



- Psychosocial Status Equality between Familial and Non-Familial Breast Cancer Patients
- Response, Emotional Impact and Expectation of Family Caregiver in Caring For Family Member with Covid-19: A Qualitative Study
- Preceptorship Program and Recruitment Process on Improving the Behavior of Professional Nurses in the Inpatient Room of Hospital C Jakarta
- The Effect of Five-Finger Hypnosis Relaxation Educational Videos as Psychosocial Support on Reducing Anxiety Levels in Student Chronotype during Distance Learning during the COVID-19 Pandemic
- Conflict Management Strategies on the Learning Process of Nursing Undergraduate Students During the Covid-19 Pandemic
- Factor Affecting Treatment Compliance in TB Patients
- The Effect of Murottal Al-Quran Therapy on Anxiety Level of Chronic Kidney Disease Patients Undergoing Hemodialysis
- The Effect of Deep Breathing Relaxation on Changes of Blood Pressure on Hypertention Patients
- The Description of Alexithymia in Nursing Students at Padjadjaran University with Social Media Addiction
- Job Satisfaction Analysis Of Nurses Using Science And Cano Integration
- The Effect of Health Education in Postpartum Mothers on Colostrum on the Intensity of Early Breasfeeding in Newborn Babies
- The Use of Trauma Healing in Treating PTSD in Post-Disaster Victims: A Narrative Review
- Is Acupressure Effective To Treat Pruritus In Hemodialysis Patients? A Literatur Review
- Nurse's Competency Toward Covid-19: A Systematic Review
- Home-based Pediatric Palliative Care: A Narrative Review
- The Effect of Disaster Education of Increasing Earthquake Disaster Preparedness : A Narrative Review

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| JURNAL KEPERAWATAN KOMPREHENSIF | VOL. 8 | NO. 4 | Page 433 - 576 | Bandung October 2022 | ISSN 2354-8428 e-ISSN 2598-8727 |
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Research Article

The Effect of Five-Finger Hypnosis Relaxation Educational Videos as Psychosocial Support on Reducing Anxiety Levels in Student Chronotype during Distance Learning during the COVID-19 Pandemic

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Received : 11/08/2022

Revised : 07/10/2022

Accepted : 25/10/2022

Online : 31/10/2022

Published : 31/10/2022

Abstract

Aims: Distance learning is currently a medium and learning resource that maximizes modern internet-based technology and communication and is carried out online and focuses on individuals or groups and student activities remotely without face-to-face, the interaction of material delivery and assignments is completely done online. Students' activities in distance learning currently require that normal sleeping hours be switched to doing many tasks. The term is also known as chronotype, and it refers to a variety of human control over biological circadian rhythms that include the morning, night, and intermediate types. However, not all students are prepared to participate in distance learning. Students' perceptions of distance learning during an uncertain period of time cause fatigue, stress, or anxiety. The purpose of this study was to determine the effect of using five-finger hypnosis relaxation educational videos on decreasing anxiety levels in the chronotype of students.

Design: Pre-Experimental Design Type One Group Pretest-Posttest

Methodos: The method used in this study is a pre-experiment design type one-group pretest-posttest. The total number of respondents was 37 students who were during distance learning using the simple random sampling technique. Data collection used a questionnaire of The Zung Self-Rating Anxiety Scale was used to measure anxiety levels before and after the intervention, and the Morningness-Eveningness Questionnaire was used to determine the type chronotype (MEQ). Data analysis using Paired Sample T Test.

Results: The results of statistical tests showed the majority of respondents (64.9 %) experienced mild anxiety prior to receiving the intervention, while 1 student experienced severe anxiety (2.5%). Furthermore, after receiving the intervention, the majority of the respondents experienced mild anxiety, with as many as 26 students (70.3 %) no longer experiencing severe anxiety. The intervention group has a positive mean difference in Anxiety Levels of 1.36, indicating that there is a tendency to decrease anxiety levels after the intervention with an average decrease of 1.36. Based on the p-value = 0.011, it can be concluded that there is a significant difference in the anxiety level of the intervention group before and after the intervention (where p 0.05) with a t count = 2.689 (t count > t table (df 36 = 1.687094) with a positive value (+) indicates that the anxiety level score before the intervention is higher than the anxiety level score after the intervention. This means that the five finger hypnosis technique intervention is in reducing anxiety levels.

Conclusions: Five finger hypnosis therapy with video by providing comfort and relaxation is very effective for reducing anxiety levels. This activity is also intended to divert attention and can lower blood

pressure, breathing, the tension in the muscles, metabolic rate, and pulse.

