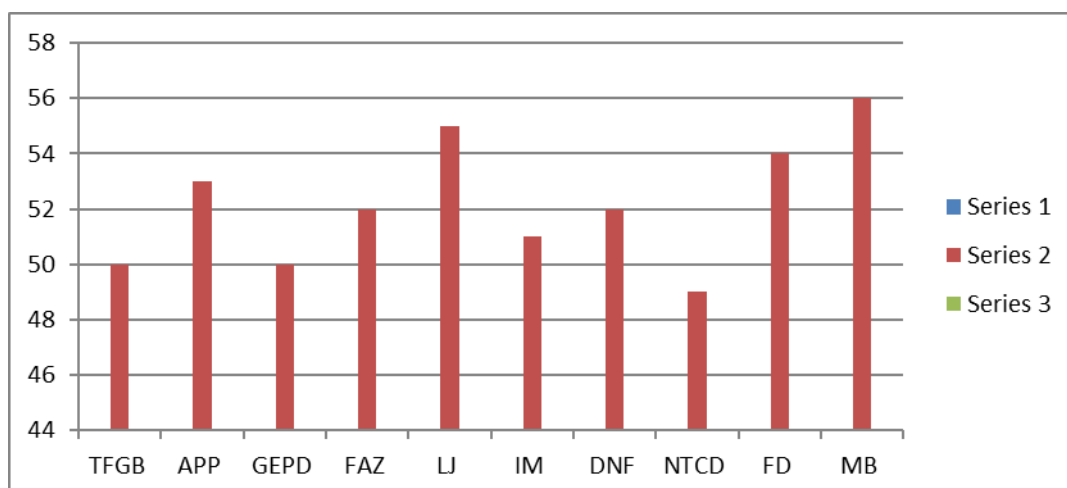
Graph 2: Cycle 1 Questionnaire Results

3. Observation Results

No	Things observed	Percentage of observation results	
		Researcher's	Student research members
1.	Commitment	66%	67%
2.	Internal locus control	67%	66%
3.	Challenge	65%	66%
4.	Optimis	66%	65%
5.	Humoris	66%	65%
	Average Observation Results	**66%**	**65,8%**

Pre-Cycle Observation Percentage: 66%+65.8%= 131%:2= 65.9 %
From the percentage of observation results in cycle I of students that can be observed in The table above for Pre-Cycle and Cycle I shows an increase in results observations of researchers and research members increased from 60.9% to 65.9 % .
4. Reflection
From the results of cycle 1 actions, the researcher carried out an overall reflection and evaluation on Cycle 1 activities start from implementing actions to reflection, Based on the results obtained, it can be concluded that the implementation of services guidance from humanistic existential groups using meditation techniques has not been optimal because there are still several obstacles and shortcomings in its implementation this first cycle. There are several things that are reflected in cycle I as follows: following:
 a. There are still students who are not concentrating well.
 b. Some students have not finished conveying their opinions.
 c. There are still students who have not been active during the group guidance process taking place.
 d. There are still students who feel awkward and have not fully opened up about the feelings you are currently experiencing.
Based on the results of cycle 1 by administering questionnaires and observations to find out what is hardiness (fortitude, endurance) which consists of: Commitment, Internal locus control, Challenge increases. From the pre-cycle, the questionnaire results were 47.2, an increase in cycle I was 52.2, observation results in Pre-cycle were 60.9, increasing in cycle I to 65.9.

C. Cycle 2

1. Action Planning : In the planning stage, the researcher prepares the activities in the previous cycle needs to be improved in cycle II in the planning stage, namely making time agreement with students to carry out guidance services humanistic existential group with meditation techniques, this agreement was made in order Students focus on carrying out guidance. The guidance schedule is determined in order does not interfere with

student activities while on campus and students feel comfortable with group guidance. In the giving plan group guidance services (RPL) with material on hardiness (grit, endurance) which consists of: Commitment, Internal locus control, Challenge and Meditation , prepare observation guidelines, stationery and required documentation in the process of implementing group guidance.

