

THE EFFECT OF RESPIRATORY RELAXATION WITH DHIKR TOWARDS REDUCING ANXIETY IN STUDENTS

Mei Dwi Yanti, Winda Agustina Anggraini, Siti Saluna Nurhalizah, Kartika Cantamala, Sunarsih

Universitas Islam Negeri Raden Fatah Palembang

Corresponding email: meipanmut@gmail.com

ARTICLE INFO

Article History

Submission : February 23, 2023

Received : March 3, 2023

Revised : March 31, 2023

Accepted : March 31, 2023

Keywords

Breathing Relaxation

Dhikr

Anxiety

Students

ABSTRACT

Breathing relaxation with remembrance is one way to provide physical and psychological calm to humans. The purpose of this study was to determine the effect of breathing relaxation with dhikr on reducing student anxiety. The hypothesis of this study: there is a significant decrease in anxiety before and after the intervention. This experimental research design is a one group pretest posttest design. Collecting data using an anxiety scale. Based on the results of the student pre-test, the highest score data was 73 and the lowest score was 37 with an average of 52.33. Based on student post-test results, the highest score data was 54 and the lowest score was 37 with a class average of 45.47. Calculation of all research data using the computer program SPSS for windows. Thus, it can be concluded that breathing relaxation with dhikr has an effect on reducing anxiety in new students.

Introduction

Worry, fear, anxiety, and stress is a normal response when there is a perceived threat. This response can also appear when faced with conditions of uncertainty or unknown situations (Intan et al., 2022). According to the American Psychological Association (APA) anxiety is a condition when an individual is feeling stressed which is generally characterized by feelings of tension, thoughts that make the individual feel worried accompanied by physical responses such as a fast heart beating, rising blood pressure, fingers or limbs feeling cold. and nausea, and shaking (Ifdil, 2021)

The topic of student anxiety is an important topic to pay attention to. Anxiety is a phenomenon that is widely discussed in the literature. Nechita, Nechita, and Motorga (2018) show data that the prevalence of anxiety in Europe is 13.6%. Further data shows that women are more affected than men. The data also shows that the most affected population is the age group of 18 to 24 years. This data shows that in general college students, most of whom are aged 18-24 years, are a group that is vulnerable to experiencing the effects of anxiety (Christianto et al., 2020).

in the research by Widodo, Laelasari, Sari, Dewi, and Putrianti (2017) explained that there is a negative relationship between the level of anxiety on student learning motivation in mathematics courses for the 2013 – 2014 academic year with an effective contribution of 30%. Students who have a low level of anxiety have a high motivational tendency, but if

these students have a high level of anxiety they have a low motivational tendency (Widodo et al., 2017).

Anxiety can affect student learning outcomes, because anxiety often makes a person feel confused and distorts perceptions. (Setiyani, 2018). Talking about anxiety, students are not spared from their problems (Syifa et al., 2019). New students have a different burden from the habits in high school or before entering college. This requires skills in adjusting to the new environment at tertiary institutions. However, there are some individual differences in bringing oneself to a new environment on campus and living or boarding houses and the ability to adapt to existing and available campus facilities can reveal or produce different degrees of anxiety and depression in new students (Setiyani, 2018).

Not infrequently new students feel anxious both in making assignments, and adapting to the lecture system. After conducting interviews with several individuals, there are several things that can cause anxiety in new students. The thing that makes new students of the Faculty of Psychology worry is assignments they don't understand and giving assignments that are always close to the time of completion, which can be said to be difficult tasks if made in a matter of hours.

Based on the results of brief interviews with several students, it can be seen that students' efforts to overcome the anxiety they experience are by avoiding assignments, listening to music, watching movies, and other entertaining things. towards students themselves. These negative problems are not expected, because they can affect the world of student lectures. To avoid the negative effects of anxiety, it is necessary to have interventions that can reduce anxiety in students. Based on previous studies, one of the interventions that can be done is to do breathing relaxation with dhikr (Syifa et al., 2019). However, it is necessary to know beforehand how the effect of breathing relaxation with dhikr is to reduce student anxiety. Supposedly, if you do breathing relaxation with dhikr, you will get some benefits. As well as benefiting from relaxation, you can also benefit from using faith. The benefit of relaxation is that it can reduce anxiety so that pain can be reduced (Sulistyarini, 2013). While the benefits of using belief are increasing faith (Purwanto, 2006).

