



Effect of Giving Positive Self-Talk Techniques On Stress Level Of Adolescents in Preparation For The National-Based School Exam In Sman 1 Keruak Lombok Timur

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Abstract. Adolescence is one of the stages of human development that often experiences ambiguity and an identity crisis. The stage of development in adolescents can be disrupted if adolescents experience prolonged stress, prolonged stress causes a crisis of maturity. This study aims to determine the effect of giving the Positive Self Talk technique on adolescent stress levels in preparation for the National Based School Examination at SMAN 1 Keruak, East Lombok. The population in this study were students of class XII IPS, obtained by using the Cluster Random Sampling technique. Measurement of stress using the Kessler Psychological Distress Scale (K10) questionnaire, statistical tests were carried out using the Wilcoxon analysis test. The results showed that after being given the Positive Self Talk technique there were 20 respondents (50%) did not experience stress, 13 respondents (32%) experienced mild stress levels and 7 respondents (18%) experienced moderate stress levels. The results of the Wilcoxon test obtained a p-value of 0.000 so that the p-value < where $0.000 < 0.05$, meaning that H_a is accepted. The conclusion is that there is an effect of giving the Positive Self Talk technique on the stress level of adolescents in preparation for the National-Based School Examination (USBN) at SMAN 1 Keruak, East Lombok. The suggestion from this research is that the Positive Self Talk technique can be used by students or school officials to reduce the stress level experienced by their students.

Keywords: Adolescents, Stress, Positive Self Talk Techniques.

INTRODUCTION

Adolescence is a period when individuals experience psychological development and patterns of identification from childhood to adulthood. This adolescence occurs in the age range of 11 to 21 years, adolescence is divided into 3 phases namely; pre-adolescence aged 11-14 years, early adolescence aged 15-17 years and late adolescence aged 17-21 years (Dewi, Oktiawati, & Saputri, 2015)

Based on the data obtained, the total population in Indonesia reaches 270,203,917 people of which 2/3 are in productive age, and 17% (46 million people) are adolescents aged 10-19 years. With an age distribution of 10-14 years (51%) and 15-19 years (49%), this is a productive age whereas adolescents have developmental tasks that must be completed properly ((UNICEF). 2021).

Adolescence is a stage of human development that experiences ambiguity and an identity crisis. Developmental stages in adolescents can be disrupted if adolescents experience prolonged stress, prolonged stress causes a maturity crisis (Sutejo, 2017). Prolonged stress can occur due to balance disorders and a combination of other factors, namely: biological, psychological, and social. The lifestyle chosen by adolescents, the friendships built, and the coping skills possessed by adolescents can affect stress (Priyoto, 2019)

According to Basic Health Research data (Riskesdas, 2018), more than 19 million people aged over 15 years experience mental and emotional disorders and more than 12 million people aged over 15 years experience depression. In addition, there has been an increase in stress events in adolescents from year to year. (6.0%).

Many factors cause adolescents to experience stress such as moving school levels, using social media, and living in conflict environments (Fatimah AN, 2019)

The results of a study from the psychology of clinical services conducted during the pandemic found based on complaints and the results of a diagnosis by clinical psychology namely learning barriers, especially for children and adolescents 27.2%. The most common psychological problems found in all age groups were stress complaints at 23.9%, anxiety complaints at 18.9%, mood swing complaints at 9.1% and anxiety disorders at 8.8%, and psychosomatic complaints at 4.7% (Fatimah AN, 2019)

Preliminary studies conducted by researchers on 22nd February 2022 At SMAN 1 Keruak East Lombok there are several majors in class XII, one of the majors namely XII IPS which is divided into 5 classes where in each class there are 33-36 students. Based on interviews in class XII IPS 2 as many as 33 students and the results obtained were 27 people who experienced stress, some of them said they were worried about the exams to be carried out, felt burdened with the test scores to be obtained, got some pressure from the family environment, stressors continued to increase then there are no means or strategies to reduce the stress experienced so that many students end up experiencing stress or stress in preparation for the National Based School Examination (USBN).

Self Talk is one of the therapies used in Rational Emotive Behavior Therapy to help adolescents reduce the stress they feel by replacing more adaptive self-statements through self-talk, this can enable adolescents to control themselves and tolerate uncomfortable situations so that the adolescents can achieve themselves much healthier psychologically. Self-talk is a dialogue or communication with oneself when facing various situations. Self talk can be recited silently, or out loud and will become a suggestion that enters the subconscious. This can help to reduce the stress you are feeling. Using self-talk will build self-strength in dealing with a situation that is a pressure or stressor (Puspitarini, 2017).

This research is in line with research conducted by (Fatimah AN, 2019) that the Positive Self Talk technique is effective in reducing the stress experienced by adolescents at MAN 4 Ngawi in 2019.

