

## The Effect of Hypnotherapy on Reducing Anxiety Presentation in Students

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### ABSTRACT

Being a student is not only required to receive all information but also required to be able to provide information, meaning that students are required to play an active role in doing all their tasks. One of those tasks is public speaking/presentation. But some students avoid presentations out of anxiety. So there is a need for psychological intervention methods that can reduce the level of anxiety in students. One of the methods of intervention in overcoming anxiety problems is the hypnotherapy method. This study aims to determine the effect of hypnotherapy on reducing anxiety during presentations to students. This study used a quasi-experimental method (Quasi Experimental Research) with non-randomized pretest-posttest with control group design. The subjects of this study were students aged 18-25 years and had anxiety with a medium-high category using the anxiety scale of speaking in front of the class during presentations. The sampling technique in this study is the sample quota. The hypothesis test in this study used Kruskal Wallis and Wilcoxon Signed-Rank Test which are nonparametric versions of paired tests. The results showed that hypnotherapy was significant in reducing anxiety during student presentations with  $(p) = 0.048$

**Keywords:** anxiety during presentation, hypnotherapy, student

### Introduction

Students are in a transitional phase from late adolescence to adulthood which is generally in the age range of 18-25 years, at that time students have responsibility for their development, including having responsibility for their lives to enter adulthood (Hulukati Wenny, 2018). In its development, individuals/students experience certain stages, which are referred to as stages of development and each stage of development has a developmental task that must be fulfilled by the individual/student so as not to hinder the next stage of development. The existence of a disturbance at one stage of development can result in the inhibition of development as a whole, one of the important stages of development in human life is late adolescence and early adulthood (Hulukati & D, 2018). The task of adolescent development is focused on efforts to improve childish attitudes and behavior and strive to achieve the ability to behave and behave in an adult manner (Hulukati & D, 2018). Being a highly educated student is proper to act as an adult, he has been burdened with the obligation to seek the truth about problems, knowledge, and skills that are by his way of life and ideals.

However, in reality, many students are not yet mature, such as not being independent, often skipping class, not taking tests, and procrastinating on work (procrastination behavior). Such behavior is caused by the failure to carry out the psychological transition toward a maturity which is an important developmental task of adolescence (Harwanto, 2015). In taking education, of course, students are required to carry out all academic activities, such as; studying, doing



assignments, and joining campus organizations. Students assess the demands subjectively, some of them assess the demands as challenges and others assess the demands as threats that can lead to conflict. Changes in the situation that a person feels can cause feelings of worry, anxiety, fear, and a sense of insecurity are associated with threats from both inside and outside themselves called anxiety (Mutiara & Suryani, 2018).

Students who experience anxiety disorders tend to feel afraid when they are going to make presentations in front of many people, this of course can hinder the learning process they do (Riani & Yuli, 2014). Students who will do presentation assignments in front of many people tend to assess that something unpleasant will happen when doing presentation assignments so the reactions caused are in the form of anxiety both psychological and physiological forms (Riani & Yuli, 2014), and students will tend to avoid presentation tasks. The anxiety experienced is sometimes manifested physically, for example, unable to sleep, loss of appetite, palpitations, and others (Rohmadani, 2017).

Based on some of the statements above, it can be concluded that anxiety is one of the things that can hinder developmental tasks in students as Harwanto, (2015) that anxiety causes failure to complete developmental tasks. Such as the inability of students to communicate in public to carry out their presentation tasks because they feel anxious and also other lecture assignments, giving rise to avoidance behavior, and irresponsibility in procrastinating work where this behavior shows the unfulfilled task of development (Denim, 2020), as Nugroho (2018) Individuals who experience anxiety tend to have avoidance behavior, the intended avoidance includes withdrawing from interacting, running away from problems and avoiding situations that he thinks are unpleasant for him. And also (Nugroho, 2018) said students who experience anxiety will have behaviors such as being aloof, nervous, and uneasy. As a result of this anxiety affects academic problems as well as other problems outside of academics. So it is necessary to have a method of psychological intervention that can reduce the level of anxiety in students.

