

---

**THE INFLUENCE OF POSITIVE AFFIRMATION RELAXATION TECHNIQUES ON ANXIETY IN LEVEL 4 STUDENTS WHO ARE PREPARING THESIS IN THE NURSING SCIENCE STUDY PROGRAM (S-1) FITKES UNJANI**

**Pratama Wira Kusumah<sup>1</sup>, Achmad Setya Roswendi<sup>2</sup>, Budiman<sup>3</sup>  
FITKes Jenderal Achmad Yani University**

\*Corresponding Author: Email: [pratamawirakusuma@gmail.com](mailto:pratamawirakusuma@gmail.com)

**Abstracts**

*Introduction: Every year the number of anxiety sufferers increases, Indonesia is one of the countries with an increase from 9.8 to 12.11 % anxiety cases in 2018. Nursing students (S-1) Fitkes Unjani who are preparing their thesis generally experience anxiety. Anxiety can have psychological and physiological impacts. One of the therapies to overcome anxiety is positive affirmation relaxation technique. This study aims to analyze the effect of positive affirmation relaxation techniques on anxiety in grade 4 students who are preparing a thesis in the Nursing Science Study Program (S-1) Fitkes Unjani. Methodology: This study used a quasi-experimental design with a non-equivalent control group design. Sampling using purposive sampling technique. Data collection was carried out using the HRS-A instrument. The control group and the intervention group each consisted of 15 respondents. Data analysis used univariate analysis (dependent T test) and bivariate (independent T test). Research findings: The results showed that the average value of anxiety before and after being given a positive affirmation relaxation technique was 21.27 to 11.93. In the control group, the average anxiety score before and after the study was 20.07 to 20.53. Overall there was a difference in anxiety between the intervention group and the control group with a p value of 0.0001 (p value <alpha 0.05). Conclusions: There is an effect of positive affirmative relaxation techniques on anxiety in students. It is recommended for students to apply positive affirmation relaxation techniques with the hope that they will not produce perceptual distortion effects which can interfere with learning by reducing the ability to focus attention, reducing memory.*

**Keywords:** anxiety, thesis, positive affirmation relaxation technique

**1. Introduction**

Anxiety is a vague feeling of unease due to discomfort or fear accompanied by a response (the cause is not specific or unknown to the individual)<sup>1</sup>. Events in life such as facing pressure, competition, and disasters can have an impact on physical and physiological health. One example of a psychological impact is the emergence of anxiety or anxiety<sup>2</sup>.

World Health Organization (WHO), (2019) said that as many as 450 million people in the world experience health problems due to anxiety. The young adult population is estimated at 150 million people and 57% of the total population is thought to experience anxiety caused by the workload of studying. In Indonesia, the prevalence results (Riset Kesehatan Dasar, 2018)/ Show that 10% of people aged 15 years and over or around 157,695 people in

Indonesia experience mental disorders. emotional as shown by symptoms of anxiety. The Indonesian Ministry of Health, 2019, said that the level of anxiety among young adults has reached 6 million people at the moderate-severe anxiety level, and the main causes are difficulty adjusting, academic abilities (internal), environmental obstacles such as socio-economic problems (external). This condition causes serious problems for some people with anxiety problems, this is proven by several cases of suicide of students who initially had anxiety problems and then experienced severe depression<sup>5</sup>.

The American Psychological Association (APA) in 6, said that anxiety is an emotional state that appears when an individual is stressed, and is characterized by feelings of tension, thoughts that make the individual feel worried and accompanied by a physical response (heart beating fast, increased blood pressure, etc.). From the signs and symptoms described above according to the American Psychological Association (APA) in 7, this anxiety will certainly have an impact on changes in behavior such as withdrawing from the environment, difficulty focusing in activities, decreased appetite, difficulty sleeping, irritability, restlessness. , less able to control emotions of anger, sensitive, illogical<sup>8</sup>.

Anxiety will develop over time and largely depends on a person's entire life experience. Blackburn & Davidson 9 explain that there are several factors that can cause anxiety, including; the knowledge a person has about the situation they are experiencing, self-assessment of threats, and the environment. Then Adler and Rodman

10 stated that there are two factors that can cause anxiety, namely negative experiences in the past which give rise to unpleasant feelings about events that could happen again in the future and thoughts that are no longer rational in the future and irrational thoughts.

