

Psychospiritual Nursing Interventions In Reducing Students' Anxiety Levels

Suyanto¹, Sri Lestari Dwi Astuti², Yenni Tutu Rohimah³

Politeknik Kesehatan Surakarta, Indonesia^{1,2,3}

Email: suyanto.mkes@gmail.com

ABSTRACT

Anxiety is often experienced by students in their lives at the Islamic boarding school because it is very different from life outside the Islamic boarding school where a child is free to do activities and all needs are still handled by their parents. The anxious condition experienced will interfere with the students' learning process. Various ways of handling to reduce anxiety include using self-healing techniques combined with dhikr so that emotions and anger can be controlled. The Butterfly Hug method that creates suggestions, comfortable and calm conditions. To make these conditions more optimal, the researcher combined it with dhikr as a method of remembering and getting closer to Allah SWT which has never been studied. The design of this study is a quasi-experimental design with a pre and post without control group design. All 27 male students were used as samples. While the research instrument used the SCAS (Spence Children's Anxiety Scale) anxiety questionnaire. Before the administration of the combination therapy of Butterfly Hug and Dhikr, the level of anxiety was mild to high. After the administration of the combination therapy of Butterfly Hug and Dhikr, there was a change, namely the most was the level of moderate anxiety experienced by students. The results of the Wilcoxon Test obtained a p value of 0.000. Thus, it means that there is an effect of the combination therapy of Butterfly Hug and dhikr on anxiety in students at the Al Muslimun Islamic Boarding School, which was rejected. There is an effect of the combination therapy of Butterfly Hug and dhikr on reducing anxiety in students at the Al Muslimun Islamic Boarding School, Durenan Sidorejo Magetan. It is hoped that Butterfly Hug and Dhikr can be used as one of the therapies in overcoming anxiety that can be done independently by students at the Islamic boarding school.

Keywords: Butterfly Hug, Dhikr, Students, Anxiety

INTRODUCTION

Life in a boarding school is very different from life outside the boarding school. Outside the boarding school, a child is free to do activities and all needs are still handled by their parents. When entering a boarding school, life changes, they must be independent with the facilities provided by the boarding school. In addition, students must follow the busy schedule and activities provided by the boarding school (Asmarani, Y., & Mayasari, 2023).

There are students who feel sad to be separated from their parents because they still want to stay and depend on their parents (Utami, L. S., & Musyarofah, 2023). This raises a sense of anxiety in addition to the busy study schedule and very strict boarding school regulations. Some of these things make students often cry, especially in the first few months they enter the boarding school, even to the point of getting sick because they have not been able to adapt well and miss their parents. One of the rules of the Islamic boarding school is that students are prohibited from going home often, this causes anxiety in students, plus visits from parents which are usually only done once a month (Cahyady, E., 2021).

The anxiety that arises can be identified by physical symptoms such as cold fingers, rapid heartbeat, cold sweats, headaches, difficulty sleeping, and chest tightness. It can also be identified in the form of mental symptoms such as fear, inability to focus, restlessness, and wanting to run away from reality (Girianto, P. W. R., Widayati, D., & Agusti, 2021). Other symptoms include crying, complaining of headaches, often contacting people at home to tell and find out about their parents' condition, and not wanting to sleep alone (Fadilah, R., Huda, M. N., Damanik, R. R., & Islamiyah, 2023).

The anxiety that occurs in students at Islamic boarding schools based on the results of a study conducted by Cahyady & Mursyida in 2021, showed that most students experienced high levels of anxiety, namely 49 respondents (57%) and 37 respondents (43%) experienced low levels of anxiety. Another study in line with this was conducted by (Rahmawati.s, 2016), where the results of separation anxiety with parents in students at the Assanusi Cirebon Islamic Boarding School showed that 78 respondents (63.4%) experienced high levels of anxiety and 45 respondents (36.6%) experienced low levels of anxiety.

The anxiety experienced by students will have an impact, namely disrupting the learning process. In addition, it can also have an impact on insomnia, difficulty focusing and concentrating, forgetfulness, tending to have feelings of frustration, and getting angry easily (Muslimahayati, M., & Rahmy, 2021). Various methods can be used to treat anxiety so that anxiety levels are reduced, such as using self-healing techniques that can control emotions and anger. The Butterfly Hug method is given as self-healing to calm the mind by using suggestions that provide comfort and calm (Suara, E., & Retnaningsih, 2023). Butterfly Hug is a relaxation technique by hugging yourself crosswise and placing your hands on your shoulders or chest while patting to relieve anxiety and calm someone down at that time (Kadri, F., & Ridfah, 2023). Meanwhile, according to the religious approach, the method that can be done is by doing dhikr. There are several verses of the Al-Quran that discuss the dynamics of human behavior and theoretically can be used as a psychological reference point to overcome anxiety.

