

The Effect of Autogenic Relaxation Techniques on Anxiety Levels in Facing the End of Semester Assessment

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Research Article

Volume: 02

Issue: 03

Years: 2023

Editor: IJ

Received: 20/06/2023

Reviewed: 18/09/2023

Published: 01/10/2023

Available Article: (doi)
[10.53801/jcn.v2i3.118](https://doi.org/10.53801/jcn.v2i3.118)

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Abstract

Background: The achievement of student learning progress at the end of the semester is measured by assessing student learning outcomes. In undergoing the final semester assessment, many students experience anxiety. The anxiety experienced by students towards the end of the semester is one of the distractions in everyday life, especially when studying. Many students complain of difficulty concentrating, remembering, and solving problems while studying. Students also often complain of emotional exhaustion.

Objectives: To determine the effect of autogenic relaxation on the level of anxiety facing the end-of-semester assessment in class XI IPS 4 students at SMAN 1 Gunung Putri.

Methods: This research is quantitative with a pre-experimental design method with a one-group pretest-posttest design. The research was conducted at SMAN 1 Gunung Putri in October - January 2023. A total of 18 respondents were taken as research samples using a simple random sampling technique. Data were collected using the Depression Anxiety Stress Scale 42 (DASS 42) anxiety questionnaire with 14 questions. Furthermore, statistical analysis was carried out using a paired sample t-test.

Results: The effect of being given autogenic relaxation techniques on the level of anxiety facing the final semester assessment in class XI IPS 4 students at SMAN 1 Gunung Putri with a P-value of 0.02

Conclusion: There is an influence of autogenic relaxation techniques on the anxiety level of class XI IPS 4 students of SMAN 1 Gunung Putri.

Keywords: anxiety student, autogenic relaxation technique

Introduction

Education is the main thing in developing the quality of human resources. A person's development in receiving education is assessed based on the competencies they possess.¹ As stated in Minister of Education and Culture Regulation Number 23 of 2016 concerning Educational Assessment Standards, the assessment process is a benchmark for the learning process that has been carried out previously.² High school is one of the stages of education that must be passed. During this period, teenagers experience many happy events and problems. He

has to go through this to find his identity. Teenagers are categorized as people aged 10 to 18 years.³ At that age, a person still experiences many imbalances both physically and psychologically. Psychologically, the emotional changes experienced often cause conflict. During times of conflict, teenagers often fall into feelings of failure, frustration and even anxiety disorders.^{4,5}

Several therapies can be used to overcome anxiety, one of which is autogenic relaxation therapy.⁶ Autogenic relaxation is a therapy carried out based on a person's belief in the body's response to anxiety that stimulates the mind. This autogenic relaxation therapy focuses a person in a relaxed state. This relaxed condition makes a person calm both mentally and physically. This therapy also changes the physiology of a dominant sympathetic system to a dominant parasympathetic system.⁷ Based on this introduction, the researcher formulated this research as aiming to determine the effect of autogenic relaxation on the level of anxiety facing the end of semester assessment in class XI IPS 4 students at SMAN 1 Gunung Putri.

Methods

This research is quantitative with a pre-experimental design method with a one-group pre-test and post-test design.⁸ The research was conducted at SMAN 1 Gunung Putri in October - January 2023. A total of 18 respondents were taken as research samples using a simple random sampling technique. Data were collected using the Depression Anxiety Stress Scale 42 (DASS 42) anxiety questionnaire with 14 questions. Furthermore, statistical analysis was carried out using a paired sample t-test.

Results

Univariate analysis

Table 1. Frequency distribution of students' anxiety levels in facing the final semester assessment before and after being given autogenic relaxation techniques N=(18)

Pre-test	Frequency	%
Anxiety level		
No anxiety	3	16,7 %
Mild anxiety	1	5,6 %
Moderate anxiety	7	38,9 %
Severe anxiety	3	16,7 %
Anxiety is very heavy	4	22,2 %
Total	18	100 %
Post-test		
Anxiety level		
No anxiety	6	33,3 %
Mild anxiety	3	16,7 %
Moderate anxiety	8	44,4 %
Severe anxiety	1	5,6 %
Total	18	100 %

Based on the distribution of data shown in Table 1, it is known that the majority of respondents experienced moderate anxiety, namely 7 respondents or (38.9%). Most respondents fell into the moderate anxiety category, namely 8 respondents (44.4%), but the number of those who did not experience anxiety increased, then those who previously experienced severe and very severe anxiety decreased to no anxiety and some even became moderate and mild anxiety.