According to Law of the Republic of Indonesia no. 12 of 2012 concerning Higher Education, students are students at the higher education level. Students as adults who have self-awareness in developing their potential will actively carry out learning, seek scientific truth, and/or mastery, development and experience in a branch of science and technology to become scientists, intellectuals, practitioners, and/or cultured professional.

Students can be said to have graduated if they have carried out research activities in order to complete their final assignment (Regulation of the Minister of Research, Technology and Higher Education No. 44 of 2015). In general, students can complete their final thesis assignment without experiencing significant obstacles and can graduate on time in approximately 8 semesters because for some students, the final assignment or thesis is something that is useful for training and testing their own qualities, gaining additional knowledge, critical thinking. , responsibility, and as a means to apply the knowledge gained during studies that are considered normal. However, for some students, the final assignment or thesis can be something that can trigger anxiety or stress, because they consider writing a thesis to be a very hard job. It is not uncommon for students to delay writing their thesis, some even decide not to complete their thesis, not to mention the demands

from parents who ask their children to graduate on time, the fear of titles not being accepted, preparations that are not thorough enough and preparing a thesis that takes up time becomes a burden in itself. for students. 11. Based on Kresna's (2017) research, 12 anxiety in working on a thesis or final assignment is a problem, 78 respondents from 4 different universities were analyzed, stating that 97% of respondents experienced anxiety and stress and had difficulty in compiling their thesis, resulting in them being delayed from schedule and reducing motivation. do it.13 said, the thesis can be classified as one of the causes of anxiety for students, especially final year students. The anxiety caused will give rise to problems for students related to motivation, achievement, and of course have an impact on their own psychology. In the end, final year students often have no ideas and no direction on how to start writing a thesis. There are many problems faced by students in writing their theses. For example, problems that arise from within the students themselves.

To overcome anxiety, there are several methods or interventions, namely pharmacological and non-pharmacological therapy. Pharmacological therapy to relieve anxiety, for example, benzodiazepines, etc. 14 Midazolam is a class of benzodiazepine drugs that are usually used for premedication. Ghaddafi (2013) 15 said that non-pharmacological therapy is the first therapy recommended for sufferers of mild-moderate psychological disorders before using pharmacological therapy, because non-pharmacological therapy has minimal side effects and is

relatively affordable. Non-pharmacological therapy is treatment without the use of drugs. This non-pharmacological therapy approach is often used in managing stress and anxiety (Sunaryo, 2013) in 16. There are several strategies that can be used to reduce anxiety levels, including: relaxation, distraction, spiritual therapy, aromatherapy, and one of them is relaxation therapy using Positive Affirmation techniques.

Positive Affirmations are positive sentences from a thought that are expressed in writing and then spoken to other people or yourself which contain positive sentences to provide motivation or encouragement 17. The positive affirmation relaxation technique is one that consists of deep breathing relaxation and positive statements or affirmations 18. Affirmations take the form of positive statements that a person says to himself repeatedly (Pinilih et al., 2014) in a lesson 19. Affirmation relaxation can provide a feeling of relaxation to individuals who use this affirmation relaxation technique. A strong and positive statement that is made several times makes the individual's subconscious mind accept the message contained in the affirmation sentence, thereby making the individual's thinking more positive. Positive thoughts can make it easier for individuals to overcome the situations they face. The advantages of using positive affirmation relaxation techniques for students who experience anxiety because they are writing their thesis are that the procedure is easy, the costs are relatively cheap, and the time and energy used is relatively small 20.

In Ahmad Kodhi's research on the effect of positive affirmations on depression, anxiety and stress of prison inmates in drug abuse cases, positive affirmations are considered to be able to improve the psychological problems of inmates such as depression, anxiety and stress experienced in correctional institutions. Affirmations will help someone to make changes in attitudes and behavior, responses and so on 18.