Many therapies can reduce anxiety levels such as Acceptance and Commitment Therapy (ACT) as research conducted (Nurfitriya, 2015) that ACT counseling therapy can reduce anxiety levels in students, there is also cognitive behavior therapy (CBT) as research conducted by (Dian, 2017) that the cognitive behavior therapy (CBT) provided is proven to be effective in reducing the level of public speaking anxiety experienced by the subject, and one of the intervention methods in overcoming anxiety problems is the hypnotherapy method. In this study, the intervention method used to reduce anxiety levels is the hypnotherapy method. Hypnotherapy is often used to treat anxiety problems. One study that mentions the effectiveness of hypnotherapy in reducing anxiety is found in a study conducted by Santoso (2015) that the direct suggestion technique hypnotherapy is effective in reducing anxiety in students during the thesis. conducted by (Kristiyawati, 2014) states that there is an effect of hypnotherapy on reducing anxiety in patients undergoing chemotherapy.

Hypnotherapy is a branch of psychology that studies the benefits of suggestion to overcome problems of thoughts, feelings, and behavior, by giving suggestions to the subconscious mind (Kristiyawati, 2014). Theoretically, hypnotherapy is a branch of science that uses Sigmund Freud's psychoanalytic theory as its basis (Jainal, 2017). Hypnotherapy itself is a therapy that uses the hypnosis method with the help of other techniques to activate the subconscious and then reprogram thoughts, feelings, and behaviors according to the client's wishes or in other words can change negative thinking patterns into more positive thinking patterns. The general view about hypnosis is that hypnosis is an art of communication to explore the subconscious so that the hypnotized client will enter a trance state. The hypnotherapy techniques that are used are: pre-induction, induction, suggestibility test, deepening, suggestion and termination.

Seeing from some of the views above, the importance of handling anxiety in students needs to be considered, because anxiety in students can hinder students from carrying out their

development tasks. As Nugroho, (2018) individuals/students who experience anxiety tend to have avoidance behavior, the intended avoidance includes withdrawing from interacting, running away from problems, and avoiding situations that they think are unpleasant for them. This avoidance and irresponsible behavior show that developmental tasks are not fulfilled (Denim, 2020) so in handling it, a therapist method is needed that can reduce anxiety levels, one of which is anxiety at the time of presentation. There are many methods of psychological therapy for reducing anxiety, but the focus of this research is the hypnotherapy method.

### Method

This study aims to determine the effect of hypnotherapy on reducing anxiety during presentations to students. This research is a quasi-experimental research with non-randomized pretest-posttest with control group. The subjects of this study were active students aged 18-25 years and had moderate-high anxiety using a speaking anxiety scale in front of the class during presentations. The scale used is the public speaking anxiety scale compiled by the researcher. The validity of using Aiken's V which shows a score of 0.667-0.889. While the reliability shows the number 0.964. The experiment started administration: pre-induction, induction, suggestibility test, deepening, suggestion and termination. This experimental activity in the form of hypnotherapy took place only once. In this study, the researcher uses content validity which is the validity that is estimated through testing the test content with rational analysis or through professional judgment. The sampling technique in this study is a sample quota. Hypothesis testing in this study uses the Kruskal Wallis and Wilcoxon Signed-Rank Test which is a nonparametric version of the paired test.

### Results

#### The results of the analysis of the experimental and control groups with Kruskal Wallis (Hypothesis testing)

Analysis of the experimental and control groups was carried out to see the effectiveness of the two groups and the differences between the experimental and control groups at the time before it was carried out (Pretest) and after the treatment (Posttest). The results of the analysis are as follows:

**Table.1**  
*Gainscore Average of Both Groups*

	Group	N	Mean Rank
Gain score	Eksperimen	14	17.57
	Control	14	11.43
	Total	28	

**Table.2**  
*Kruskal Wallis Test Results Two Groups*

<i>Gain score</i>	
Chi-Square	3.914
Df	1
Asymp. Sig.	.048

Based on the table it is known that the probability (p) is 0.048 significance. Because the probability (p) is smaller than  $\alpha$  0.05, it can be concluded that there is a difference in the decrease in anxiety in the two groups, in which the group with the highest decrease is the experimental group with a mean rank of 17.57, compared to the control group with a mean rank of 11,43.

