

BEHAVIORAL COUNSELING MODEL WITH RELAXATION TECHNIQUES TO MINIMIZE LEARNING ANXIETY

Chitra Charisma Islami^{1*}, Dwi Sri Rahayu², Nika Cahyati³

¹STKIP Muhammadiyah Kuningan, Indonesia

²Universitas Katolik Widya Mandala Surabaya, Indonesia

³STKIP Muhammadiyah Kuningan, Indonesia

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Abstract

This research has been aimed at (1) depicting the realization of individual counseling, (2) depicting students' anxiety in facing Arabic Language lesson, (3) finding behavioral counseling model to minimize anxiety of the students facing the lesson of Arabic Language, (4) finding out the effectiveness of behavioral counseling model by means of relaxation technique in SMAN (state-run senior high schools) of Majalengka Regency of the Province of West Java. This research is of research and development (RnD) model with the following features: (1) introduction, (2) formulation of the hypothetic model, (3) feasibility test on the hypothetic model, (4) enhancement of the hypothetic model, (5) limited trials, and (6) results on end products. Sampling of this research applies a purposive sampling technique. The number of students who become the sample in this research is 6 students. This research answers four problem formulations; i.e. (1) behavioral counseling with relaxation technique has not been implemented because BK teachers do not have a proper model concerning the realization of the procedures, (2) the anxiety levels before the treatment is given are categorized high, (3) the behavioral counseling model with relaxation technique proves to be effective to minimize anxiety of the students in facing Arabic Language lesson in SMAN (state-run senior high schools) of Majalengka Regency with Wilcoxon's statistic test resulting in $0.028 < 0,05$ and showing a decrease in pretest and posttest amounting to 47.83 points.

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✉ Alamat korespondensi:

E-mail : chitra@upmk.ac.id

INTRODUCTION

Symptoms of anxiety, both acute and chronic (chronic) are the main components for almost all psychiatric disorders. Clinically, anxiety disorders are divided into several groups, namely: anxiety disorders, generalized anxiety disorders, panic disorders, phobic disorders and obsessive-compulsive disorders (Hawari, 2013).

Anxiety is a psychological problem that is indicated by an attitude of worry about something that is perceived as less good by the individual. Anxiety is a kind of restlessness, worry and fear of something that is not clear. If a person is worried about something obvious, for example a tiger/mad man running amok then it is called "fear". So something scary is clear, because it is in the form of danger or something that threatens personal safety (Hidayah et al., 2014).

Anxiety is not only experienced by adults but can also be experienced by children or adolescents who are still in school. For students, anxiety is an emotional disorder that can hinder the learning process at school.

Anxiety experienced by students at school can be in the form of realistic anxiety, neurotic or moral anxiety. Because anxiety is a psychological process that is not visible to the surface, to determine whether a student has anxiety or not, a careful study is needed, by trying to identify the symptoms, along with the factors behind it. It should be noted that the symptoms of anxiety that can be observed on the surface are only a small part of the real problem (Hidayah et al., 2014).

There are various disorders with symptoms of anxiety as the main symptom. Excessive worrying can lead to anxiety symptoms that can affect our lives. About 1 in 20 people have an anxiety disorder at some time. When we are anxious, we feel fear and tension. In addition, we can also experience one or more unpleasant physical symptoms, such as a fast heart rate, palpitations, body aches, shaking, sweating, dry mouth, chest pain, headaches and rapid breathing (Aldrin, 2014).

At school, many factors trigger the emergence of anxiety in students. Curriculum targets that are too high, a competitive learning climate, very tight assignments, and a strict assessment system are factors that

cause anxiety stemming from curriculum factors.

In addition, the curriculum changes from time to time in accordance with the policy of the education material and its staff, making teachers have to adjust their learning according to the curriculum. This causes students to be involved with the various changes that exist. (Tresna, 2013)

The application of strict school discipline and prioritizing punishment, a less comfortable school climate and very limited learning facilities and infrastructure are also factors that trigger the formation of anxiety in students originating from school management factors. While the factors that come from within students that cause anxiety are that students perceive what they will face as difficult and feel unable to solve it. This usually happens when students will face the learning process, first grade promotion exams, both daily tests, mid-semester and end-semester tests and national final exams.

Counselors can provide counseling services by using various counseling approaches to help students overcome their anxiety. Relief for generalized anxiety focuses on helping the individual shed old self-destructive responses and learn new, healthier responses. Acquire new behaviors, eliminate maladaptive behaviors and reinforce and maintain desired behaviors.

Behavioral counseling is one of the counseling approaches that basically behavioral counselors want to help clients to adjust well to their living conditions and achieve their personal and professional goals. So the focus is on changing or eliminating the maladaptive behavior that the client exhibits, while helping him or her find healthy and constructive ways of acting. Removing a behavior is not enough, unproductive and unproductive actions must be replaced by giving a productive response (Gladding, 2012).

