



Muhasabah through Seftalk Techniques to Reduce Students' Anxiety in Completing the Thesis

Ahmad Jawandi, Eko Adi Putro

Universitas Slamet Riyadi Surakarta

ahmadjawandi@gmail.com

Abstract

Negative anxiety can make students lazy in doing thesis, lose motivation, and even delay completing it. The main objective of this research is to reduce students' anxiety in completing the final project through reflection with the Selftalk technique. The research method uses an experiment with a "non-equivalent group pretest-posttest control design" design. The sample in this study came from FKIP UNISRI students who were taken using purposive random sampling technique. The data analysis technique used the Wilcoxon test formula. The significance value of the experimental group is $0.005 < 0.05$, then H_0 is rejected and H_a is accepted, meaning that reflection through self-talk techniques is effective in reducing student anxiety in completing the final project.

Keywords: Counseling, Self Talk, Anxiety

Introduction

The new normal phenomenon in the midst of the COVID-19 pandemic, exposes people to new habits. This new habit is reinforced by the Government's appeal, including the habit of wearing masks, implementing physical distancing, to Large-Scale Social Restrictions (PSBB) in various regions. Universities take a policy of changing face-to-face (offline) learning to online. This condition is a challenge for students to continue to carry out academic activities and make adjustments to existing conditions. This also applies to final semester students who must always progress in completing their thesis or final project. The final project or thesis is one of the main requirements

for an undergraduate student to obtain a graduate degree, where not all students have the readiness to face the final project.

Thesis writing requires students to think harder in determining the title, looking for references, designing research and in the research process (Rismen, 2015). The new normal era of COVID-19 causes students to face many difficulties in working on theses, including the difficulty of consulting, sometimes hindering connections, obstacles in research, and changes in research methods. The amount of pressure that students feel during thesis work in the midst of a pandemic can cause anxiety.

Research conducted by Ulin Nihayah, et al (2021) regarding psychological anxiety disorders due to online lectures related to its effect on student sleep patterns as much as 32.1%, difficulty sleeping 17.9%, and waking up slowly 11.1%. In addition, there are anxiety disorders due to online lectures that have an impact on physical conditions, marked by 42.9% feeling lethargic and unmotivated, 14.3% achy, 28.6% eye strain, 14.8% so that it has an impact on mastery of the material.

Anxiety is an unpleasant subjective experience of worry or tension in the form of feelings of restlessness, nervousness, tension and emotions experienced by a person. According to Rau, Rahman & Randalembah (2017) anxiety is a state of excessive fear as a result of a conflict in one's life or usually arises when a person is required to adapt to changing situations that occur in his life.

Negative anxiety can make students lazy in completing their thesis, lose motivation, and even delay completing their thesis (Hidayat, 2008). Dominikus David Biondi Situmorang (2018) states that students who experience academic anxiety have the belief that they are powerless and academically incapable of completing a thesis, such as, "I am not able to do a thesis because my academic ability is not qualified", "I do not have the ability to write. good", and so on. This core belief can lead to cognitive distortion, which is a condition that describes depressive thoughts about academic difficulties that will be faced, so that students experience problems and have a certain perception of the problem. Shangal Mirawdali, Hana Morrissey and Patrick Ball (2018) explain that exam anxiety, academic competence, time management and study strategies are factors that significantly influence academic performance. Effective University counseling services involving trained mental health professionals with stress management programs can also increase academic success.

Based on the data from a preliminary study conducted by researchers on final semester students at Slamet Riyadi University which was conducted randomly in early January 2022, it was found that 29.6% of students experienced anxiety in completing their final project, 51.9% were at a moderate level of anxiety (somewhat anxious) and 18.5% of students did not experience this anxiety. From these data, we can see that almost all students feel anxiety in facing the final project, even though the level of anxiety is different. Each student responds to anxiety differently, as well as the things that cause anxiety also vary. The results of a field survey conducted by sampling showed that 33.3% of students felt nervous when meeting their supervisor, 33.3% of students felt less confident in completing their final project, 26.9% of students felt nervous when asked about research concepts and methods, 51.9% of students find it difficult to sleep because they are confused about the title of the research, 59.3% of students feel restless when they see other friends are already one step ahead in completing their thesis, 37% of students are worried about having difficulty finding research subjects during a pandemic. From these data it can be concluded that anxiety arises due to the following factors: anxiety due to fear of the supervisor, anxiety due to lack of confidence in doing the final project, anxiety due to lack of understanding of research concepts and methods, anxiety due to various obstacles during the pandemic, anxiety due to external factors such as friends and parents.

