

Original Research Article

FIVE-FINGER'S HYPNOTHERAPY ON ACADEMIC STRESS LEVELS IN ADOLESCENTS AT TAHFIDZ KHAIRUNNAS TUBAN

Hanim Nur Faizah^{1)*}, Hyan Oktodia Basuki²⁾, Suhartono³⁾, Mei Widyawati⁴⁾, Dyah Pitaloka⁵⁾
^{1,2,3,4,5)}Prodi Sarjana Ilmu Keperawatan, FKK, IIK NU Tuban

*Corresponding Author, E-mail: hanimfaizah.stikesnu@gmail.com

ABSTRACT

Introduction: Academic stress is a condition where there is a mismatch between academic demands and abilities. Students dealing with the burden of lessons that are considered quite heavy at school will be able to cause stress to adolescents at this time, adolescents generally experience pressure from the school and sometimes from parents demanding children to get high grades. Non-pharmacological therapy is a type of treatment/prevention that has no impact/effect on internal organs compared to pharmacological therapy which uses drugs. One of the non-pharmacological treatments that can reduce academic stress is Five-finger's hypnotherapy, Five-finger's hypnosis is a form of self-hypnosis that can have a high relaxation effect, thereby reducing anxiety, tension, and stress. This study aims to determine the effect of Five-finger's hypnotherapy on the level of academic stress in seventh-grade adolescents at Tahfidz Entrepreneur Junior High School, Khairunnas Tuban. **Methods:** This type of research is pre-experimental using a one-group pre-post test design approach with a cohort approach. The instrument used in this study was the academic stress questionnaire. The population in this study was 102 adolescents who were selected by a simple random sampling technique, obtaining 81 adolescents. The Inclusion criteria: Class VII youth of SMP Tahfidz Entrepreneur Khairunnas Tuban and Willing to be a respondent. The independent variable in this study is five-finger's therapy and the dependent variable is academic stress. **Result & Analysis:** The results of the research conducted after being analyzed using the Wilcoxon test with a significance level of ≤ 0.05 was proven to reduce the level of academic stress with a value of $p = 0.000 < 0.05$ which means that H1 is accepted, namely there is an effect of five finger's hypnotherapy on the level of academic stress in students VII graders. **Discussion:** From the description above, it can be concluded that five finger hypnotherapy affects reducing academic stress levels in seventh-grade adolescents at Tahfidz Entrepreneur Junior High School, Khairunnas Tuban.

Keywords: Academic Stress, Five-finger's Hypnotherapy, Teenagers

INTRODUCTION

Academic stress is a person's perception of academic stressors and how they react to academic stressors which consist of physical, emotional, behavioral, and cognitive reactions to those stressors (Gadzella & Masten, 2005, in Azahra, 2017). Academic stress arises from the results of interaction between teachers and students, anxiety about the learning

outcomes obtained, exams or tests to be faced, the learning process in groups, the influence of peers in learning, time management abilities, and student's perceptions of learning abilities that will affect academic performance (Lin and Chen, 2009 in Wicaksono, 2017).

Changes in the demands of learning from previous times also cause the appearance of stress symptoms. This condition is partly due to the high demands on student achievement. Every year the

Ministry of Education and Culture sets graduation standards that are always increasing, on the other hand, the learning load of students is also felt to be a lot (Taufik, Ifdil, ardi, 2013). These high demands are often a trigger for the emergence of stress in students, especially in those who do not have readiness and discipline in learning (Ade, Zikra, 2019). The results of the 2018 Basic Health Research (Riskesdas) show that the prevalence of the Indonesian population in people aged > 15 years who experience mental emotional disorders or stress is 37,728 people (9.8%) (Riskesdas, 2018). From the results of the 2018 Riskesdas, it was also found that the prevalence of residents experiencing mental emotional disorders in East Java was 6.82% of the subjects analyzed (Riskesdas, 2018). From the results of the Health Profile of the East Java Provincial Health Office for 2021 it was found that the prevalence of people experiencing mental emotional disorders in the Tuban district was 1,979 of the subjects analyzed (Health profile of the East Java provincial health office, 2021).

Students face of a subject load that is considered quite heavy at school will be able to cause stress in adolescents, especially high school teenagers, considering that at this time teenagers generally experience pressure from the school and sometimes from parents demanding children obtain high grades to continue their education to favorite colleges (Baldwin, in Taufik, 2013).