After explaining the description above, behavioral counseling was chosen to assist students in minimizing the level of anxiety in dealing with the learning process of Arabic subjects. The choice of behavioral counseling is based on the principle that behavior can be understood as the result of a combination of:

- (1) past learning in relation to similar

circumstances; (2) the current motivational state and its effect on environmental sensitivity; (3) biological differences either genetically or due to physiological disorders. With carefully controlled experiments, it produces laws that control the behavior (Willis, 2010).

One of the counseling strategies to reduce, reduce and overcome stress and emotional tension is in the form of relaxation techniques. Relaxation is a technique in behavioral therapy. This technique was pioneered by the physiologist and psychologist Edmund Jacobson in the 1930s (Agustiar & Asmi, 2010). Jacobson believes that when we can rest/stretch muscle/physical tension in the right way then this will be followed by mental/mind relaxation (Purnamasari, 2012). Relaxation technique is a process that frees mental and physical from all kinds of factors that cause tension and overcomes worries/anxiety or stress that occurs or originates from certain objects through relaxation of muscles and nerves (Purnamasari, 2012).

Based on the results of data analysis, it shows that the relaxation method can reduce stress levels for mothers when accompanying SFH (Gustiana & Islami, 2021).

This relaxation technique has been used for clients who experience sleep disorders, anxiety, difficulty controlling anger. Furthermore, this relaxation technique is used when the client's condition is in the stage of conflict between irrational beliefs and causes tension. So that at such times relaxation techniques are needed to relieve tension in the client. By relaxing the muscles in relaxation, it can reduce the function of the activity or the structure of tension. In this case the tension in question is excessive tension which can lead to inappropriate behavior, because tension is within reasonable limits, that is, a psychological symptom that shows an advantage towards progress compared to just relaxing or relaxing in life (Islami, 2015). Apart from that, the relaxation of muscles in relaxation can reduce the structuring of the tension and the individual in a relaxed state will automatically facilitate the process of changing illogical thought patterns or irrational beliefs into rational thought patterns or rational beliefs.

RESEARCH METHOD

The purpose of this research is to formulate a behavioral counseling model with relaxation techniques to minimize anxiety in dealing with Arabic subjects (Arikunto, 2010). The model framework is based on theoretical studies, empirical data, and objective conditions for the implementation of counseling services. Therefore, this research uses research and development methods and designs based on the principles and steps of Borg & Gall. (Borg & Gall, 1983)

Explains that in simple terms R&D can be defined as a research method that is intentionally, systematically, aimed/directed to seek findings, formulate, improve, develop, produce, test the effectiveness of products, models, methods/strategies/methods, services, certain procedures that are superior, new, effective, efficient, productive and meaningful.

Borg & Gall (Sugiyono, 2014), the steps that must be taken in research and development, among others: (a) preliminary studies, (b) planning, (c) development of hypothetical models, (d) study of hypothetical models, (e) revision, (f) limited trial, (g) revision of trial results, (h) wider trial, (i) revision of the final model, and (j) dissemination and socialization.

FINDINGS AND DISCUSSION

Findings

The objective conditions of anxiety facing Arabic subjects at SMAN Majalengka Regency are: SMAN 1 Kadipaten, SMAN 1 Jatiwangi, and SMAN 1 Kasokandel obtained from the results of the anxiety scale. The students who were the subjects in this study were class XI, which amounted to 167 students.

Indicators of student anxiety revealed from three components (cognitive, emotional and behavioral) are dangerous thoughts, assessment of the possibility of one's own abilities, assessment of the possibility of solving the best problem, discomfort, avoidance, motor (uncontrolled movement),

somatic (nervous system movement). autonomous). The categories used to determine the students' level of anxiety are high, medium and low. The following is a presentation of the level of anxiety at the Majalengka Regency Senior High School in tabular form:

Table 1 Anxiety Conditions

No	Indicator	Frequency %	Kriteria			Σ
			T	S	R	
1.	Dangerous thoughts	Frequency %	77 46,1 2%	63 37,7 2 %	27 16,1 6%	167 100
2.	Self-assessment of possible abilities	Frequency %	83 49,7 1%	29 17,3 6%	55 32,9 3%	167 100
3.	Assessment of the possibility to solve the problem the best	Frequency %	79 47,3 %	52 31,1 4%	36 21,5 6%	167 100
4.	Inconveniences	Frequency %	63 37,7 2%	59 35,3 3%	45 26,9 5%	167 100
5.	Dodge	Frequency %	62 37,1 3%	59 35,3 3%	46 27,5 4%	167 100
6.	Motor (uncontrolled movement)	Frequency %	61 36,5 3%	49 29,3 4%	57 34,1 3%	167 100
7.	Somatic (autonomic nervous system movement)	Frequency %	73 43,7 1%	45 26,9 5%	49 29,3 4%	167 100
Average		Frequency %	71 42,5 1%	51 30,5 4%	45 26,9 5%	167 100

The table 1 means that the average number/frequency of anxiety levels in the high category is 71 students or 42.51%, the medium category is 51 students or 30.54% and in the low category is 45 students or 26.95%. This data strengthens the assumption that the level of anxiety of students at SMA Negeri Majalengka needs to be minimized. Based on the results of this anxiety scale, it is in accordance with the problems that have occurred in the field, namely the lack of focus on providing individual counseling services so that students do not understand their potential and lack of innovative counseling guidance teachers in providing individual counseling services .