Keywords:

Video Media, Five Finger Hypnosis, Anxiety Level, Chronotype Type, Distance Learning

INTRODUCTION

COVID-19 or SARS-CoV-2 was declared by the WHO as a global pandemic since March 2020. When the policy was implemented in Indonesia regarding physical distancing to prevent the spread of COVID-19, academic activities also changed from face-to-face methods to online methods(1). The Minister of Education and Culture issued a Circular Letter of the Minister of Education and Culture Number 36962/MPK.A/HK/2020 which states that online learning from home is for students(2).

The advancement of science and technology from the industrial to the information eras creates opportunities for people to easily access and obtain the information they require. So that health workers have many opportunities to convey messages through various media, this is a challenge for health workers, and they must constantly update materials and educational methods so that they do not fall behind and become out of date(3). Using the media will draw the attention of the target audience and overcome various limitations of space and time, allowing it to be widely accepted. By displaying images that create the same perception on the target, the media can help clarify the message so that it is not too verbose(2). Currently, students' activities in distance learning require normal hours of sleep, but they are expected to complete each lecturer's assignments for their respective courses. Controlling a person's internal clock is associated with a sundial and a social clock, and is commonly referred to as a Chronotype(4). There are two major variations in a person's choice of internal time organization in comparison to a sundial or social standard, namely the type

of morning (morningness) relative to the standard social clock and sundial, and the type of evening (eveningness), which is relatively late by the two benchmarks, and an intermediate type between the two (5).

This change affects students who have to adapt to the new system which has several challenges in its implementation. And the impact of the changes experienced by students during the COVID-19 pandemic risks causing mental health problems. Mental health problems that are increasing during this pandemic are stress, anxiety, and even depression(6). This pandemic causes stress and anxiety related to changes in the lecture process and daily life for students. For students, distance learning anxiety has both positive and negative consequences. Anxiety is a common emotion felt by all students. Students who are faced with academic tasks, as well as when taking exams or making important decisions, cannot be separated from feelings of anxiety (7). Distance learning requires students to be active and independent in investing psychological abilities in learning the material to be faced, as well as demands in using multimedia. However, not all students are prepared to participate in distance learning. Students' perceptions of distance learning during an uncertain period of time result in fatigue, stress, or anxiety (7)(8).

According to the findings of interviews with several Anesthesiology nursing under graduate study program students, most students complained about distance learning because there were too many assignments, so sleep time was used more for doing assignments. Based on the foregoing, the purpose of this study is to

determine the effect of providing/using the Five Finger Hypnosis Relaxation Educational Video as Psychosocial Support on Reducing Anxiety Levels in Students' Chronotype Types During Distance Learning During the COVID-19 Pandemic Period in the D4 Anesthesiology Nursing Study Program, in order to reduce the incidence of increased anxiety levels and changes in sleep hours that occur in students during distance learning.

METHODS

Study Design: Type of research used in Pre-Experimental Design Type One Group Pretest-Posttest. This one group pretest-posttest design consists of one group which has been specified. In this design, the test is carried out twice, namely before being given treatment it is called pre-test and after treatment is called post-test (9).

Sample

The population in this study were all regular students classes in 2020 and 2021, who are during distance learning, totaling 58 students. In this study, 21 students were not willing to take part in the research from beginning to end. research, so that the total population in this study was 37 students. The Technique sampling used in this study was simple random sampling with inclusion criteria, among others, respondents are willing to follow the research to completion, respondents are undergoing distance learning, respondents are students of anesthesiology nursing study program D4 UMP.

Instrument

The instrument used The Zung Self-Rating Anxiety Scale was used to measure anxiety levels before and after the intervention, and the Morningness-Eveningness Questionnaire was used to determine the type chronotype (MEQ) and got a reliability value of 0.912.

Data Collection

For the research stage, the first is the researcher conducts a preliminary study using a questionnaire via the google form link then the questionnaire is tested for validity and reliability to be valid, after that the valid questionnaire is directly distributed to the respondents. And after the data is collected, the data analysis is continued

Analysis

Researchers want to know The Effect of Five-Finger Hypnosis Relaxation Educational Videos as Psychosocial Support on Reducing Anxiety Levels in Student Chronotype during Distance Learning during the COVID-19 Pandemic. The statistical test used is an paired sample T test, because in this study both data on the research variables are normally distributed.