The results of Madhuri Hooda and Anu Saini's research (2017) concluded that academic anxiety can have a negative effect on students' academic performance. If teachers and parents help students learn to control anxiety early on, more serious academic problems related to anxiety can be avoided. If academic anxiety can be identified on time it will help to improve student performance so it is necessary to know more about academic anxiety.

Anxiety if not managed properly will result in a delay in the completion of the student's final project. To help students who experience anxiety in completing their final project, group counseling is carried out using the Selftalk technique.

Seligman and Reinchenberg (in Erford, 2015:223) describe selftalk as a conversation intended to arouse courage or positive enthusiasm that a person gives to himself every day. While muhasabah can be interpreted as self-introspection or self-evaluation of mistakes and shortcomings in oneself, so that individuals can improve

themselves to become better individuals. This self-talk study is expected to be able to assist students in managing and reducing anxiety and being more confident in writing thesis.

Research conducted by Yuliatun (2020) entitled Islamic Counseling and the Implementation of Rational Emotive Counseling to Improve Self Confidence (Analysis of Integrative Counseling) resulted in a concept that a person's self-confidence can be increased through rational emotive counseling services that are integrated with Islamic studies that humans are creatures. creation of Allah SWT who is endowed with reason to be able to think positively about himself.

Meditation with self-talk technique is expected to help students who experience anxiety in themselves by expressing negative self-talk and replacing it with positive self-talk. Positive self-talk that has been reflected in students' minds is predicted to slowly change anxiety, nervousness, anxiety into confident behavior in completing the final project.

Based on the description above, the author is interested in researching further about "Muhasabah through ceftalk techniques to reduce student anxiety in completing the final project".

Method

The approach used in this research is experimental. The experimental research approach is a research approach that examines whether the independent variable can affect the dependent variable (Cresswell, 2012). Experimental research technique is research in which there is an intervention and measurement before and after the intervention is given.

This experimental study used an experimental design "non-equivalent group pretest-posttest control design". This design is the most feasible design to be applied in educational settings. Researchers used an existing group, gave a pretest, treated the experimental group, then conducted a posttest in the experimental group and control group (Edy Purwanto, 2013: 117).

The research design of the nonequivalent group pretest-posttest control design can be described as follows:

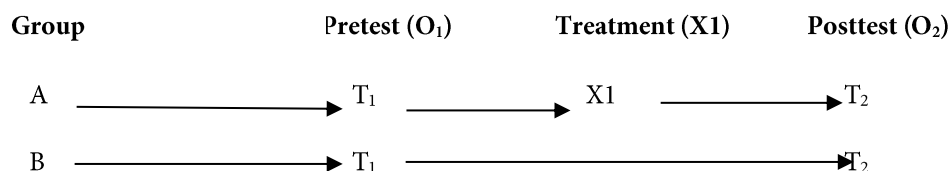


Figure 1.1 nonequivalent group pretest-posttest control design

The population is a group of individuals who have the same special characteristics (Creswell, 2015: 287). From this opinion, it can be explained that the population is the entire research subject that has the same characteristics and the same position in the generalization of the targets of the activities to be carried out. The population in this study were students of FKIP UNISRI.

The sample refers to a group from which researchers obtain information which in turn will be generalized to a larger group (Edy Purwanto, 2013: 86). This study uses a purposive sampling type of subject collection technique where the selection of the subject group is based on predetermined characteristics and is known in advance based on their characteristics or nature. The sample came from FKIP UNISRI students who were purposive random sampling taken 10 people as the experimental group to be given treatment and 10 people as the control group. The data collection instrument used a psychological scale of anxiety working on a student's final project and the data analysis technique used the Wilcoxon test.

