



Mindfulness Modification Training to Reduce College Student Anxiety in Dealing with Thesis

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Highlights

- What I got from previous research is that mindfulness therapy can reduce anxiety in students, especially those who are working on their thesis, by practicing mindfulness through healthy breathing, healthy sitting and concentration exercises.
- Then the deep breathing relaxation technique which is very effective for reducing anxiety in students during thesis guidance.
- Application in an academic environment to be more Examined how "mindfulness modification" can be implemented effectively in an educational setting. Undertake challenges that may arise and how to overcome them

Abstract

Each student will experience anxiety when working on a thesis. In this study, students writing their theses in the sixth semester of the Faculty of Psychology at Diponegoro University will be tested to discover if modified mindfulness can lower anxiety levels. The participants in this study were 15 students on 6th semester from the Faculty of Psychology at Universitas Diponegoro. The Hamilton Rating Scale for Anxiety (HRS-A) pretest and posttest anxiety scale was employed as the data collection tool. One group test experiment serves as the study methodology. It is possible to infer from the Paired Samples T-test findings that the variance of the data is homogeneous or equal because there are a known number of p values that are $0.425 > 0.05$. The value of $0.959 > 0.05$ or $0.672 > 0.05$ is well recognized in assumption checks. It can be said that the pretest data is usually distributed as a result. The study's findings support the idea that students writing theses experience much lower anxiety levels when they participate in a modified mindfulness training program that incorporates progressive muscle relaxation. To boost the effectiveness and usage of mindfulness modification to lessen anxiety in students working on their final project, this research has to be improved.

Keywords: Mindfulness modification; Anxiety; Student

INTRODUCTION

Anxiety is something that can be experienced by every individual and is normal. Anxiety is also considered a sign that something terrible will happen. Still, if anxiety continues unnaturally and increases in intensity so that interferes with daily activities, it is called an anxiety disorder (Dalen et al., 2010). Anxiety is one of the consequences experienced by college students, including college students who are working on their final project or thesis. The thesis is a task to complete their study program, this is based on the Letter of the Director General of Higher Education no 152/E/T/2012 which requires college students to produce papers that are published in scientific journals.

Bazrafkan et al (2016) showed that thesis can cause stress for college students. Prolonged stress can cause anxiety which is a condition that is triggered by the existence of a clear situation or object, which is actually not dangerous at the time of this incident. As a result, the object or situation is avoided or faced with a sense of threat (Nst et al., 2018). Anxiety disorders are also triggered by stress from a job, traumatic events, feelings of great loss, and facing life's difficulties that are considered severe.

One effort that can be tried to overcome anxiety is mindfulness. Mindfulness therapy is a method used to help focus attention on the current situation without judging or taking into account various thoughts and emotional responses related to situations or stimuli (Eberth & Sedlmeier, 2012). Research by Brown and Ryan (2003) found that mindfulness is related to cognitive and affective indicators of mental health, including reduced levels of emotional disturbances (depression, anxiety, and stress) and increased levels of well-being (vitality, positive affect, and life satisfaction). The mindfulness method uses a series of exercises designed to train the mind so that it can stay focused and open in everyday situations, including under stressful conditions (Chiesa & Malinowski, 2011).

Based on the results of research conducted by Syarif and Putra 2014) showed that there were significant differences in anxiety scores in the measurements of the two intervention and control groups (p value = 0.003). The study concludes that Mindfulness Modification Progressive Muscle Relaxation (PMR) is effective in reducing anxiety in cancer patients undergoing chemotherapy.

This is in line with research conducted by Nugroho (2016) where it is known that the p -value is 0.000, which means that the p -value $< \alpha$ (0.05) means that there is an effect of progressive muscle relaxation on student anxiety in completing the final project. The results of another study by Dhamayanti and Yudiarso (2020) also showed a meta-analysis statistical test showing that mindfulness therapy can effectively reduce anxiety.

Not only meditation, but mindfulness training also provides positive energy that is felt by the individual. Mindfulness meditation can help reduce anxiety and worry, so a person can be more relaxed for a good night's sleep. The increased awareness that is intertwined in life after practicing mindfulness techniques will lead to a better quality of life. One can also enjoy every moment in life consciously. Therefore, this research was conducted to see the effectiveness of mindfulness in reducing anxiety in students of the Faculty of Psychology, Diponegoro University who are working on their thesis.

Based on the explanation above, it can be concluded that modified mindfulness therapy using Progressive Muscle Relaxation has a very positive effect on reducing anxiety in individuals, both those who are completing final assignments and those who have chronic illnesses.

METHOD

Study design

The research design used a one group test experiment. The training that will be given in the outline is Mindfulness education and training combined with Progressive Muscle Relaxation Therapy. The research was carried out on 22 November 2022 and 30 November 2022 located at the Faculty of Psychology, Diponegoro University.

Participant

15 Participants in Diponegoro University Psychology, final year student (who is working on his thesis) and feels anxiety when working on his thesis

Instruments

Anxiety can be measured by measuring the level of anxiety according to an anxiety measurement tool the Hamilton Anxiety Rating Scale (HARS) (Giuliano, 1967) pre-test and post-test anxiety scale was employed as the data collection tool. In determining the participants obtained by using a purposive sampling technique (Dolores & Tongco, 2007). To ensure participant data conduct interviews.

Procedure

The Intervention training procedure will be provided in the form of Mind-C training, which has been designed to provide education and teach skills to participants in dealing with situations that exist in them. The training that will be given in the outline is Mindfulness education and training combined with Progressive Muscle Relaxation Therapy. After the training is given, students are expected to be able to apply what they have learned in the training. 2 weeks after the training is completed, monitoring will be carried out on the activities that have been carried out by the participants to carry out Mind-C.