In its implementation, respondents were asked to do a pre-test measuring anxiety levels and a chronotype-type questionnaire before showing a video about five-finger hypnosis and putting it into practice. After that, the respondent was given a post test with the same instrument to measure whether there was a decrease in the level of anxiety or not.

RESULTS

The researchers collected data directly through interviews and questionnaires filled out by research participants about the effect of educational videos on five-finger hypnosis techniques on reducing student anxiety levels from January to May 2022. According to the findings, the majority of respondents with the Evening Type, as well as those with the Morning Type, are female. The results of the respondent's analysis based on the level of anxiety before and after the intervention of Non-Pharmacology Five Finger Hypnosis Technique video therapy are shown below. (Table 1)

Table 1.
Results of the analysis of respondents based on gender and chronotype type (n=37)

| | | Chronotype | | Total |
|--------------|--------|--------------|--------------|-----------|
| | | Morning Type | Evening Type | |
| Gender | Male | 3 | 3 | 6 |
| | Female | 15 | 16 | 31 |
| Total | | 18 | 19 | 37 |

Table 2.
Results of respondent analysis based on Anxiety Levels Before Intervention of Video Non-Pharmacology Therapy of Five Finger Hypnosis Techniques

| | | Pre Test | | Post Test | |
|---------------|----------|-----------|-----------|------------|------------|
| | | Total | (%) | Total | (%) |
| Anxiety Level | Mild | | | | |
| | Moderate | 24 | 70.3 | 26 | 64.9 |
| | Severe | | | | |
| | Panic | 12 | 29.7 | 11 | 32.4 |
| | | 1 | 0.0 | 0 | 2.7 |
| Total | | 37 | 37 | 100 | 100 |

Table 2 shows that the majority of respondents (64.9 %) experienced mild anxiety prior to receiving the intervention, while 1 student experienced severe anxiety (2.7%). Furthermore, after receiving the intervention, the majority of the respondents experienced mild anxiety, with as many as 26 students (70.3 %) no longer experiencing severe anxiety.

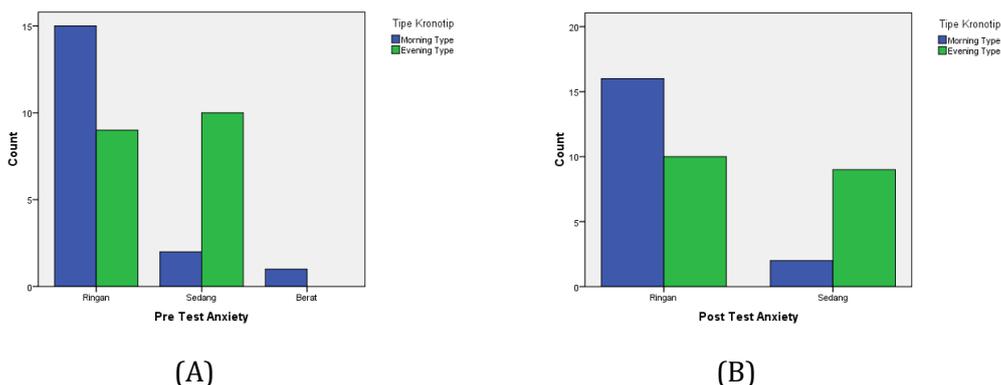


Diagram 1.
Results of Anxiety Level Analysis. (A) Before the Five Finger Hypnosis Technique Educational Video (B) After the Five Finger Hypnosis Technique Educational Video.

BIVARIATE ANALYSIS

Table 3.
Analysis of the Effect of Educational Video Intervention of Five Finger Hypnosis Technique on Respondents' Anxiety Levels

| Variables | Intervention Group | | Mean Difference | t | Value P | 95% Confidence Interval of the Difference | |
|---------------|--------------------|-----------------|-----------------|-------|---------|---|-------|
| | Before Mean (SD) | After Mean (SD) | | | | Upper | Lower |
| Anxiety Level | 43.05 ± 9.20 | 39.3 ± 7.15 | 1.36 | 2.698 | 0.011 | 6.439 | 0.913 |

According to table 3, the intervention group has a positive mean difference in Anxiety Levels of 1.36, indicating that there is a tendency to decrease anxiety levels after the intervention with an average decrease of 1.36. Based on the p-value = 0.011, it can be concluded that there is a significant difference in the anxiety level of the intervention group before and after the intervention (where $p < 0.05$) with a t count = 2.689 (t count > t table (df 36 = 1.687094) with a positive value (+) indicates that the anxiety level score before the intervention is higher than the anxiety level score after the intervention, so it can be concluded that the five finger hypnosis technique intervention is in reducing anxiety levels.