Discussion

Activity Implementation Procedure

The treatment was carried out in 6 meetings with different time allocations for each session. including 2 meetings for the initial test (pre test) and the final test (post test). The initial activity was by dividing the sample into 2 groups, namely the experimental group with treatment, and the control group without treatment.

The implementation of muhasabah with selftalk techniques to reduce student anxiety in completing the final project is carried out in 6 stages of activities which are described as follows:

1. Giving pre test
2. Establish a therapeutic relationship between members and then proceed to explore anxiety problems in completing tasks experienced by students including analysis, synthesis, prognosis and diagnosis of the factors causing the problem.
3. Explanation of self talk technique. The counselor explained about the selftalk technique in the form of understanding, goals, benefits and steps of the selftalk technique. Researchers create group dynamics by conducting discussions with group members.
4. Students practice self-talk technique reflection. Counselors guide members to implement self-talk techniques. Members are asked to close their eyes and identify negative self-beliefs that stimulate student anxiety, then they are written into the selftalk table. Members are asked to make positive self-talk to counter the negative self-statement that is written into the self-talk table. Positive self-talk is then realized in the form of changing behavior for the better and determining self-reinforcement if it succeeds in overcoming the situation. Positive self talk is pledged together with a loud voice as a commitment to change. Furthermore, the list of behaviors is written on a piece of paper and agreed as a behavior contract that must be carried out by students.
5. Implementation of evaluation. Each student submitted an evaluation of the results of the behavior contract, whether it had been implemented or not, what factors were obstacles, and what changes were experienced after changing their behavior to become more positive and confident.
6. Giving post test

Data Presentation

The data in this study are in the form of anxiety questionnaire scores for the completion of the final task in the provision of pretest which is used as initial data and

post test which is used as final data. The following is a presentation of the details of the data:

1. Initial Data

Initial data is pre-test data used as initial data to determine the level of anxiety of research subjects before treatment is carried out. The following are the results of the data obtained from the implementation of the pre test:

Table 1.1 Pretest Score Results

Kelompok Kontrol		Kelompok Eksperimen	
Nama	Nilai	Nama	Nilai
LP	102	EW	99
AH	107	MA	100
BT	108	DF	104
AS	101	SN	108
SB	100	AD	99
LS	101	MI	106
UD	112	DP	111
DK	110	SI	108
CM	98	GB	105
SA	105	MF	110

Table 1.2 Description of the results of the pretest research subjects

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Kelompok Kontrol	10	98	112	104,40	4,695
Kelompok Eksperimen	10	99	111	105,00	4,447
Valid N (listwise)	10				

Based on the table above, it shows that the highest pretest score of the experimental group was 111 and the lowest was 99 with an average score of 105. The control group had the highest score of 112 and the lowest score of 98 with an average score of 104.4.

2. Final Data

The final data is post test data which is used as the final data to determine the level of anxiety of the research subjects after the treatment is carried out.

The following are the results of the data obtained from the implementation of the post test :

Table 1.3 Results of Post test scores

Kelompok Kontrol		Kelompok Eksperimen	
Nama	Nilai	Nama	Nilai
LP	104	EW	112
AH	106	MA	120
BT	108	DF	128
AS	100	SN	118
SB	104	AD	120
LS	102	MI	122
UD	110	DP	130
DK	112	SI	125
CM	100	GB	116
SA	104	MF	136

Table 1.4 Description of the post test results of research subjects

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
control group	10	100	112	105,00	4,028
Experimental Group	10	112	136	122,70	7,150
Valid N (listwise)	10				

Based on the table above, it shows that the highest post-test score from the experimental group was 136 and the lowest was 112 with an average value of 122.7. The control group had the highest score of 112 and the lowest score of 100 with an average score of 105.