Based on the results of a preliminary study conducted on 20 students from the Nursing Study Program who were writing their thesis at STIKes Budiluhur Cimahi on March 29 2023 using the interview method, there were 15 people out of 20 of them who experienced signs and symptoms that arose when writing their thesis. The symptoms they experienced were 5 people said they had difficulty concentrating, had difficulty sleeping, 4 people said they had dizziness, heart palpitations, 6 people said their feelings were changing. 5 more people said they weren't too tense, and didn't bother and followed the bureaucratic flow. Meanwhile, in the previous preliminary study, on March 9 2023, 20 of them experienced signs and symptoms that emerged when writing their thesis using the interview method on March 9 2023. The signs and symptoms experienced were, 5 people said they were afraid of their own thoughts, 10 people felt confused, anxious, 1 person said decreased appetite, 4 people said tachycardia (fast heart rate), felt tense, and couldn't rest in peace. These things are signs and symptoms that can give rise to mental health problems in the form of anxiety.

Several efforts but felt they were less effective with respondents stating that the signs and symptoms they felt

still appeared. Efforts made by students to reduce their anxiety are by watching films or anime, hanging out with friends, going for walks, crying alone and no one has ever received or carried out positive affirmation relaxation interventions. Based on the description above, researchers are interested in conducting research with the title The Effect of Positive Affirmation Relaxation Techniques on Anxiety in Level 4 Students Who Are Writing Their Thesis in the Nursing Science Study Program (S-1) Faculty of Health Science and Technology, Jenderal Achmad Yani University.

## 2. Methods

### 2.1 Study Design

The research design used in this research is Quasi-experimental, namely an experiment that is not true or a pseudo-experiment. Quasi-experimental research designs are often used in field research, quasi-experimental research does not have strict restrictions on randomization and at the same time can control threats to validity. In quasi-experimental research there is no randomization, which means that the grouping of sample members into experimental groups and control groups is not carried out randomly, then control of variables that influence the experiment is not carried out, because these experiments are usually carried out in the community 21. Non-equivalent Control Group research design is carried out to compare the results of health program interventions in a similar control, but does not need to be exactly the same group, so it is often carried out in field research<sup>21</sup>

### 2.2 Population and Samples

The total population of research objects is 146 final year students who are currently writing their thesis at the

Faculty of Health Sciences and Technology, Jenderal Achmad Yani University. The sample size in this study was calculated using the Dahlan formula with a confidence level of 95%, resulting in 30 students (15 intervention groups and 15 control groups). The sampling technique that will be used in this research is Non Probability sampling technique namely purposive sampling. The sample criteria are as follows:

- a. Inclusion criteria
  - 1) Level 4 students who are currently writing their thesis (Nursing Science (S-1))
  - 2) Physically healthy students
  - 3) Students who do not use positive affirmations when anxious
  - 4) Students who are willing to become respondents
  - 5) Students who experience mild moderate anxiety
- b. Exclusion Criteria
  - 2.1 Students on leave
  - 2.2 Student who is sick

The measuring instrument used in the research is Hamilton rating scale Anxiety (HRS- A) HRS -A is an anxiety instrument to measure all signs of anxiety, both psychological and somatic, based on the symptoms experienced. The HRS-A was first introduced by Max Hamilton in 1959. An Lovibond in 1995. The questionnaire used was a question about anxiety totaling 14 questions and to provide intervention using standard operating procedures, positive affirmation relaxation techniques.

2.3 Data Analysis  
 Analysis in research uses univariate analysis and bivariate analysis. Univariate analysis uses the dependent T test and bivariate uses the independent T test. The results of the

test decision can be seen if the P value < alpha value (0.05), then it can be concluded that H0 is rejected or there is an influence on the variable X. If the p value > alpha value (0.05) then it can be concluded that H0 is accepted or there is no influence on variable X.

### 3. Results

#### 3.1 Univariate Analysis

Table 1. The difference in the mean value of anxiety before and after being given positive affirmation intervention in the intervention group

Variable	N	Mean	Elementary school	Mean difference
Prior Anxiety Value	15	21.27	3,058	9,333
Post Anxiety Value	15	11.93	2,963	

Table 2. The difference in the mean value of anxiety before and after the measurement in the control group

Variable	N	Mean	Elementary school	Different means
Prior Anxiety Value	15	20.07	2,187	-467
Post Anxiety Value	15	20.53	2,446	

#### 3.2 Bivariate Analysis

Table 3. Difference in mean anxiety values after measurements in the intervention group and control group