2. Implementation of Actions
Day, Date: Thursday, May 16, 2024
Time : 12.00
Place: Room H 2,2
Number of Members: 10 Students

a. Early stage : In the initial stage, group guidance activities, invite group members Sit down and greet other group members. Position The researcher here is the implementer of group guidance actions, after that the researcher invite group members to pray first which will begin its group tutoring services. Researchers build good relationships with group members so that later they can feel comfortable during group guidance taking place. In this initial stage the researcher reviews what has been discussed at the previous meeting and explain again briefly about group guidance, principles of group guidance and internal procedures implementation of group guidance. The researcher explained it again to the students about meditation and hardiness (fortitude, endurance) which consists of: Commitment, Internal locus control, Challenge so that students have understanding which is whole again.

b. Transition Stage   : After the formation process is carried out, the researcher then moves on to the next stage transition before the implementation of the core stage. After that the researcher offers or Observe the readiness of group members to carry out the activities at the stage Next, provide an icebreaker so that the atmosphere is more cheerful and more interesting with the ice breaker "MIRROR" with the aim of practicing concentration student.

c. Core Stage : At the core stage the researcher explains again and provides information about meditation and hardiness problems (fortitude, endurance) consisting of: Commitment, Internal locus control, Challenge with discussion method, after that explains the stages of the mechanism for implementing meditation.
• Self-evaluation and monitoring   Here students express the problems they each have, then tell how to solve it. In this stage the goal so that students can be open about what they are experiencing in the future can exchange thoughts and opinions with each other. • Determining goals and strategic planning. After students express their problems they are asked to determine goals and plan strategies for dealing with stress. Group members one by one convey their goals and strategies overcome stress. Then the researcher provides information on what the strategies are Can be used to deal with stress.

• Monitor strategy implementation and monitor strategy results.   After students know about strategies for dealing with stress problems, problems are welcome to do meditation.

d. Termination Stage : After the core stages have been implemented then move on to the final stage, namely The researcher provides conclusions regarding the group guidance that has been delivered, In cycle II, the researcher explains meditation to overcome stress facing problems. Before ending the activity, the researcher provides an assessment through impressions and messages students while participating in group guidance services. Student reveal them one by one to the researcher and after that the researcher schedules them return for the next meeting with students when and where to carry out group guidance services again.

Cycle II Action Results:

**Table 8: Range of Classification Scores for optimism and humor factors**

No	Score Range	Classification
1	82 – 100,75	Very High
2	63 – 81,75	High
3	44 – 62,75	Low
4	25 – 43,75	Very low

1. Results of filling out the Cycle II questionnaire

Table 9: Results of filling out the LOT (Life Orientation Test) and The COPE questionnaires

No	Name	Score	Category
1	TFGB	60	Low
2	APP	63	Low
3	GEPD	60	Low
4	FAZ	62	Low
5	LJ	65	Low
6	IM	61	Low
7	DNF	62	Low
8	NTCD	59	Low
9	FD	64	Low
10	MB	66	Low
	Average		62,2

The results of the questionnaire above are depicted in graph 3 as follows.
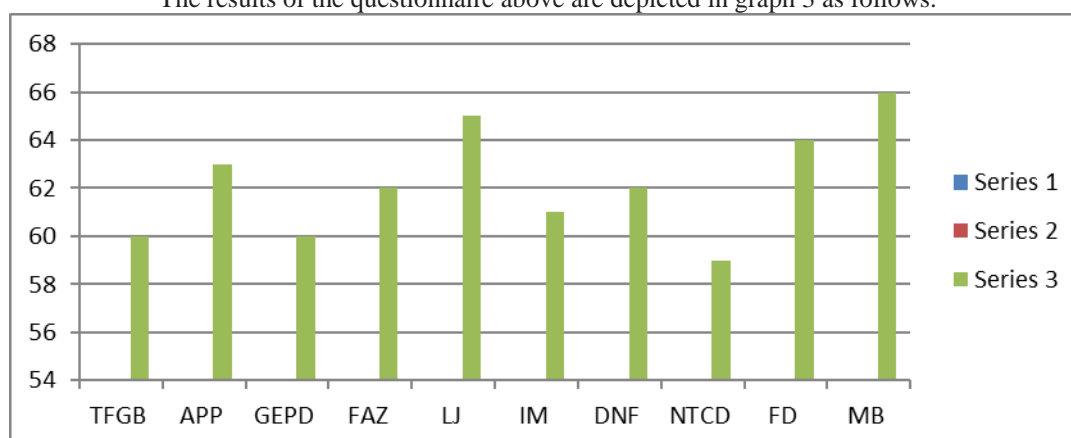
Graph 3: Cycle 1 Questionnaire Results