**The results of the analysis of the experimental group with the Wilcoxon signed rank test**

**Table.3**

*The Results of The Wilcoxon Signed Rank Test Analysis of The Experimental Group*

Condition	Result Wilcoxon Signed Rank (Asymp. sig 2-tailed)
Prettest to Posttest	0,002
Prettest to Follow up	0.003
Posttest to Follow up	0,419

Based on the table above, it is known that the pretest to post-test conditions shows a probability (p) of significance 0.002 (two-tailed test). Because the probability (p) is smaller than  $\alpha = 0.05$  (significant). The Prettest condition to follow-up showed a probability (p) significance of 0.003 (two-tailed test). Because the probability (p) is smaller than  $\alpha = 0.05$  (significant). In the posttest to follow-up conditions, it shows a probability (p) of significance 0.419 (two-tailed test). Because the probability (p) is greater than  $\alpha = 0.05$  (not significant)

**Results of analysis of the control group with the Wilcoxon signed rank test**

**Table.4**

*The Results of The Wilcoxon Signed Rank Test Analysis of The Control Group*

Condition	Result Wilcoxon Signed Rank (Asymp. sig 2-tailed)
Prettest to Posttest	0,151
Prettest to Follow up	0,064
Posttest to Follow up	0,289

It is known that in the pretest to posttest conditions the probability (p) is 0.151 (two-tailed test). Because the probability (p) is greater than  $\alpha = 0.05$  (not significant). In the pretest to follow-up conditions, it is known that the probability (p) is 0.064 (two-tailed test). Because the probability (p) is greater  $\alpha = 0.05$  (not significant). In the posttest condition to follow up, it is known that the probability (p) is 0.289 significance. Because the probability (p) is greater  $\alpha = 0.05$  (not significant)

**Discussion**

In the experimental group, the pretest to posttest conditions showed a significance probability (p) of 0.002 (two-tailed test). Because the probability (p) is smaller than  $\alpha = 0.05$ , it can be concluded that there was a significant decrease in anxiety in the experimental group in the conditions before being given the hypnotherapy treatment (pretest) and after being given the hypnotherapy treatment (posttest). In the control group, in the pretest to posttest conditions the probability (p) was 0.151 (two-tailed test). Because the probability (p) is greater than  $\alpha = 0.05$ , it can be concluded that there was no decrease in anxiety in the control group between the pretest and posttest conditions.

From the results of direct observations made by the researcher, the subject experienced anxiety in the pretest session, but after being given treatment, namely the posttest session, the subject experienced a decrease in anxiety. after being given treatment with the results showing a decrease in anxiety. In line with research conducted by Supriyadi, et al (2014) with the title "The Effect of Hypnotherapy on Reducing Anxiety Levels in Patients Undergoing Chemotherapy at Telogorejo Hospital Semarang" with the results of his research the Wilcoxon test of 47

respondents there were 44 respondents who experienced a decrease in anxiety levels and only 3 respondents who experienced increased anxiety. Respondents who did not experience a decrease in their anxiety levels were due to various factors, one of which was the low level of suggestivity of the respondents and an atmosphere that was not conducive. So that the results of this study can be concluded that hypnotherapy has an effect on reducing anxiety levels in patients undergoing chemotherapy at Telogorejo Hospital Semarang. Furthermore, research conducted by Rohmadani (2017) entitled "Future Pacing Hypnotherapy Method for Reducing Anxiety Levels in New Students" with the results of his research that there were differences in decreasing levels of anxiety experienced by new students, where the experimental group showed a higher level of decline (mean rank = 14.25), and the control group showed a lower rate of decline (mean rank = 6.75). So it can be concluded that hypnotherapy with the future pacing technique is effective in reducing anxiety levels in new students. From some of the results of the discussion above, researchers can conclude that the hypnotherapy method has a significant effect on reducing anxiety levels, especially anxiety during presentations to students. The limitation of this study is because the therapist is in a remote place so the therapy process is carried out online.

### Conclusion

The hypnotherapy method can reduce anxiety levels during presentations to students.

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