According to Rainham, Taufik (2013) states that the middle days of school on the one hand is an opportunity to gain invaluable experiences for adolescents, but on the other hand they are faced with many demands and rapid changes that can ultimately make them experience stressful times.

Based on the facts that occurred in the field, grade VII students at SMP Tahfidz Entrepreneur Khairunnas Tuban complained of dizziness, confusion, and not being able to divide their time properly between learning school materials and memorizing the Qur'an, because they were still in the process of adaptation. In addition, they say they sometimes feel saturated, and sleepy when class hours are tight, and they also say they can't handle stress management well and just leave it alone.

The results of a study conducted by Sibnath Deb, Esben Strodl & Jiandong Sun in 2015 on academic stress in high school students in India, found that as many as 190 students from grades 11 and 12, namely 63.5% of students reported stress due to academic pressure, while the results of a study conducted by Barseli & Ahmad in 2018 academic stress to SMA in Padang students, It was found that 5.8% of students experienced very high academic stress, 23.0% of students experienced high academic stress, 41.0% of students experienced moderate academic stress, 24.4% of students experienced low academic stress, and 5.8% of students experienced very low academic stress. The

results of a study conducted by Tati Indriani in 2021 academic stress in students of SMK Negeri 1 Godean in Yogyakarta, found that 51.7% of students experienced academic stress (Ade, Zikra, 2019).

According to Alvin (2007) the factors that influence academic stress consist of two types, namely internal factors, and external factors. Internal factors that result in academic stress are mindset, personality, and beliefs. Individuals who think that they can not control the situation will tend to experience greater stress. A student's personality can determine his level of tolerance to stress and confidence in himself plays an important role in stress control. Meanwhile, external factors that can result in academic stress are denser lessons, the number of activities you want to do but limited time, the pressure to perform high, the urge to climb the social ladder, and parents competing with each other (Anggraini, 2018).

Individuals experiencing stress will show emotional and physical symptoms. Symptoms of academic stress according to Goloszek (in Fahmi, 2011) are physical symptoms, emotional symptoms, and behavioral symptoms (Ade, 2019). Meanwhile, academic stressors according to Rasmun (2004) consist of biological stressors, physical stressors, chemical stressors, psychological social stressors, and spiritual stressors (Ade, 2019). According to Albana, 2007 the problem of academic stress faced by students if left unchecked will have an impact on

prolonged stress which will affect the child's physical and mental condition such as decreased immunity to make him vulnerable to disease, suffering from mental fatigue (depression and disappointment) to cause reactions outside the classroom, strange behavior, self-harm, emotional outbursts, etc. (Yulinawati et al., 2018). So far, students have not done any treatment for the stress they are experiencing. Usually, female students only cry when experiencing stress that feels so heavy. According to some studies, what can prevent more severe/fatal consequences of academic stress is non-pharmacological and pharmacological therapies. Non-pharmacological therapy is a type of treatment/prevention that has no impact/effect on internal organs compared to pharmacological therapy which uses drugs.

Some of the non-pharmacological therapies include: music therapy, coloring therapy, effective laughter therapy, expressive writing therapy, and Five-finger'shypnotic therapy (Hastuti and Arumsari, 2015).

The steps in doing five finger hypnotherapy according to Kusumawaty, I. (2020), as follows:

1. Orientation phase

The facilitator arranges the client's position as comfortably as possible or can sit cross-legged, then the facilitator greets, introduces himself, and validates the feelings experienced by the client. After validating the client's condition, the facilitator explains how

to do five finger hypnotherapy and agrees on the length of time.

2. Working phase

The working phase is guiding the client to do five-finger hypnotherapy therapy, namely:

- 1) Set the position as comfortable as possible and can also sit cross-legged.
- 2) Then place both hands on the thighs with the position of the hands looking up.
- 3) And close your eyes to relax more.
- 4) After that inhale through the nose, hold and exhale through the mouth then repeat three times.
- 5) Bring the tips of your thumb and forefinger together, remember when you were very healthy, so you can do whatever you want.
- 6) Then put your thumb and middle finger together, and remember the beautiful moments when you were with the people you care about.
- 7) Put your thumb and ring finger together, remember when you got an award for the effort and hard work you have done.
- 8) Bring your thumb and little finger together, remember when you were in the most beautiful, comfortable place you've ever visited. Take your time to reminisce about the good and fun times.