3. Data Analysis

To determine the effectiveness of the self-talk technique to reduce student anxiety in completing the final project, data analysis was carried out. Hypothesis testing in this study uses nonparametric statistics Wilcoxon test technique, which is an analysis to test the difference between 2 paired samples.

So hypothesis testing in this study needs to be done by formulating a hypothesis statement as follows:

Ha: muhasabah through self-talk technique is effective in reducing student anxiety in completing the final project

Ho: muhasabah through self-talk technique is not effective in reducing student anxiety in completing the final project.

Table 1.5 Wilcoxon Signed Ranks Test for Character Improvement.

Wilcoxon Signed Ranks Test

		N	Mean Rank	Sum of Ranks
Pretest-Posttest Kelompok Kontrol	Negative Ranks	4 ^a	3,50	14,00
	Positive Ranks	5 ^b	6,20	31,00
	Ties	1 ^c		
	Total	10		
Pretest-Posttest Kelompok Eksperimen	Negative Ranks	0 ^d	,00	,00
	Positive Ranks	10 ^e	5,50	55,00
	Ties	0 ^f		
	Total	10		

- a. VAR00002 < VAR00001
- b. VAR00002 > VAR00001
- c. VAR00002 = VAR00001
- d. VAR00004 < VAR00003
- e. VAR00004 > VAR00003
- f. VAR00004 = VAR00003

Test Statistics^a

		Pretest-Posttest Kelompok Kontrol	Pretest-Posttest Kelompok Eksperimen
Z		-1,025 ^b	-2,803 ^b
Asymp. Sig. (2-tailed)		,305	,005

- a. Wilcoxon Signed Ranks Test
- b. Based on negative ranks.

The table above shows the results of hypothesis testing as follows:

- a) The significance value of the experimental group is $0.005 < 0.05$, then H_0 is rejected and H_a is accepted, meaning that reflection through self-talk technique is effective in reducing student anxiety in completing the final project.

- b) The significance value of the control group is $0.305 > 0.05$. This means that there is no difference in the pretest and posttest scores, so there is no significant change in the decrease in student anxiety in the control group. In the control group there was no significant decrease in anxiety, this is because the control group was not given any treatment. So that the internal validity of the study is maintained, it means that it can be ascertained that the decrease in student anxiety in the dependent variable is solely the result of giving treatment.

The results of this data analysis are supported by the results of research conducted by Fauzi Aldina (2018) entitled Effectiveness of Empty Chair and Self Talk Technique Group Guidance to Improve Students' Interpersonal Communication Skills. Increasing communication skills will make it easier for students to find connections/relationships in the thesis process, such as links to research sites, access to literacy and consultation. The development of students' social skills will increase their self-confidence and reduce academic anxiety.

Dodi Hananto & M. Samsul Hadi (2020) on the Effect of Self Talk Techniques to Overcome Students' Introverted Attitudes. Introvert and avoidance are traits of anxiety. So that the completion of student thesis is not hampered, students must be open and open to the environment. Students can share with their classmates about the obstacles they experience so that they can help each other.

Another relevant research was also conducted by Muhammad Zaini (2019) entitled Effectiveness Of Self Talk Techniques To Improve Public Speaking Ability In Class X Students Of Daring Business And Marketing Businesses In Smk Muhammadiyah 1 Banjarmasin. Selftalk technique is effective to improve one's public speaking ability. The increasing ability of public speaking will make students have confidence when speaking or consulting with their supervisor about the final project.

Based on the description above, it can be concluded that this study can prove that the self-talk technique discussion can reduce adolescent anxiety in completing the final project, so that the research hypothesis is proven or can be accepted. Then, with the

results of this research, follow-up and development can be carried out to help students achieve success in developing their various potentials.

CONCLUSION

Meditation with selftalk technique is proven to be effective in helping students who experience anxiety in themselves by expressing negative selftalk and replacing it with positive selftalk. The positive self-talk that has been reflected in the students' minds will slowly change the feeling of anxiety, nervousness, anxiety into a more positive and confident mindset/thought pattern in completing the final project. The positive mindset that has been formed is then pledged and realized in the form of behavior in real life. To ensure that the subject has a commitment to change his behavior, a behavior contract is given. With this muhasabah intervention through self talk technique, it can help students change cognitive distortions, irrational judgments and self-blame by retesting student beliefs through various verbal and behavioral persuasion techniques.