DISCUSSION

According to table 1, the majority of the participants were women, and the majority of them had the Evening Type chronotype. According to table 2, the majority of respondents (64.9 %) experienced mild anxiety prior to receiving the intervention, and there were respondents who experienced severe anxiety as many as 1 student (2.7%). The findings of the preceding study are consistent with those of (7), who found that distance learning during the pandemic had an impact on

students' anxiety, boredom, or stress as a result of the relatively long study time, unclear understanding of lecture material, and lack of interaction with students or friends in class as in face-to-face learning.

According to Table 5, the difference test between pre and post intervention anxiety level scores in the intervention group. There is a tendency to decrease the anxiety level score after the intervention, with an average decrease of 1.36, and there is a significant difference in the pre and post anxiety level scores in the intervention group (where $p < 0.05$) with a value of t count = 2.689 (t count > t table (df 36 = 1.687094) with a

positive value (+). This means that the anxiety level before the intervention was higher than the anxiety level after the intervention, implying that the five-finger hypnosis technique intervention is effective for reducing anxiety levels. Non-pharmacological relaxation techniques aim to increase control and self-confidence while decreasing perceived stress.¹⁸ Five-finger hypnosis therapy is one of the non-pharmacological anxiety-reduction techniques. Five-finger hypnosis therapy techniques are individual activities in which someone can create pleasant shadows, relax, and concentrate on an image,

gradually freeing oneself from the experienced anxiety (10). This activity is an attempt to divert attention, which can result in a decrease in pulse, blood pressure, and breathing, as well as a decrease in muscle tension and metabolic rate, as well as a sense of calm, prosperity, and relaxation (11).

The result is in line with Endah Wahyuningsih and Eni Hidayah's research titled Five Finger Hypnosis Against Decrease Anxiety in Diabetes Mellitus Patients, statistical tests in the five-finger hypnosis intervention group revealing that there was an effect of decreasing anxiety in patients with diabetes mellitus with p-value = 0.000.(12). It is also supported by Eni Gusnita's research entitled the effect of five finger relaxation techniques on reducing anxiety levels of patients with a preoperative cesarean section with p-value = 0.001, from which it can be concluded that there is an effect of five finger relaxation therapy on reducing anxiety levels in patients with preoperative cesarean section cesarean (13).

The author assumed that there is an effectiveness of five-finger hypnosis therapy on anxiety levels because five-finger hypnosis techniques can reduce anxiety because there is comfort and relaxation in the therapy so that clients who initially experience anxiety will decrease. Non-pharmacological relaxation techniques are an attempt to improve control and self-confidence while decreasing perceived stress. Five finger hypnosis therapy is one of the non-pharmacological anxiety-reduction techniques. The five-finger hypnosis therapy technique is an individual activity in which they create pleasant images, concentrate on these images, and gradually release their attention from the anxiety they are experiencing (12). This activity is an attempt to divert attention, which can result in a decrease in pulse, blood pressure, and breathing, as well as a decrease in muscle tension and metabolic rate, as well as a sense of calm, well-being, and relaxation (11).

This result is consistent with a study by Endah Wahyuningsih and Eni Hidayah titled "Five Finger Hypnosis Against Anxiety Reduction in Diabetes Mellitus Patients," which found that there was a statistically significant effect of reducing anxiety in diabetes mellitus patients with a p-value of 0.000(10). With additional support from Eni Gusnita's study, "The Effect of Five Finger Relaxation Techniques on Reducing Anxiety Levels of Patients with Preoperative Cesarean Section," which had a p-value of 0.001, it is possible to draw the conclusion that five-finger relaxation therapy does have an impact on lowering anxiety levels in patients undergoing preoperative cesarean section cesarean (13).

Five-finger hypnosis techniques can lower anxiety because they promote comfort and relaxation, which helps clients who initially experience anxiety to lessen it. This leads the author to make the assumption that the use of this therapy can reduce anxiety levels.

CONCLUSION

The effectiveness of five-finger hypnosis therapy via video in lowering anxiety levels is due to the comfort and relaxation provided in the therapy, which causes clients who initially experience anxiety to lessen. This activity is also intended to divert attention and can lower blood pressure, breathing, the tension in the muscles, metabolic rate, and pulse. It also promotes a sense of calm, well-being, and relaxation. The majority of the respondents were female and belonged to the evening type.

The results of this study should be used to: know the reasons for emerging factors that affect the rise in anxiety levels, particularly in the evening type.

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