Table 2. Average level of student anxiety in facing the final semester assessment before and after being given autogenic relaxation techniques N=(18)

Anxiety level	Average
Pre-test	15
Post-test	9
Total	6

Based on the average level of anxiety in Table 2, it shows that there was a decrease in the level of anxiety before and after being given the autogenic relaxation technique with a total of $15-9 = 6$ points.

Table 3. Data Normality Test Using Shapiro-Wilk

	Statistic	N	Sig.
Pre-test	0,946	18	,364
Post-test	0,952	18	,460

Table 3 is the result of the normality test which was tested on data obtained by researchers through questionnaire sheets. The normality test results of the data were that the data had a normal distribution, shown by a significance value before administering the autogenic relaxation technique of 0.364, a value of $p > 0.05$ and after administering the autogenic relaxation technique of 0.460, $p > 0.05$.

Bivariate analysis

Table 4. Test of the Effect Before and After Being Given the Autogenic Relaxation Technique on the Level of Anxiety in Facing the End of Semester Assessment in Class XI IPS 4 Students at SMAN 1 Gunung Putri in 2022

	Average	SD	DF	p-value
Pre-test and Post-test	5,722	6,749	17	,002

Based on Table 4, the results of the paired T-Test show that the level of anxiety before and after the intervention was given was a p-value of 0.02. Based on this significance value, it can be seen that the null hypothesis is rejected because the p-value is smaller than 0.05. So the conclusion that can be drawn is that the autogenic relaxation technique affects the level of anxiety in facing the final semester assessment of class XI IPS 4 students at SMAN 1 Gunung Putri in 2022.

Discussion

Students' Anxiety Level in Facing the End of Semester Assessment Before Being Given the Autogenic Relaxation Technique

Based on the results of the research above, show that the anxiety level of class. According to theoretical researchers, the level of anxiety is in the mild category, in general, a person's awareness and concern become greater. In the moderate category of anxiety, a person's consciousness focuses on something that stands out at that moment and eliminates other activities. When anxiety is in the severe category, a person's awareness decreases, just because he monitors small things and ignores others, making him unable to think calmly.⁹ In particular, the anxiety experienced by students before the exam is characterized by feelings, thoughts and behavior that are difficult to control. As exam time approaches, students find it difficult to concentrate, worry about the exam process and results, and feel excessively anxious. This research has found that several subjects are considered more difficult. These subjects are

physics, chemistry, mathematics and English.

The anxiety experienced by teenagers can certainly originate from environmental stressors. In this case, teenagers who spend more time at school will experience a lot of pressure regarding their school life. Based on the table above, 4 respondents experienced very severe anxiety due to specific reasons. The reasons for the anxiety experienced by students include difficulty accepting learning due to boredom, an uncomfortable learning atmosphere and exam question items that are considered difficult to answer. These reasons make students feel anxious about future exam results. Not only in end-of-semester exams but also in daily exams. According to research assumptions, from the results of the frequency distribution of anxiety levels, it can be concluded that the majority of students who feel moderately anxious are 7 respondents (38.9%). Based on the factors previously described, students experience more anxiety due to external factors that students cannot control.

Students' Anxiety Level in Facing the Final Semester Assessment after being given the Autogenic Relaxation Technique

Based on the research results above, it shows that the majority of respondents were moderately anxious, namely 8 respondents (44.4%) but the number who did not experience anxiety increased, then those who previously experienced severe and very severe anxiety decreased to not anxious and some even became anxious. medium and light.