The Quran provides a solution for those who hesitate to receive peace, either through reading aloud or reciting verses from the Quranic text. Many verses in the Quran also provide instructions on how to deal with the challenges of anxiety in life, one of which is through dhikr which is explained in QS. Ar Ra'd verse 28. The calming effect that appears during dialysis can lower the threshold of anxiety in a person (Kamila, 2022). Conditions at the Al Muslimun Durenen Sidorejo Magetan Islamic Boarding School, the students feel homesick, there are students who often cry, have difficulty sleeping, feel anxious, and even experience homesickness. Based on the background above, the researcher is interested in conducting a study entitled "The Effect of Butterfly Hug Therapy Combination on Reducing Anxiety Levels of Students at the Al Muslimun Durenen Sidorejo Magetan Islamic Boarding School".

METHOD

This study used a quasi-experimental design with a pre and post without control group design which was carried out from February 2025 to June 2025 at the Al Muslimun Durenen Sidorejo Magetan Islamic Boarding School. The population in this study were 27 male students and all of them were taken as samples. The research material used was Butterfly Hug therapy. This method was developed by two practitioners and taught to survivors of Hurricane Pauline in Mexico in 1998 which proved to be very effective in helping them during the extraordinary

destruction. Many therapists use this method to reduce anxiety, especially in those who have trauma (Cagaoan, M.S.F., Dayrit, A.C.D., Vega, A.C.R.Dela,&Flores, 2023). This therapy is combined with Dhikr which is given 5 times a day for 10 days. Meanwhile, the research instrument to assess the level of anxiety using the SCAS questionnaire has very good internal reliability with a Cronbach's Alpha value for all scales: 0.95 (Direktör & Serin, 2017). The research ethical feasibility permit was obtained from the Health Research Ethics Commission of Muwardi Hospital Surakarta on April 20, 2025, Number: 759/IV/HREC/2025.

RESULTS AND DISCUSSION

Respondents in this study have the following characteristics: junior high school education, with an age range of 13 to 15 years, all respondents are male.

Table 1. Frequency Distribution of Respondents' Age (n=27)

Age	Frequency	%
13	10	37
14	12	45
15	5	18

Table 1 shows that the respondents are in middle adolescence, namely in the age range of 13 to 15 years. This study found that there was a difference in the level of anxiety experienced by students before and after being given butterfly hug and dhikr therapy, which can be seen in table 2

Table 2 Distribution of respondents' anxiety levels before and after doing butterfly hug and dhikr

Anxiety Level	Dhikr and Butterfly Hug			
	Before		After	
	n	%	n	%
High	24	88,8	4	14,8
Medium	2	7,5	22	81,5
Low	1	3,7	1	3,7
Total	27	100	27	100

Table 2 explains that in this study, respondents before being given a combination of butterfly hug and dhikr therapy experienced mild to high levels of anxiety. It can be seen that the highest level of anxiety was experienced by respondents. On the other hand, after being given a combination of butterfly hug and dhikr therapy, there was a change in the level of anxiety experienced by respondents, namely the highest level of anxiety.

Effect of Butterfly Hug and Dhikr Combination on Anxiety Levels

To determine the effect of the butterfly hug and dhikr combination on anxiety levels in this study, a paired 2-sample difference test was conducted. This test was conducted to determine the difference in anxiety levels before and after the treatment of butterfly hug and dhikr combination therapy on respondents using the Wilcoxon Test. The results of the test can be seen in table 3 below.

Table 3. Paired 2-sample difference test Before and after butterfly hug and dhikr combination therapy

	Ranks		Asymp Sig
Pre test - post test	Negative Ranks	24	0,000

Postitive Ranks	3
Ties	0
Total	27

The results of the Wilcoxon Test before and after treatment obtained a p value of 0.000. Thus, there is a significant change in anxiety levels because the p value <0.05. Because the p value α, H_0 is rejected and H_a is accepted. This means that the null hypothesis There is no effect of Butterfly Hug and dhikr combination therapy on reducing anxiety in students at the Al Muslimun Islamic Boarding School is rejected.

Table 3 shows that changes that affect the level of anxiety of respondents are in the decrease in anxiety levels after being given Butterfly Hug and Dhikr combination therapy. A total of 24 respondents experienced a decrease and 3 people experienced an increase in anxiety levels. Meanwhile, the level of anxiety remained the same or did not change was not found.

The respondents in this study were in the age range of 13-16 years who had high anxiety because they were influenced by individual maturity. Age shows the development and maturity of a person. Individuals who are more mature have maturity in the thinking process so that they can use good coping mechanisms to deal with anxiety (Fortuna et al., 2022).

Age is one of the causes of anxiety. Adolescents aged 13-15 years are in a transition period between childhood and adolescence. Where there will be hormonal changes that cause restlessness in adolescents and will increase anxiety. Therefore, adolescents at this age often experience anxiety when they have to separate from their parents (Cahyady, E., 2021).

The results of this study are in line with research conducted by (Aulia, A. W. Z., Yuliastuti, E., & Suyatno, 2024) that adolescents aged 13-18 years experience anxiety. Most adolescents are at a mild level of anxiety with a total of 23 respondents (54.8%), moderate anxiety 10 respondents (23.8%), severe anxiety 7 respondents (16.7%), and very severe anxiety as many as 2 respondents (4.8%). During adolescence, there is a transition from childhood to adulthood, where during this period adolescents can think critically but unstable conditions can still affect them. During this transition period, mental readiness is not yet perfect and adolescents still lack experience in dealing with anxiety.