Variable	N	Mean	Elementary school	pValue
Intervention Group Post Anxiety Values	15	11.93	2,963	0.0001
Control Group Post Anxiety Values	15	20.53	2,446	

### 4. Discussion

4.1 The difference in the average value of anxiety before and after being given positive affirmation intervention in the intervention group

Table 1 above shows that the average anxiety value before the positive affirmation intervention was carried out was 21.27 ( SD = 3.058),

after the positive affirmation intervention was carried out, the average anxiety decreased to a value of 11.93 (SD = 2.963). There was a difference in the average anxiety in the intervention group before and after the positive affirmation intervention. In this study, the group that underwent intervention experienced a decrease in anxiety (anxiety in the anticipation category) by a difference of 9.333. In a research based on research conducted on 22 the anxiety felt by students who were undergoing the thesis preparation process, the results showed as follows, from 47 students. 25.53% of students experienced panic level anxiety, 23.40% had severe anxiety, 27.57% had moderate anxiety levels and 23.40% felt mild anxiety. The presentation most often experienced by students was a moderate level of anxiety, namely 13 students (27.57%) which was the largest percentage. This must be intervened immediately because anxiety can produce perceptual distortions which can interfere with learning by reducing the ability to focus attention, reducing memory power, disrupting the ability to connect one thing with another.<sup>23</sup>

One non-pharmacological intervention that can be carried out is the relaxation technique through positive affirmation relaxation which can reduce anxiety because positive affirmation relaxation is a combination of deep breathing relaxation with positive affirmations. Relaxed breathing produces a calm, relaxed state, which will produce relaxation which reduces anxiety. Adding affirmations that create positive beliefs in the subconscious mind will influence 88% of human thoughts which in turn will influence the individual's coping.<sup>24</sup> It can be

concluded that there are differences in anxiety scores before and after the intervention group.

4.2 The difference in the average value of anxiety before and after the measurement in the control group

Table 2 above shows that before the measurement the average anxiety was 20.07 (SD = 2.187), and the average anxiety after the measurement increased to 20.53 (SD = 2.446), this is relatively the same in the moderate category in the group control before and after anxiety measurements were carried out on students who were writing their thesis in the FITKES UNJANI nursing science (S-1) study program in 2023. The difference obtained was -467 and this increase occurred because the control group was only given information via leaflets about relaxation of affirmations towards anxiety. The media used by researchers is leaflets, leaflets are most often used by health workers in counseling. Leaflet is a form of communication media which includes a short publication in the form of a leaflet. Leaflets can contain information or information that is intended for general information<sup>25</sup>. The advantage of using leaflets is that it makes it easier and faster for readers to understand the message which is presented in short and easy to understand sentences, equipped with animation and colors so that it looks more attractive<sup>26</sup>.

The researcher has implemented the ethical principles of justice with the aim of not discriminating between intervention and control group respondents, so from the beginning of the research process respondents were also given a leaflet regarding the relaxation of positive affirmations for anxiety in the control group, especially

for FITKES nursing students. UNJANI, who is currently writing a thesis, has more extensive information about anxiety and how to handle it in controlling anxiety. However, on average, respondents in the control group only saved and there were only a few who read and did not carry out the intervention.

4.3 The difference in the average value of anxiety after measuring anxiety in the intervention group and the control group

Table 3 shows that after the positive affirmation relaxation intervention was carried out the average anxiety of the intervention group was 11.93 (SD = 2.963) and the average of the control group was 20.53 (SD = 2.446). And with the independent T test statistical test, it was found that the p value was  $0.0001 < \alpha (\alpha=0.05)$ , this means that there was a significant difference in the average level of anxiety in the intervention and control groups after the intervention group underwent positive affirmation intervention for anxiety. students who are writing a thesis in the FITKES UNJANI nursing science (S-1) study program in 2023.

In this study, the intervention group experienced a decrease in anxiety by a difference of 9.333. Then the control group experienced a slight increase in anxiety with a difference of -467. In this study, the intervention group experienced a decrease in anxiety, because the intervention group was given treatment in the form of positive affirmation relaxation which could reduce the level of anxiety.

There is another research conducted that shows 27 that there is an effect of positive affirmation relaxation on the level of hallucinations with a p value of  $0.000 < (0.05)$ , which means

there is a significant difference in reducing the level of hallucinations in the intervention group. This could mean that the positive affirmation relaxation intervention does not only affect anxiety but can also affect other psychological symptoms.