- 9) Ask the client to take deep breaths through the nose 3 times.

- 10) Instruct the client to open his eyes

3. Termination phase

The facilitator re-evaluates the client's understanding of five finger hypnotherapy and the steps followed during the activity. Then re-validate and ask the client to do it independently (Wahyudi, 2019).

According to research by Hastuti and Arumsari (2015) one of the therapies to manage academic stress is Five-finger'shypnosis. Five-finger'shypnosis is a form of self-hypnosis that can cause a high relaxation effect, so it will reduce anxiety, tension, and stress from a person's mind which can affect breathing, pulse, heart rate, blood pressure, reduce muscle tension, strengthen memory, affect the production of hormones that can trigger the onset of anxiety and regulate hormones related to stress (Simanjuntak et al ., 2021).

The results of a previous study conducted by Noorkasiani, 2014 on Astuti et al) , entitled "The effect of Five-finger'shypnotherapytherapy to reduce the level of anxiety of hypertensive patients" in people with high blood pressure who experience anxiety in East Jakarta.

METHOD

The design of this study is a Pre-experimental: pre-post test (one group pre-

post test design). Aims to reveal causal relationships by involving one group of subjects (Nursalam, 2020). The data collection time approach used in this study is the cohort approach. The cohort research approach is a longitudinal time approach or period approach (Nursalam, 2020).

The population in this study was all grade VII adolescents of Tahfidz Entrepreneur Khairunnas Tuban Junior High School as many as 102 students.

The sample used in this study was 81 respondents in grade VII of Tahfidz Entrepreneur Khairunnas Tuban Junior High School. The Inclusion criteria: Class VII youth of SMP Tahfidz Entrepreneur Khairunnas Tuban and Willing to be a respondent. The sampling technique in this study used probability sampling techniques with a simple random sampling type Data collection tool using questionnaires. The instrument used in this study was the academic stress questionnaire. Researchers used the Wilcoxon test because in this study using ordinal interval data, one related sample and two samples. The statistical uji in this study is the Wilcoxon test with a meaningfulness level of $\alpha<0.05$ using software PSS version 25 for windows obtained the result of the Asymp sig value (2-tailed)=0.000

RESULT

1. Distribution Based on Gender

Table 1. Samples Distribution Based on Gender

No	Gender	Frequency	Percentage
----	--------	-----------	------------

No	Gender	Frequency	Percentage
1	Man	47	58%
2	Woman	34	42%
Sum		81	100%

Source: Personal Data

Based on table 1, it can be seen from 81 (100%) respondents showed that 47 (58%) were male and 34 (42%) were female.

2. Age Distribution

Table 2. Age Distribution Samples

No	Age	Frequency	Percentage
1	12	4	4,9%
2	13	53	65,4%
3	14	24	29,6%
Sum		81	100%

Source: Personal Data

Based on table 2, it can be seen from 81 (100%) respondents showed that most of the 53 (65.4%) respondents were 13 years old.

3. Five-finger’s hypnotherapy to Stress Academic

Table 3. Five-finger’s hypnotherapy to Stress Academic

Five Finger`s Hypnoth- rapy	Academic Stress			Sum
	Low	Medi- um	High	
Pre-Test	6 (7,4) (%)	72 (88,9) (%)	3 (3,7) (%)	81 (100) (%)
Post-Test	51 (63) (%)	30 (37%)	0 (0%)	81 (100) (%)

Source: Personal Data

Based on table 3. showed that the category of academic stress before being given five-finger's hypnotherapy in class VII adolescents at SMP Tahfidz Entrepreneur Khairunnas showed 72 (88.9%) experienced academic stress in the

medium category. After being given five-finger's hypnotherapy to class VII SMP Tahfidz Entrepreneur Khairunnas students, it was shown that 51 (63%) students experienced academic stress in a low category.

DISCUSSION

Analysis of Five-finger's Hypnotherapy on Academic Stress Levels

From the results of the study, 5 adolescents were obtained, namely 4 male adolescents aged 13 years and 1 adolescent girl aged 14 years with a fixed score, namely moderate when filling out the pretest and posttest questionnaires. After being reviewed by researchers through interviews with the teenager, it was found that the teenager could not focus properly when doing Five-finger'shypnotherapy because he had just woken up from sleep and was still thinking about unresolved memorization tasks.