Reference

- Creswell, J. W. 2012. *Educational Research : Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Boston: Pearson.
- Dodi Hananto, M. Samsul Hadi. 2020. *Pengaruh Teknik Self Talk Untuk Mengatasi Sikap Introvert Siswa*. Jurnal Transformasi Volume 6 Nomor 1 Edisi Maret 2020
- Dominikus David Biondi Situmorang. 2018. *Academic Anxiety Terhadap Skripsi Sebuah Cognitive Distortion Dari Core Belief yang Maladaptif: Integrasi Konseling Cognitive Behavior Therapy dengan Music Therapy*. Jurnal Bimbingan dan Konseling Terapan Volume 02 Number 02 2018 ISSN: Print 2549-4511 – Online 2549-9092 <http://ojs.unpatti.ac.id/index.php/bkt>
- Edy Purwanto. 2013. *Metode Penelitian Kuantitatif*. Semarang : FIP UNNES.
- Erford, Bradley T., 2015, *40 Teknik Yang Harus Diketahui Setiap Konselor*. Pustaka Pelajar, Yogyakarta

- Fauzi Aldina. 2018. *Efektifitas Bimbingan Kelompok Teknik Empty Chair Dan Self Talk Untuk Meningkatkan Keterampilan Komunikasi Interpersonal Siswa*. Jurnal Edukasi Vol. 4 No. 1, Januari 2018
- Hidayat, A.A. 2008. *Metode Penelitian Keperawatan dan Tehnik Analisis Data*. Jakarta: Salemba Medika
- Madhuri Hooda and Anu Saini. 2017. *Academic Anxiety: An Overview*. *Educational Quest: An Int. J. of Education and Applied Social Science*: Vol. 8, No. 3, pp. 807-810, December 2017 : New Delhi Publishers
- Muhammad Zaini. 2019. *Effectiveness Of Self Talk Techniques To Improve Public Speaking Ability In Class X Students Of Daring Business And Marketing Businesses In Smk Muhammadiyah 1 Banjarmasin*. Jurnal Pelayanan Bimbingan Dan Konseling Program Studi Bimbingan Dan Konseling Fkip Universitas Lambung Mangkurat Vol. 2 No. 4 Oktober 2019 : <https://ppjp.ulm.ac.id/journals/index.php/jpbk/index>
- Rau, M. J., Rahman, A., & Randalembah, G. R. 2017. *Faktor risiko kejadian gangguan ansietas di Rumah Sakit Umum Daerah Ampana Kota Kabupaten Tojo Una-Una*. Jurnal Preventif, 8(1), 34–38
- Rismen, S. 2015. *Analisis kesulitan mahasiswa dalam penyelesaian skripsi di Prodi Pendidikan Matematika*. STKIP PGRI. Lemma
- Shangal Mirawdali, Hana Morrissey and Patrick Ball . 2018. *Academic Anxiety And Its Effects On Academic Performance*. *International Journal of Current Research* Vol. 10, Issue, 06, pp.70017-70026, June, 2018 : Available online at <http://www.journalcra.com>
- Ulin Nihayah, Ahmad Shofwan Ats-Tsauri Sadnawi , Nuha Naillaturrafidah. 2021. *The academic anxiety of students in pandemic era*. *Journal of Advanced Guidance and Counseling* Vol. 2 No. 1 (2021), 39-55 DOI: <https://doi.org/10.21580/jagc.2021.2.1.6986>

Yuliatun. 2020. *Islamic Counseling and the Implementation of Rational Emotive Counseling to Improve Self Confidence (Analysis of Integrative Counseling)*.
Jurnal Konseling Religi Vol. 11 No. 1, 2020 :
<http://journal.stainkudus.ac.id/index.php/konseling>