2. Observation Results

No	Things observed	Percentage of observation results		
		Researcher's	Student members	research
1.	Commitment	76%	77%	
2.	Internal locus control	77%	76%	
3.	Challenge	75%	76%	
4.	Optimis	76%	75%	
5.	Humoris	76%	75%	
	Average Observation Results	**76%**	**75,8%**	

Pre-Cycle Observation Percentage: 76%+75.8%= 151%:2= 75.9 %

From the percentage of observation results in cycle I of students that can be observed in Table 8 above for Cycle I and Cycle II shows an increase in results observations of researchers and research members increased from 65.9% to 75.9%

VI. REFLECTION

From the results of the actions in cycle I1, the researcher carried out an overall reflection and evaluation on cycle I1 activities starting from implementing actions to reflection, Based on the results obtained, it can be concluded that the implementation of services guidance from humanistic existential groups using meditation techniques has not been optimal because there are still several obstacles and shortcomings in its implementation this second cycle. There are several things that are reflected in cycle II as follows: following:

a. There are still students who have not been active during the group guidance process taking place.
b. There are still students who feel awkward and have not fully opened up about the feelings you are currently experiencing.

Based on the results of cycle 1 by administering questionnaires and observations to find out what is hardiness (fortitude, endurance) which consists of: Commitment, Internal locus control, Challenge increases. From Cycle I, the questionnaire results increased by 52.2% Cycle II was 62.2%, observation results in Cycle I were 65.9%, increasing in cycle II to 75.9%

D. Cycle 3
1. Action Planning
In the planning stage, the researcher prepares the necessary activities in the previous cycle to be improved in cycle III in the planning stage, namely making an agreement time with students to carry out group guidance services humanistic existential with meditation techniques, this agreement is made in order. Students focus on carrying out guidance. The guidance schedule is determined in order does not interfere with student activities while on campus and students feel comfortable with group guidance. In the giving plan group guidance services (RPL) with Meditation material. Researchers prepare observation guidelines, stationery and documentation needed in the process implementation of group guidance.

2. Implementation of Actions
Day, Date: Thursday, May 30 2024
Time : 12.00
Place: Room H 2.2.
Number of Members: 10 Students

a. Early stage : In the initial stage, group guidance activities, invite group members Sit down and greet other group members. Position The researcher here is the implementer of group guidance actions, after that the researcher invite group members to pray first which will begin its group tutoring services. Researchers build good relationships with group members so that later they can feel comfortable during group guidance taking place. In this initial stage the researcher reviews what has been discussed at the previous meeting and explain again briefly about group guidance, principles of group guidance and internal procedures implementation of group guidance. The researcher explained it again to the students about the stages of implementing meditation so that students have a good understanding whole again.

b. Transition Stage : After the formation process was carried out, the researcher then moved on to the stage transition before the implementation of the core stage. After that the researcher offers or Observe the readiness of group members to undertake meditation activities.

c. Core Stage : At the core stage the researcher explains again and provides information about the problem of the stages of implementing meditation using the discussion method, after that explains the stages of the mechanism for implementing meditation.

1) Self-evaluation and monitoring : Here students express the problems they each have, then tell how to solve it. All group members can openly convey what they are experiencing so that they can exchange it each other's thoughts or opinions.