Furthermore. from the description above, the researcher is interested in researching "The Effect Of Giving Positive Self Talk Techniques On Stress Level Of Adolescents in Preparation For The National-Based School Exam In Sman 1 Keruak Lombok Timur".

METHODS

The research design uses pre-experimental quantitative research, namely research conducted by providing interventions to research subjects. The intervention provided the Positive Cell Talk Technique to determine the effect of this intervention on the stress level of adolescents facing the National Based School Examination (USBN) at SMAN 1 Keruak, East Lombok, which was measured using a stress questionnaire.

The population in the study were 137 students of class XII IPS, with a sample of 40 respondents obtained by the Cluster Random Sampling technique from each class XII IPS 1-5 and the number of samples for each class was 6-9 respondents. Stress measurement used the Kessler Psychological Distress Scale (K10) questionnaire, the other instrument was SOP for the Positive Self Talk Technique and to see the effect of the Positive Self Talk technique, a statistical test was carried out using the Wilcoxon Analysis Test

RESULTS AND DISCUSSION

Table 1.1 Characteristics of Respondents By Age And Gender

No	Category	Frequency	Percentage
A Age			
1.	Early Adolescent (14-17th)	7	17%
2.	Advance Adolescent (18-21th)	33	83%

B Gender

1. Male	19	47%
2. Female	21	53%
TOTAL	40	100%

Based on Table 1.1 above, this study used 40 samples of adolescent respondents where from the selected sample, viewed from the age category, most respondents were in the advanced adolescent category, namely 33 respondents (83%), while in the early adolescent category, there were 7 respondents (17%). Respondents' characteristics based on gender were mostly female with 21 respondents (53%) and male respondents with 19 respondents (47%).

1. Adolescent Stress Before (Pre-Test) is given a Positive Self Talk Technique

Table 1.2 Adolescent Stress Before Being Given *Positive Self-Talk Techniques*

Stress Level	Frequency	Percentages
Non-Stress	-	-
Light Stress	3	7%
Moderate Stress	25	63%
Heavy Stress	12	30%
Total	40	100%

Based on table 1.2, shows that before carrying out the Positive Self Talk Technique the respondents who had the most stress categories were in the moderate stress category as many as 25 respondents (63%), as many as 12 severe stress (30%) and 3 respondents (7%) experienced mild stress.

2. Adolescent Stress After being Given Positive Self-Talk Techniques

Table 1.3 Adolescent Stress After Being Given Positive Self-Talk Techniques

Stress Level	Frequency	Percentage
Non-Stress	20	50%
Light Stress	13	32%
Moderate Stress	7	18%
Heavy Stress	-	-
Total	40	100%

Sumber: Data Primer, 2021

Based on table 1.3, shows that after doing the Positive Self Talk Technique, the respondents who had the most stress levels in the non-stress category were 20 respondents (50%).

3. Analysis of Adolescent Stress Before and After Giving Positive Self Talk Techniques Uses the Wilcoxon Test.

Table 1.4 Analysis of Adolescent stress before and after carrying out the Positive Self Talk Technique using the Wilcoxon Test

Test	N	Mean	Std. Deviat ion	Sig. (2- tailed)
Pre	40	29,30	4,858	0,000
Post	40	19,25	4,087	

Based on the results of the Wilcoxon Test, it was found that N or the total research data were 40 respondents and the significant value was tailed $<\alpha$ ($0.000 < 0.05$), so there was an effect of giving the Positive Self Talk technique to the stress level of adolescents in facing the National Based School Examination (USBN) in SMAN 1 Keruak East Lombok. So it can be concluded that H_a is accepted and H_0 is rejected.

Adolescents are susceptible to experiencing problems of emotional instability such as stress and depression. Adolescents have great potential to experience stress with various problem factors such as school problems, romance, college, peers, and many other things. The period of emotional and physical transition towards maturity. At this time, individuals have to learn many things about life and their future (Zarkasih Putro, 2017).

A study conducted by Miptahul, et al. (2021) that there is a relationship between gender and stress levels. The relationship between gender and stress is that of the 16 respondents who were male, 10 respondents (18.9%) experienced mild stress and 6 respondents (11.3%) experienced severe stress. While of the 37 respondents who were female, 10 respondents (18.9%) experienced light work stress and 27 respondents (50.9%) experienced severe stress. The results of the statistical analysis obtained a p-value of 0.014. The gender factor can significantly affect stress levels. In this study, it was also stated that the female sex is more at risk of experiencing stress compared to the male sex (Awalia, Medyati, & Giay, 2021).