The results of the data analysis used in the study were the Wilcoxon Test with results $p = 0.000 < 0.05$ then H1 was accepted so that it can be concluded that there is an influence of Five-finger'shypnotherapy on academic stress levels in adolescents grade VII SMP Tahfidz Entrepreneur Khairunnas Tuban. The results of the analysis and interpretation of data obtained from class VII adolescents can be seen that 63% of adolescents have a low level of academic stress.

The results of this study are also

supported by previous research by Astuti, et all (2017) with the title Effectiveness of the Five Finger Hypnotherapy Method (HP Majar) on Adolescent Academic Stress Levels at SMK Muhammadiyah 2 Magelang Regency which can reduce academic stress levels which states thatthe Five-finger'shypnotherapy method (HP Majar) is one way to reduce academic stress levels in adolescents.

From the description of existing theories and facts, researchers argue that adolescents who experience academic stress are excluded due to dense learning activities, decreased motivation, mindset, and pressure to perform high. Teenagers who cannot manage stress well will tend to be quiet, cry, eat and sleep. Then after Five-finger'shypnotherapy, there was a decrease in stress levels in grade VII adolescents.

The significant change shows that Five-finger'shypnotherapy has an impact on grade VII adolescents who experience academic stress. The success of the therapy carried out is due to the application of Five-finger'shypnotherapy going well and is carried out with instructions for the implementation of therapy by the SOP. Success is also supported by the cooperative attitude of respondents who follow the researcher's direction well. The success of Five-finger'shypnotherapy has a positive impact on reducing academic stress levels in grade VII adolescents.

CONCLUSION AND SUGGESTION

There is an effect of five-finger's hypnotherapy on the level of academic stress in class VII adolescents at SMP Tahfidz Entrepreneur Khairunnas Tuban. It is shown by the results of the data analysis used in this study are the Wilcoxon test which shows that the results of the study affect stress levels in academic grade VII adolescents.

REFERENCES

- Ade, A. H. (2019). *Students Academic Stress and Implications in Counseling*. 1 (3), 1–7. <https://doi.org/10.24036/00130kons2019>.
- Alvin, N. (2007). Handling study stress: Panduan agar anda bisa belajar bersama anak-anak anda. Jakarta: Elex Media Komputindo.
- Anggraini, DV (2018), 'Factors causing academic stress in students (descriptive study in grade 4 and 5 students of SD Bentara Wacana Muntilan)', Yogyakarta: Sanata Dharma University Yogyakarta.
- Astuti, RT., Amin, MK., Purborini, N, *The influence of the Five finger's hypnotherapy method (HP Majar) on the level of academic stress of adolescents at SMK Muhammadiyah 2 Magelang Regency*.
- Azahra, JS (2017), 'The relationship between academic stress and coping stress in students who are working on a thesis at the Faculty of Psychology Education, Jakarta: Jakarta State University.
- Barseli, M., Ifdil, I., Nikmarijal, 2017, 'Journal of educational counseling', The concept of academic stress, vol.5, no.3, pp.143-148.
- Basic Health Research (Riskesdas) (2018). Republic of Indonesia Ministry of Health Research and Development Agency in 2018.
- Basic Health Research (Riskesdas) East Java Province (2018). Republic of Indonesia Ministry of Health Research and Development Agency in 2018.
- Deb, S., Strodl, E., Sun, j, 2015, 'International journal of psychology science', *Academic Stress, Parental Pressure, Anxiety and Mental Health Among Indian High School Students*, vol.05, no.01, hal 26-34.
- Nursalam. (2020). *Nursing Science Research Methodology*, 5th edition, Salemba Medika, Jakarta.
- Simanjuntak, G. V., Pardede, J. A., & Sinaga, J. (2021). *Managing Stress during the Covid-19 Pandemic With Five finger's Hypnosis*. 4(1), 54–57.
- Taufik., Ifdil., Ardi, Z, 2013, 'Journal of counseling and education', Stressful conditions of state high school students in Padang City, vol.1, no.2, pp.143-150.
- Wicaksana, BY (2017), 'The relationship between academic stress and impulsive bullying tendencies in students', Yogyakarta: Sanata Dharma University Yogyakarta.
- Yulinawati, I., Bariyyah, K., Permatasari, D., Guidance, P., Faculty, K., Education, I., & Malang, K. (2018). *Development of Academic Stress Inventory of Junior High School Students (SMP) Negeri Kota Malang*. 4(1), 30–35.