Respiratory relaxation is a breathing exercise using slow and deep breathing that uses the diaphragm muscles, allowing the stomach to rise slowly and the chest to expand fully (Arlinghaus et al., 2017). According to McNeil & Lawrence, relaxation is a method or technique that helps us learn how to reducing or controlling the physiological response that causes the problem. The purpose of relaxation is to reduce the level of physiological turbulence in individuals and bring them into a state of physical and psychological calm (Arlinghaus et al., 2017). When the physical condition is relaxed, the mental condition is also calm (Lichstein in (Purwanto, 2006).

Regarding dhikr, we found that it is an activity that many Muslims do because dhikr is the foundation of everything. . Worship rituals are the spirit of all worship and remembering Allah is transcendent (Purwanto, 2006). Dhikr as one of the psychoreligious activities is all activities related to religious teachings based on the rules or laws contained

therein, where the religious activities carried out affect a person's mental state, including the anxiety of the mother after giving birth. This research was conducted by Maemunah & Retnowati (2011).

Furthermore, Dzkkir relaxation is a relaxation response developed by Benson (Purwanto, 2006), and this relaxation is a combination of relaxation and religious beliefs. The relaxation response involving held beliefs accelerates the development of a relaxed state. Combining the relaxation response with belief will multiply the benefits obtained from the relaxation response (Benson in Purwanto, 2006). The more your belief is associated with the relaxation response, the greater the relaxing effect. The focus of this relaxation is not on relaxing the muscles, but on certain phrases that are repeated in a constant rhythm to submit to God, the object of transcendence. The terms used are the names of gods and words with healing meanings

The hypothesis of this study is that there is a significant decrease in anxiety between before and after the intervention.

Method

The population of this research is the 2022 batch of students, totaling 30 students. The sampling technique in this study was Quota Sampling where the samples taken had anxiety problems in the subject and the samples were experimental. The research method used was an experiment with a one group pretest posttest design, using one group as a sample, where a group of subjects was given treatment within a certain period of time. Measurements were made before and after the treatment was given. The difference between the initial measurement results and the final measurement results is the effect of the treatment given. Data The data collection in this study used the Anxiety Scale which is a modification of Machmudati's research (2013) with a total of 20 items that had an alpha value of 0.901 with a different power index score range from 0.3 to 0.8.

Intervention Procedure

The intervention in this study used the Breathing Relaxation Program with Dhikr. This program uses a module written by Mawardika (2020) which is the result of a modification of the Breathing Relaxation Program Module with Dhikr to reduce anxiety in HIV positive pregnant women before and after breathing relaxation therapy and dhikr (Mawardika et al., 2020).

First: The first students are given a pre-test questionnaire

Second : The second,students are given an explanation of breathing relaxation material with dhikr.

Third : After giving the material, students were asked to prepare for breathing relaxation therapy with dhikr. Preparation is done by placing a bag that is on a chair to be placed under the table.

Fourth : Then students are asked to position themselves as comfortably as possible

Fifth : After that, the students are guided by the instructor to start closing their eyes slowly.

Sixth : Students are then asked to relax the muscles starting from the feet, then the calves, thighs, and abdomen and so on up to the head. You do this by feeling the muscles to be relaxed and then ordering these muscles to relax, for example, by relaxing the leg muscles; by ordering the legs "weak.. limp.." while feeling and allowing the leg muscles to limp.

Seventh : The instructor asked the students to take a deep breath while saying "yes.." in their hearts. Then the instructor asked the students to hold their breath for five seconds while the instructor counted slowly from one to five.

Eighth : After five seconds, students are asked to exhale slowly while saying the word "Allah.." silently.

Ninth : The instructor asked the students to repeat the steps while being guided by him for about 30 minutes

Tenth : After that the students were asked to open their eyes again and sit as before.
Eleventh: Finally, students were distributed post-test questionnaires.

Data analysis method

Data analysis used non-parametric statistics with the Wilcoxon analysis technique to determine the decrease in anxiety of class A students in the Cognitive Behavior Therapy (CBT) course, Faculty of Psychology, UMS. The significance level used by the author is 5%. Calculation of all research data using the computer program SPSS 15.0 for windows.