This is by research by Isny Nurhayati et al (2016) regarding anxiety levels after applying autogenic relaxation techniques. From the results of the findings, it was found that after applying autogenic relaxation techniques there was a decrease in respondents' anxiety from dominant to severe anxiety for 11 respondents amounting to (64.7%) to moderate anxiety being dominant for 13 respondents or (76.5%) out of a total of 17 respondents.¹⁰ In theory, after being given autogenic relaxation technique intervention, students feel comfortable and relaxed. Autogenic relaxation techniques can reduce anxiety levels, reduce physical tension and provide a feeling of calm. Medically, the benefits of this relaxation technique are proven by the increase in alpha (α) waves in the brain after therapy. This increase can produce a relaxed condition, a feeling of freshness in the body and also increase concentration.¹¹ The feeling of relaxation that arises afterward stimulates Corticotropin-releasing hormone (CRH) which works to stabilize feelings of comfort and happiness. Apart from that, there is a decrease in the hormone Adrenocorticotrophic hormone (ACTH) which ultimately reduces the feelings of anxiety that students feel.¹²

The researcher believes that in theory, giving autogenic relaxation techniques to students will influence the level of anxiety felt by students when facing the end-of-semester assessment. This can be seen from the presence of Corticotropin Releasing Hormone (CRH) after applying autogenic relaxation techniques which results in a decrease in Adrenocorticotrophic hormone (ACTH) which ultimately reduces feelings of anxiety. In reality, this change can be seen when the autogenic relaxation technique was given, there was a change in the anxiety category from before the autogenic relaxation technique was given, the dominant experience was anxiety in the moderate category, around 7 respondents or (38.9%). After being given the autogenic relaxation technique, the majority of respondents had entered moderate anxiety as many as 8 respondents (44.4%) and the number who did not experience anxiety increased, then those who previously experienced severe and very severe anxiety decreased to not anxious and some even became moderately anxious and light. Students also said that autogenic relaxation techniques made them calmer and more relaxed so they could face the end-of-semester assessment with a more relaxed mind too.

It is hoped that students will utilize this autogenic relaxation technique at any time and

whenever students start to feel signs of anxiety because this autogenic relaxation technique can be applied wherever, and whenever students need it. The process carried out when carrying out this therapy is also not long and the costs incurred are also small, thereby saving students' expenses for doing it.

The Effect of Providing Autogenic Relaxation Techniques on Students Autogenic Relaxation Techniques in Facing the End-of-Semester Assessment

The results of statistical testing show that there is a significant influence between before and after being given the autogenic relaxation technique on the level of anxiety in facing the final semester assessment of class XI IPS 4 students at SMAN 1 Gunung Putri in 2022. After comparing the results of student anxiety, the significance value is $0.02 < 0.05$ which results in rejection of the null hypothesis (H_0). So it was concluded that the autogenic relaxation technique affected the level of anxiety in facing the final semester assessment in class XI IPS 4 at SMAN 1 Gunung Putri in 2022.

In line with research (Wardiana and Rini, 2019) which states that relaxation techniques can reduce the anxiety experienced by students during the exam period. This research describes a significant difference between students' anxiety before participating in bubble meditation relaxation therapy and students' anxiety after participating in bubble meditation relaxation therapy. The results of statistical analysis obtained a value of $t = 4.574$ with $p = 0.004$, which means that there is an effect of this therapy that can reduce the anxiety level of class XI Tulungagung high school students.¹⁴

Another research was conducted by (Wijayanti, 2016) which aimed to determine the effect of autogenic relaxation techniques in reducing anxiety. This research explains that this therapy technique makes the client's blood flow smoother and stimulates the production of endorphin hormones. The hormone produced during a relaxed state has a function similar to a sedative for clients who experience anxiety. Once this happens, the client's body will be in a more relaxed condition and their anxiety will decrease.¹⁵

Conclusion

Based on the results of the research that the researchers have conducted, it can be concluded that there is an influence after being given autogenic relaxation techniques on the level of anxiety facing the final semester assessment in class XI IPS 4 students at SMAN 1 Gunung Putri with a P-value of 0.02

Conflict of Interest

This research is not bound by individual or group interests.

Acknowledge

Thank you to the SMAN 1 Gunung Putri agency for helping and facilitating this research activity.

Funding

Research funding comes from researchers.

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