2) Determining goals and strategic planning : After group members think about the problem and determine goals as well as planning strategies for dealing with stress, one by one convey goals and strategies for dealing with stress in the group takes place and researchers respond to it.

3) Monitor strategy implementation and monitor strategy results : After group members know about strategies for dealing with internal stress facing problems, they are welcome to meditate.

4) Termination Stage : At the final stage of cycle III, the researcher gave members the opportunity group to convey their difficulties in meditating. For dealing with stress and facing problems. Before ending research activities provide an assessment through student impressions and messages while participating in the service group guidance. Students expressed their words one by one to researchers and After that the researcher thanked the students.

Cycle III Action Results:

| No	Range of Scores	Classification
1	82 – 100,75	Very High
2	63 – 81,75	High
3	44 – 62,75	Low
4	25 – 43,75	Very low

Table 10: Range of Classification Scores for optimism and humor factors

1. Results of filling out the Cycle III questionnaire
Table 11: Results of filling out the LOT (Life Orientation Test) and The COPE questionnaires

No	Name	Score	Category
1	TFGB	75	Low
2	APP	78	Low
3	GEPD	75	Low
4	FAZ	72	Low
5	LJ	80	Low
6	IM	75	Low
7	DNF	77	Low
8	NTCD	74	Low
9	FD	79	Low
10	MB	81	Low
	Average		76,6

The results of the questionnaire above are depicted in graph 4 as follows.
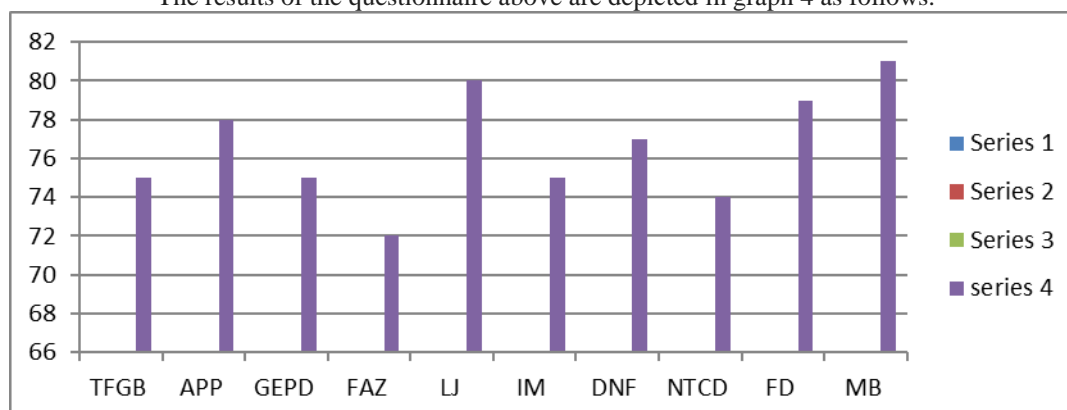
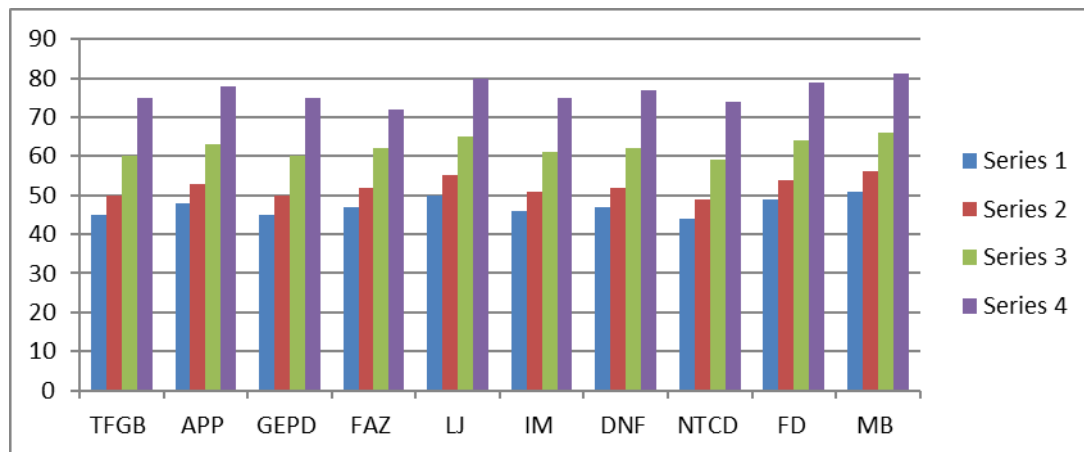Graph 4: Cycle 1 Questionnaire Results