Based on affirmation theory as a whole, the aim of the self-system in humans is to maintain one's self-image and integrity when one feels threatened, and one way of doing this is through affirmations that emphasize one's important values, by fulfilling the need for protecting one's integrity through one's important values. which are instilled through affirmations can help a person to face threats and painful life events more adaptively, Sherman & Cohen 2006 in 24.

Positive affirmations aim to maintain personal integrity when there is a threat to self-esteem. Self-affirmation is useful for increasing self-esteem, improving cognitive and academic performance and reducing cortisol and epinephrine levels. And positive affirmations are not ordinary words or sentences, because positive affirmations are words or sentences that are believed and as if they will happen. With relaxation, positive affirmations will encourage you to release positive energy 28. In the control group, there was a slight increase in anxiety because the control group was not given any intervention but was given leaflets from the beginning of the research process, then when measuring anxiety afterward the results were relatively the same in the moderate anxiety level category. This is in line with research conducted by 29 that there was no difference in individual stress after the measurement (posttest) in the control group.

The results of the statistical test showed that the p value of anxiety in the intervention and control groups was found to be a p value of  $0.0001 < \alpha$  ( $\alpha=0.05$ ), meaning that  $H_0$  was rejected, so it could be concluded that there was a significant difference in the anxiety of the intervention group and the control group and there was an influence of technique. relaxation of positive affirmations on anxiety in level 4 students who are writing their thesis in the FITKES UNJANI nursing science (S-1) study program.

### 5. Conclusions

- a. The average anxiety value before the positive affirmation intervention was 21.27, the average anxiety value after the positive affirmation intervention was 11.93. There was a difference in the average anxiety in the intervention group before and after the positive affirmation intervention with a difference of 9.333.
- b. The average anxiety value before the measurement was carried out was 20.07, the average anxiety value after the measurement was 20.53. There was no difference in the average anxiety in the intervention group before and after measuring the anxiety value with a difference of -467.
- c. There is an influence of positive affirmation relaxation techniques on anxiety in level 4 students who are writing their thesis in the FITKES UNJANI nursing science (S-1) study program with p value = 0.0001 where p value < alpha 0.05.

### References

[1] Yusuf A, Fitriyasaki R, Nihayati HE, Roro DT Raden. *Mental Health : A Holistic Approach in Nursing Care*. Pert Edition. Jakarta: Mitra Wacana Media, 2019;

[2] Yusuf AH, Fitriyasaki R, Endang Nihayati H. *Mental Health Nursing*. Jakarta : Salemba Medika 2015;1□366.

[3] World Health Organization (WHO). *Global Health Observatory Data*. 2019;

[4] Basic Health Research (Riskesmas). Indonesian Ministry of Health Research and Development Agency in 2018. 2018;

[5] Indriyati I, Herawati VD, Sutrisno, Putra FA. The Effect of Complementary Therapy by Listening to Murottal Al-Quran on the Level of Anxiety in Final Year Students Writing Their Thesis in the Covid-19 Pandemic Situation. *Proceedings of The URECOL 2021*;997□1011.

[6] Muiyasaroh H. Study of the Types of Anxiety of the Cilacap Community in Facing the Covid 19 Pandemic. *LP2M UNUGHA Cilacap 2020*;3.

[7] Muiyasaroh H. Study of the Types of Anxiety of the Cilacap Community in Facing the Covid 19 Pandemic. *LP2M UNUGHA Cilacap 2020*;3.

[8] Jarnawi J. Managing Anxiety in the Middle of the Corona Pandemic. *At- Taujih : Islamic Guidance and Counseling 2020*;3(1):60.

[9] Amira I, Sriati A, Hendrawati, Chaerani A. Literature Review: Interventions to Reduce Anxiety in Students Interventions to Reduce Students' Anxiety. *Bakti Tunas Husada Health Journal : Journal of Nursing Science, Health and Pharmacy Analysis 2021*;21(2):286□302.

[10] Amira I, Sriati A, Hendrawati, Chaerani A. Literature Review: Interventions to Reduce Anxiety in Students Interventions to Reduce Students' Anxiety. *Bakti Tunas Husada Health Journal : Journal of Nursing Science, Health and Pharmacy Analysis 2021*;21(2):286□302.