The results of this study are also in line with the research of (Kholbianawati, N.,&Hidayati, 2023), where adolescents aged 13-15 years experience anxiety. With 8 respondents, 1 of them experienced mild anxiety, 5 experienced moderate anxiety, and 2 experienced very severe anxiety. The anxiety experienced by adolescents is related to academics, the future, and interactions with family at home. Respondents' Anxiety Level Before and After Treatment Before being given treatment in the form of a combination of the Butterfly Hug method and dhikr, respondents were in the range of mild to high anxiety. The highest anxiety was at the level of severe anxiety (88.8%). The high level of anxiety experienced by respondents was because the respondents were teenagers who had just started their life at a boarding school and were separating from their parents for the first time. According to(Fadilah, R., Huda, M. N., Damanik, R. R., & Islamiyah, 2023), the most common anxiety experienced by a child or teenager is separation anxiety. Someone who has separation anxiety disorder will experience fear when separated from those closest to them. According to (Utami, L. S., & Musyarofah, 2023), teenagers who live in boarding schools experience anxiety because they need to adapt to a new life and environment. Not all teenagers can live

independently and adapt to the boarding school environment. In the age range of 13-15 years, there are teenagers who try to separate from their parents and some who remain and depend on their parents, so there are teenagers who are happy to live in boarding schools and some are not happy.

After being given the combination method of Butterfly Hug and dhikr to the respondents, the level of anxiety experienced a change in many, namely a decrease, although there was an increase of 3 respondents.

The results of this study are in line with the research of (Astuti, 2024) where the level of anxiety in adolescents after being given the Butterfly Hug method changed. Respondents who were previously at mild to severe anxiety levels decreased to mild and moderate anxiety levels. Research conducted by (Girianto, P. W. R., Widayati, D., & Agusti, 2021) explains that there is an effect of reducing anxiety in respondents after being given the Butterfly Hug method. According to (Pristianto, A., Tyas, R.H., Muflikha, I., Ningsih, A.F., Vanath, I.L. & N., 2022), the Butterfly Hug method can make someone calmer by giving suggestions or advice to themselves to feel better.

Before and after being given treatment in the form of the Butterfly Hug method and dhikr to respondents, there was a significant effect on reducing anxiety levels. The results of the analysis in this study showed the effect of the Butterfly Hug method on reducing anxiety with a p value = 0.000 (<0.05).

The results of this study are in line with research conducted by (Simanjuntak, .Christya Wardhani, 2024), that there is an influence of the Butterfly Hug method on reducing anxiety levels. Research conducted by (Lazzaroni, E., Invernizzi, R., Fogliato, E., Pagani, M., & Maslovaric, 2021), proves that the Butterfly Hug method has a positive effect in helping to reduce anxiety levels and reduce traumatic symptoms.

The administration of the Butterfly Hug method can reduce anxiety levels by influencing the amygdala which contains catecholamines with two chemical reactions, namely adrenaline and noradrenaline.

The Butterfly Hug method helps provide a relaxing effect on the body because this method focuses on the application of positive affirmation techniques. Individuals will focus on affirmations made to increase their positive outlook. This improves brain function such as the medial prefrontal cortex and posterior cingulate cortex, ventral striatum, and ventral medial prefrontal cortex, which act as parts of the brain for viewing views, perceptions, and regulating emotions (Astuti, A. W., Rosyid, F. N., & Subrata, 2024).

The Effect of Dhikr Therapy in Reducing the Level of Anxiety of Students has been carried out at the Al-Aqsha Modern Islamic Boarding School. The results obtained showed a significance value of 0.000 <0.05 and a T-count value of 21.652 > T-table 1.652, so it was concluded that there was an effect of dhikr on the level of anxiety experienced. It is also known that the more often students *dhikr*, the lower the level of anxiety experienced by students. (Reza Jaelani, Dadang Ahmad Fajar, 2024) Likewise, in another study at the Jamiathul Mukhlisin Padalarang Islamic Boarding School, it was also found that Zikir can reduce the anxiety of students. The results of this study suggest that students can consistently carry out Zikir relaxation techniques to reduce the anxiety they experience (Abdulah, 2023).

CONCLUSION

The study found that the level of anxiety among students at the Al Muslimun Durenan Sidorejo Magetan Islamic Boarding School significantly decreased after undergoing the combined *Butterfly Hug* and *dhikr* therapy, demonstrating the effectiveness of this integrative approach in reducing student anxiety. This suggests that the combination therapy can be a practical and beneficial method for managing anxiety commonly experienced in Islamic boarding school environments. It is recommended that students practice *Butterfly Hug* and *dhikr* independently to enhance concentration and maximize the therapy's benefits. Future research could explore the long-term effects of this combined therapy and compare its efficacy with other anxiety-reduction interventions across diverse educational settings.

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