Results and Discussion

This study aims to determine the effect of breathing relaxation with dhikr on reducing anxiety in new students. The research procedure was carried out by giving an anxiety scale (prates) to students to determine the level of student anxiety before being given treatment.

Tabel 2. Hasil Deskriptif Statistik

	N	Minimum	Maximum	Mean	Std. Deviation
Prates Eksperimen	30	37	73	52.33	7.189
Postes Eksperimen	30	37	54	45.47	4.710
Valid N (listwise)	30				

The normality test results show that the pre-test data is not normal and the post-test is normal (see Table 1).

		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Eksperimen	Statistic	df	Sig.	Statistic	df	Sig.
Hasil	Prates-eksperimen	.207	30	.002	.891	30	.005
	2	.115	30	.200*	.944	30	.116

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Table 1. Test Normality

Based on the results of the student pre-test, the highest score data was 73 and the lowest score was 37 with an average of 52.33. Based on student post-test results, the highest score data was 54 and the lowest score was 37 with a class average of 45.47.

The difference in the average score between the pre-test and post-test indicates that there are differences in the level of student anxiety after the treatment is applied.

Test Statistics ^a	
Post test -	
Pre test	
<hr/>	
	-4.574 ^b
<hr/>	
	.000
<hr/>	

Table 3. Test Statistics

Based on the results of the hypothesis test for calculating pre-test and post-test scores regarding student anxiety levels, a Z value of -4.574 with $p = 0.000$ means that the hypothesis proposed by the researcher is accepted. So it can be concluded that breathing relaxation with dhikr has an effect on reducing anxiety in new students.

The hypothesis in this study is proven that breathing relaxation with dhikr has an effect on reducing anxiety in new students. This can be seen from the calculated Z value -4.574 with $p = 0.000$. The results of this study support several previous studies, one of the interventions that can be done is to do breathing relaxation with dhikr (Syifa et al., 2019). The intervention that can be done is to do breathing relaxation with dhikr (Syifa et al., 2019). Based on the results of brief interviews with several students, it can be seen that students' efforts to overcome the anxiety they experience are by avoiding assignments, listening to music, watching movies, and other entertaining things. From these problems, anxiety can have a negative effect on students. towards students themselves. These negative problems are not expected, because they can affect the world of student lectures. To avoid the negative effects of anxiety, it is necessary to have interventions that can reduce anxiety in students. Research conducted by Syifa et al., (2019) proved that breathing relaxation with dhikr can significantly reduce the anxiety level of class A students in the Cognitive Behavior Therapy (CBT) course, Faculty of Psychology, Muhammadiyah University of Surakarta. This can be

seen from the calculated Z value = -2.345 which is significant at the 0.019 significance level ($p < 0.05$).

Anxiety can be felt in every circumstance. Like when in a new environment, someone will feel afraid or feel anxious to face a new environment and new people. The same goes for new students, such as freshmen who have to adapt to the world of lectures with all their assignments and responsibilities which of course will be a burden they have to complete. With the experimental research that we are doing, it is hoped that it can overcome the anxiety that occurs in the student environment. The results of our research show that the effect of breathing relaxation with dhikr is able to overcome anxiety and make individuals relaxed and enthusiastic about attending lectures. So it can be concluded that breathing relaxation with dhikr has an effect on reducing anxiety in new students.

This research also corroborates previous studies, namely by Mawardika (2020) which proved that administering breathing relaxation therapy and dhikr can be an appropriate alternative for use by HIV-positive pregnant women who experience anxiety by reducing the level of anxiety they experience. Relax and calm pregnant women will be more optimistic and think positively about the pregnancy that is being lived and everything that happens in the future, pregnant women have the nature of surrender and surrender everything to ALLAH SWT. With this dhikr therapy it really helps HIV positive pregnant women to overcome the anxiety they feel. This can be seen from the median statement of 70.30%, if the difference is greater than 70.31% then there is a very significant decrease. The difference in this research is that it focuses on student subjects who have been feeling anxious about the various assignments given by lecturers.

Conclusion

Based on the results of an experimental research on breathing relaxation with remembrance on reducing the anxiety with a total of 30 students. By using a sampling technique (Quota Sampling) in which the sample is taken from new students who experience anxiety. Measurements were made before and after the treatment was given the difference between the initial measurement results and the final measurement results is the effect of the treatment given after taking measurements it can be concluded that breathing relaxation with dhikr has an effect on reducing anxiety in new students.