[11] Astuti D, Wasidi, Sinthia R. ISSN 2599-1221 (Print) ISSN 2620-5343 (Online) [https://ejournal.unib.ac.id/index.php/j\\_consilia](https://ejournal.unib.ac.id/index.php/j_consilia). *Consilia journal 2020*;2(1):66□74.

[12] Indriyati I, Herawati VD, Sutrisno, Putra FA. The Effect of Complementary Therapy by Listening to Murottal Al-Quran on the Level of Anxiety in Final Year Students Writing Their Thesis in the Covid-19 Pandemic Situation. *Proceedings of The URECOL 2021*;997□1011.

[13] Khoirunnisa. Karyanah, Y. (2016). The Relationship Between the Role of the Supervising Lecturer and Nursing Students' Anxiety in Facing Thesis Final Assignments in Higher Education 2014. *Indonesian Journal of Nursing Health Science*. 216-222. <https://ejournal.esaunggul.ac.id/index>. 2020;14.

- [14] Hertanto K. The Effect of Progressive Relaxation Therapy on Stress Levels in the Elderly at PTSW Yogyakarta, Budi Luhur Unit. 2014;23.
- [15] Juwita Anisa Ratna. Effectiveness of Progressive Relaxation and Lavender Aromatherapy for Anxiety. 2019;
- [16] Juwita Anisa Ratna. Effectiveness of Progressive Relaxation and Lavender Aromatherapy for Anxiety. 2019;
- [17] Wijaya F, Rahayu DA. Positive Affirmation on Coping Mechanism of Chronic Renal Failure Patients. Journal of Psychiatric Nursing Science 2019;2(1):7-12.
- [18] Mayliyan AK, Budiarto E. The Effect of Positive Affirmations on Depression, Anxiety and Stress of Inmates in Detention Centers in Cases of Drug Abuse. Journal of Mental Nursing (JKJ): Indonesian National Nurses Association 2022;10(4):683-691.
- [19] Mayliyan AK, Budiarto E. The Effect of Positive Affirmations on Depression, Anxiety and Stress of Inmates in Detention Centers in Cases of Drug Abuse. Journal of Mental Nursing (JKJ): Indonesian National Nurses Association 2022;10(4):683-691.
- [20] Yusuf A, Suarilah I, Rahmat P. RELAXATION AFFIRMATION INCREASES SELF EFFICACY OF PATIENTS WITH NASOPHARYNGEAL CANCER (Relaxation Affirmation Technique Increases Self Efficacy of Patients with Nasopharyngeal Cancer). Nursing Journal 2010;5(1).
- [21] Riyanto A. Application of Health Research Methodology. Yogyakarta: Nuha Medika, 2022;
- [22] Sawiji S, Kamelia K, Agustin IM. The Influence of the Self Healing Method with the Touch Healing Technique on Student Anxiety in Facing Thesis. Journal of Nursing 2022;14(S1):79-86.
- [23] Widosari YW, Medicine F, March US. digilib . uns . AC. id. 2018;
- [24] Kartikasari M. The effect of affirmation relaxation on reducing depression in the elderly at the Tresna Werdha Waluyo Husodo Tulungagung social institution. 2015;
- [25] Maulana MA. Development of Leaflet-Based Learning Media on Circulation System Material for Class XI MAN I Makassar. Вестник Росздравнадзора 2017;6:5-9.
- [26] Notoatmodjo. Health Research Methodology. Print To. Jakarta: PT. Rineka Cipta, 2018;
- [27] Sekartini N. The effect of providing positive affirmation therapy on the intensity of hallucinations in schizophrenia patients at RSJ Prof. Dr. Soerojo Magelang. Journal of Economic Education and Economics Studies 2019;2(1):1-19.
- [28] Niman S, Surbakti LN. Positive Affirmation Therapy for Clients with Low Self-Esteem: Case Study. Journal of Psychiatric Nursing Science 2022;5(November):484-492.
- [29] Zainiyah R, Dewi EI, Wantiyah W. The Effect of Affirmation Relaxation Techniques on the Stress of Students Taking a Thesis in the Nursing Science Study Program, University of Jember. Health Literature 2018;6(2):319.