2. Observation Results

No	Things observed	Percentage of observation	
		Researcher's	Student research members
1.	Commitment	91%	92%
2.	Internal locus control	92%	91%
3.	Challenge	90%	91%
4.	Optimis	91%	90%
5.	Humoris	91%	90%
	Average Observation Results	**91%**	**90,8%**

Pre-Cycle Observation Percentage: 91%+90.8%= 181%:2= 90.9 %
From the percentage of observation results in cycle III of students that can be observed in Table 8 above from Cycle II to Cycle III shows an increase in the observation results researchers and research members increased from 75.9% to 90.9%.

4. Reflection : From the results of the cycle II1 action, the researcher conducted a reflection and overall evaluation of the cycle I1I activities starting from the implementation of the action to the reflection, based on the results obtained it can be concluded that the implementation of humanistic existential group guidance services with meditation techniques has achieved the success indicator, namely reaching a high position, there are no obstacles and shortcomings in its implementation. Based on the results of cycle I1 by giving questionnaires and observations to find out whether hardiness (fortitude, endurance) consisting of: Commitment, Internal locus control, Challenge has increased. From Cycle II the questionnaire results were 62.2 increasing in Cycle III to 76.6, the observation results in Cycle II were 75.8 increasing in Cycle III to 90.9.

VII. DISCUSSION

Graph 5: Pre-cycle Questionnaire Results - Cycle III

The graph above shows that the LOT (Life Orientation Test) and The COPE questionnaire values have increased very significantly. In the pre-cycle with questionnaire results of 47.2% and observation results in the pre-cycle 60.9%. In cycle I, the researcher conducted group guidance with students and experienced an increase in the questionnaire results of 52.2% and the observation results in the first cycle increased by 65.9% after the implementation of cycle I there was still improvement and the next stage was implemented, namely Cycle II, the researcher conducted group guidance with meditation techniques in stress management to overcome life problems. The questionnaire results obtained in cycle II were 62.2% and the observation results in cycle II were 75.9%. From the researcher, the success target has not been achieved and continued with cycle III by continuing to use techniques with meditation techniques in stress management to overcome life problems. In the implementation of this group counseling, increased concentration, calmness, and seriousness in meditating will improve students' stress management, so that they are able to solve problems well. The questionnaire results obtained in cycle III were 76.6% and the observation results in cycle III were 90.9%. The above shows hardiness (fortitude, endurance) consisting of: Commitment, Internal locus control, Challenge increased in the high category

VIII. CONCLUSION

Based on the results of the existing research, it illustrates that group guidance services with meditation techniques have succeeded in improving students' stress management in overcoming life problems. In cycle I, it managed to increase to 52.2%. In cycle II, it managed to increase to 62.2 behavior and cycle III managed to increase to 76.6% and has reached the indicator determined by the researcher, namely in the "High" category.
Based on the results above which have been implemented from the first cycle to the third cycle, the role of Group Guidance with Meditation can improve the role of students' stress management in overcoming their life problems.

Suggestion
Based on the conclusions above, it is necessary to recommend the following things:
1. For Students : You should be patient and willing to meditate properly and well so that When facing problems, you can be patient, so you can solve them problem well.

2. For BK Lecturers : Counseling lecturers should not hesitate to give opportunities to students to practice meditation in the Laboratory.

3. For the BK Study Program : The Head of the Study Program should facilitate and motivate students to actively practice in the Laboratory.

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