Providing breathing relaxation therapy and dhikr can be an alternative therapy that students who experience anxiety can use reduce the level of anxiety experienced. Breathing relaxation therapy and dhikr can be used to reduce anxiety levels by achieving a more relaxed and calming state for 2022 students who experience anxiety. By reaching in this relaxed and calming state, students become more optimistic and think positively about their learning activities. The research subjects are expected to continue to apply relaxation with dhikr at home so that the benefits will be felt or even expected to increase the more often they are practiced.

References

- Arlinghaus, K. R., Markofski, M. M., & Johnston, C. A. (2017). Reducing Anxiety to Increase Exercise in Individuals With Decreased Lung Capacity. *American Journal of Lifestyle Medicine, 11*(4), 307–309. <https://doi.org/10.1177/1559827617703058>
- Christianto, L. P., Kristiana, R., Franzius, D. N., Santoso, D., Winsen, & Ardani, A. (2020). Kecemasan mahasiswa di masa pandemi covid-19. *Jurnal Selaras, 3*(1), 67–82.
- Ifdil, fitria linda. (2021). Kecemasan Remaja pada Masa Pandemi Covid-19. *Jurnal Penelitian Perawat Profesional, 3*(3), 483–492. <https://doi.org/10.37287/jppp.v3i3.530>
- Intan, V. A., Putri, R. M., & Nisa, H. (2022). Sosiodemografi dan tingkat kecemasan mahasiswa pada masa pandemi COVID-19. *Jurnal Psikologi Sosial, 20*(1), 16–24. <https://doi.org/10.7454/jps.2022.04>
- Mawardika, T., Rahmawati, I. N., & Kurniawati, W. (2020). Relaksasi pernafasan dan dzikir menurunkan tingkat kecemasan pada ibu hamil HIV positif: Literature review. *NURSCOPE: Jurnal Penelitian Dan Pemikiran Ilmiah Keperawatan, 6*(2), 101. <https://doi.org/10.30659/nurscope.6.2.101-108>
- Purwanto, S. (2006). Relaksasi dzikir. *Suhuf, XVIII*(01), 39–48. <https://publikasiilmiah.ums.ac.id>
- Setiyani, R. Y. (2018). PERBEDAAN TINGKAT KECEMASAN PADA MAHASISWA BARU DI FAKULTAS ILMU KESEHATAN DAN NON FAKULTAS ILMU KESEHATAN, UNIVERSITAS 'AISYIYAH YOGYAKARTA. *Jurnal Psikologi Integratif, 6*(1), 16. <https://doi.org/10.14421/jpsi.v6i1.1469>
- Sulistyarini, I. (2013). Terapi Relaksasi untuk Menurunkan Tekanan Darah dan Meningkatkan Kualitas Hidup Penderita Hipertensi. *Jurnal Psikologi, 40*(1), 28–31. [http://download.garuda.kemdikbud.go.id/article.php?article=352965&val=5021&title=Terapi Relaksasi untuk Menurunkan Tekanan Darah dan Meningkatkan Kualitas Hidup Penderita Hipertensi](http://download.garuda.kemdikbud.go.id/article.php?article=352965&val=5021&title=Terapi%20Relaksasi%20untuk%20Menurunkan%20Tekanan%20Darah%20dan%20Meningkatkan%20Kualitas%20Hidup%20Penderita%20Hipertensi)
- Syifa, A., Khairiyah, M., & Asyanti, S. (2019). Relaksasi Pernafasan Dengan Zikir Untuk Mengurangi Kecemasan Mahasiswa. *Jurnal Intervensi Psikologi (JIP), 11*(1), 1–8. <https://doi.org/10.20885/intervensipsikologi.vol11.iss1.art1>
- Widodo, S. A., Laelasari, L., Sari, R. M., Dewi Nur, I. R., & Putrianti, F. G. (2017). Analisis Faktor Tingkat Kecemasan, Motivasi Dan Prestasi Belajar Mahasiswa. *Taman Cendekia: Jurnal Pendidikan Ke-SD-An, 1*(1), 67–77. <https://doi.org/10.30738/tc.v1i1.1581>