Preparations for the Mind-C training were carried out one day before the training date. Preparation of the training ground. Researchers must ensure that all the tools and materials needed have been prepared properly. Preparations are also made one day before the start of the meeting to ensure that all tools and materials are available.

Informed consent will be given to participants before the training begins. Before starting the researcher asked the participants to fill out an anxiety scale. After the training was carried out for 2 meetings, measurements were again carried out to see changes in the anxiety score. The anxiety scale will be used as a manipulation check for the treatment given in the study. Observations were made to observe the process of receiving information and skills acquired during the training. Data from observations are used as a description of the behavior of participants during the experiment.

Data Analysis

Data analysis using JASP or SPSS version 27.0.

RESULT

Participant's characteristics

In general, the majority (70%) of participants were women, aged 18-25 years.

Data analysis

Table 1.

Paired Sampled T-Test

Measure 1	Measure 2	t	df	p	Mean Difference	SE Difference	Cohen's d
Pretest	V114	0.822	14	0.425	5.600	6.814	0.212

Note: Student's t-test

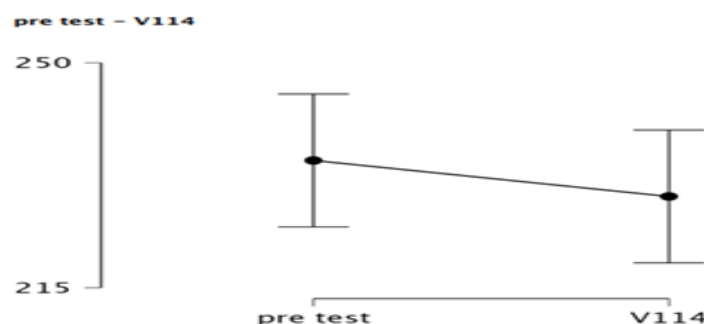
Based on the output table "Paired Samples T-test" above, it is known that the total p-value is $0.425 > 0.05$, which means that the variance of the data is homogeneous or the same. In this case, the relevant theoretical basis is uniformity or homogeneity in the sample. When the data is homogeneous, we can assume that all participants have the same attributes or identical values for the observed variables. However, this should be further examined through statistical analysis.

Statistics that can be used to check data homogeneity include measures of the center of the data such as the mean, median, or mode. If all participants have the same value for the observed variable, then the mean, median, and mode will have the same value.

Table 2.

Descriptive

	N	Mean	SD	SE
Pretest	15	234.800	422.586	109.111
V114	15	229.200	412.631	106.541



To find out whether there is an effect or not of the pre-test and post-test (MIND-C) on the anxiety level of final students who are completing their thesis, it is known as the output data processing results besides that there are significant results between the effect of MIND-C training and a decrease in student anxiety levels who is currently completing the thesis. This conclusion is seen from the "Mean Difference" value at the output between 234,800 and 229,200, which means that there is a difference, namely 5,600 which means the average value of the pre-posttest data.

Table 3.

Assumption checks - Test of Normality (Shapiro-Wilk)

		W	p
Pretest	V114	0.959	0.672

Note: Significant results suggest a deviation from normality.

According to the output results of "Assumption Checks" which is to find out the data assumptions processed, where researchers use the Shapiro Wilk Test because the sample is > 100 , namely 15 respondents. The pre-test data assumption is that it can be said to be normally distributed if the results are > 0.05 and the results from the output above are known to be $0.959 > 0.05$ or $0.672 > 0.05$. Therefore, it was concluded that the pre-test data were normally distributed.

In statistical analysis, determining whether data is normally distributed or not is based on the results of more formal statistical tests, such as normality tests, such as the Kolmogorov-Smirnov test or the Shapiro-Wilk test. The significance value (p-value) of the test is used to determine whether the data is normally distributed.

The significance value (p-value) cannot be used directly to conclude whether the data is normally distributed or not. Generally, the commonly used limit of significance value is 0.05 (or 5%). If the p-value of the normality test is greater than 0.05, then we fail to reject the null hypothesis that the data is normally distributed.

DISCUSSION

Based on the results of the research that has been done, it was found that mindfulness modification affects reducing anxiety levels in students who are working on their thesis. Progressive Muscle Relaxation is a method developed by a Chicago psychologist, Edmund Jacobson, to deal with anxiety. This technique is based on the theory that the body's response to anxiety will affect the mind and cause muscle tension (Davis et al., 2000). The results of research conducted by Nurnaningsih (2020) also said that the anxiety level of students had decreased, that is, students who experienced severe levels of anxiety were reduced to as much as 20%, and those who experienced moderate levels of anxiety disappeared completely. The Progressive Relaxation Technique is effective in reducing the anxiety level of students who will face the Computer-Based National Examination.

Another study conducted by Zargarzadeh and Shirazi (2014) also stated that in general the results of the study indicated that performing progressive muscle relaxation methods were effective in reducing anxiety testing among nursing students. In some of the results of mindfulness articles with progressive muscle relaxation, it is indeed able to reduce anxiety in various conditions such as doing final assignments/thesis, taking national exams, and even nursing students who are usually required to be unable to escape group activities and be able to balance empathy and knowledge.

CONCLUSION

Based on the results that have been presented, it can be concluded that the modified Mindfulness training program with Progressive Muscle Relaxation has a significant effect on reducing anxiety levels in college students who are working on their thesis. One other factor is also when having problems in life which later make the thesis guidance not run smoothly, this makes college students experience stress, and then anxiety arises. Mind-C training is proven to be effective in reducing the anxiety of students who are working on their thesis, this can be seen from the "Mean Difference" value at the output between 234,800 and 229,200, which means there is a difference, namely 5,600 which means the average value of the pre-post-test data.

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CONFLICT OF INTEREST

The authors declare no conflict of interest.

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