The condition of students' anxiety in dealing with Arabic subjects was obtained from the results of measuring the anxiety scale of students with 51 items of statement. Classes taken in coordination with the BK teacher are from class XI which simultaneously contains Arabic subjects. Initial anxiety data obtained based on the measurement of this anxiety scale, serve as the basis for developing a behavioral counseling model with relaxation techniques to minimize anxiety in dealing with Arabic subjects using relaxation techniques with a behavioral approach.

Discussion

The behavioral counseling model with relaxation techniques formulated in this study is behavioral counseling with relaxation techniques to minimize student anxiety in dealing with Arabic subjects. The assumption is that the problem of anxiety needs to be minimized because it can inhibit the potential that exists in students(Wijaya, 2014). A more detailed discussion of the research can be seen as follows.

Implementation of Individual Counseling

Based on the analysis of the implementation process of the developed model and the results achieved by the students, it was proven that behavioral counseling with relaxation techniques

could minimize anxiety in dealing with Arabic subjects at SMA Negeri Majalengka. The lack of focus in providing individual counseling services which results in students not understanding their potential and the lack of innovative counseling guidance teachers in providing individual counseling services (Nur, 2011).

Indications of the success of the service implementation process can be seen from the roles carried out by counselors and students at each stage, both the initial stage of counseling, the middle stage (the work stage), and the final stage of counseling at each stage where students have optimized the behavioral counseling process.

Anxiety of Students in Facing Arabic Subjects

Meanwhile, the condition of students with the frequency of anxiety levels in the high category was 71 students or 42.51%, the medium category was 51 students or 30.54% and in the low category as many as 45 students or 26.95%. This data reinforces the assumption that the level of anxiety of students at the Majalengka Regency Senior High School needs to be minimized.

The condition of students' anxiety in dealing with Arabic subjects was obtained from the results of measuring the anxiety scale of students with 51 items of statement. Classes taken in coordination with the BK teacher are from class XI which simultaneously contains Arabic subjects.

Behavioral Counseling Model with Relaxation Techniques to Minimize Anxiety in Facing Arabic Subjects

Based on the conditions in the field regarding individual counseling services, that (1) individual counseling services implemented at SMAN Majalengka Regency have not run optimally, due to several obstacles in terms of time, students, guidance and counseling teachers, and facilities. (2) The results of research on student anxiety conducted on three schools in SMAN Majalengka district with 167 students as respondents obtained the results: The total score of students' anxiety at SMAN 1 Kadipaten 20% of students had low anxiety, 31.43% of students had moderate anxiety, 48.57% of students have high anxiety. SMAN 1 Jatiwangi 23.75% of students have low anxiety, 28.75% of students have moderate anxiety, and 47.5% of students have high anxiety. SMAN 1 Kasokandel 25% of students have low anxiety, 32.69% of students have moderate anxiety, and 42.31% of students

have high anxiety, (3) From the data from the preliminary study, it shows the need for assistance efforts for students so that they can develop optimally, (4) individual counseling services with a behavioral approach using relaxation techniques have never been carried out, (5) the implementation of individual counseling services has not yet alleviated anxiety problems, (6) Guidance and counseling teachers welcomed positively when these three schools were developed behavioral counseling service model using relaxation techniques because the conditions of the students and the existing BK teachers are very supportive.

The Effectiveness of Behavioral Counseling Models with Relaxation Techniques to Minimize Anxiety in Facing Arabic Subjects

If it is reviewed with the existing conditions, it is appropriate that at SMAN Majalengka district a behavioral counseling model using relaxation techniques is developed which is expected to help BK teachers to minimize anxiety in dealing with Arabic subjects in students.

Meanwhile, the effectiveness of the service is proven by the results of the anxiety scale in dealing with Arabic subjects which show a decrease in pretest and posttest results on the total score of anxiety in dealing with Arabic subjects. The decrease in student anxiety is 47.83 points or equal to 23.45%. In addition, from the results of the Wilcoxon statistical test which stated a significant value or probability of $0.028 < 0.05$, this indicates that the behavioral counseling model with relaxation techniques is effective in minimizing anxiety in dealing with Arabic subjects.

The behavioral counseling model with relaxation techniques is a strategy that is relevant to the needs of the field which shows the need for efforts to maximize the potential of students by minimizing the anxiety they face. By applying the behavioral counseling model with relaxation techniques to minimize anxiety in dealing with Arabic subjects, the researchers formulated a behavioral counseling model with operational relaxation techniques. Thus the condition of anxiety behavior can be minimized.

CONCLUSION

This research can be concluded as follows: (1) Behavioral counseling with relaxation techniques at SMA Negeri Majalengka Regency has not been implemented because

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BK teachers do not yet have a clear model regarding the procedures for implementing behavioral counseling with relaxation techniques. (2) The level of anxiety of students at SMA Negeri Majalengka Regency globally before being given treatment is in the high category, after being given treatment it is in the medium category.

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