Furthermore, based on gender stress can also be influenced by age factors, one of which is in the advanced adolescent age category. According to (Dewi et al., 2015). At the stage of advanced adolescence or the latest adolescence, sometimes they tend to be the center of attention, want to highlight their idealistic character, have high aspirations, are passionate, and have great energy. The adolescents trying to establish self-identity and want to achieve emotional independence. So that makes it easy for them to experience problems of emotional instability, one of which is stress. In addition to the various stressors faced, the absence of techniques or actions to reduce stress can also affect the increase in stress experienced by adolescents. This is consistent with the results in this study where stress was more dominated by older adolescents who were female as many as 20 respondents and 13 respondents who were male.

Stress in adolescents can be handled through appropriate coping strategies. One of the coping strategies needed by adolescents besides more intensive study for exam preparation is to use a nonpharmacological therapeutic approach. Several approaches are included in non-pharmacological therapy namely relaxation techniques, distraction, hypnosis, guided imagery, music therapy, Cognitive Behavior Therapy (CBT), and Rational Emotive Behavior Therapy (Suriatika & Nursalim, 2018).

Self Talk is one of the therapies used in Rational Emotive Behavior Therapy. Help adolescents reduce the distress they feel by replacing more adaptive self-statements through self-talk, this can allow adolescents to control themselves and tolerate uncomfortable situations so that adolescents can achieve themselves much healthier psychologically (Puspitarini, 2017).

Another study was conducted (Indraharsani & Budisetyani, 2017) with the results of the analysis that there were significant differences between the control and experimental groups ($p < 0.05$, $p = 0.05$). Self-talk can be used to increase self-confidence and make you feel calmer and relaxed so you don't feel stressed by urgent circumstances. Talk can regulate concentration and focus control techniques and eliminate disturbing negative thoughts.

Based on the results of the study after being given the Positive Self Talk technique for 9 days table 1.3 shows that the respondents experienced changes in stress levels. Respondents who did not experience stress were 20 respondents (50%), who experienced mild stress levels were 13 respondents (32%) and respondents who experienced moderate stress levels were 7 respondents (18%). From these data, it can be concluded that there was an effect of giving Positive self-talk to the stress experienced by respondents before and after treatment.

Self talk which means coming from oneself can be done by saying sentences or sayings to oneself verbally or non-verbally. Many of the experts express the same meaning of the meaning of self-talk which means "Dialogue With Yourself" to increase motivation and self-confidence (Andrianto & Riza, 2017).

A previous study was conducted titled Applying the Self Talk Technique to Increase Student Self-

Confidence at SMP Negeri 18 Makassar. The Description analysis and inferential analysis found that before being given the self-talk technique treatment it was in the low category with a mean value of 69.12 and after being given the treatment in the form of the self-talk technique the students' self-confidence increased or was in the high category with a mean value of 105. The statistical test results obtained a value of $p\text{-value} = 0.000$. The conclusion is that the level of self-confidence of students before being given treatment in the self-talk technique is in the low category and after being given treatment in the form of self-talk techniques, student self-confidence increases or is in the high category (Wahyuni, 2020)

This is consistent with the research results obtained by researchers on the analysis of adolescent stress levels before and after the Positive Self Talk Technique. Before being given treatment, 3 respondents (7%) experienced mild stress, 25 respondents (63%) had moderate stress, and 12 respondents (30%) experienced severe stress. Whereas after the Positive Self Talk Technique, 20 respondents (50%) did not experience stress, 13 respondents (32%) experienced mild stress and 7 respondents (18%) experienced moderate stress. Statistically, it shows the influence of Positive Self Talk Techniques on stress in Class XII Adolescents at SMAN 1 Keruak East Lombok with a value of $p = 0.000$.

Based on Table 1.4, there is a difference in the mean pre-test and post-test scores for adolescents after being given positive self-talk technical interventions in facing the National-Based School Examination (USBN) at SMAN 1 Keruak, East Lombok, as evidenced by the results of non-parametric statistical data analysis with the Wilcoxon test. Result $Z = -5.522$ and $\text{asym.Sig (2-tailed)} < \alpha$ ($p = 0.000 < 0.05$) it can be concluded that H_a is accepted and H_0 is rejected.

CONCLUSIONS

This study demonstrates the significant effect of the Positive Self-Talk Technique on reducing stress levels among adolescents preparing for the National-Based School Examination (USBN) at SMAN 1 Keruak, East Lombok. The findings align with the analysis of stress levels before and after the intervention, revealing notable improvements in the mental well-being of the participants. The analysis of pre-test and post-test scores using the Wilcoxon test revealed a significant difference in stress levels before and after the intervention. The test yielded a Z-value of -5.522 and an asymptotic significance (2-tailed) of $p = 0.000$, which is less than the alpha level of 0.05. This statistical evidence supports the acceptance of the alternative hypothesis (H_a) and the rejection of the null hypothesis (H_0), confirming that the Positive Self-Talk Technique effectively reduces stress levels among adolescents preparing for the USBN.

In conclusion, the Positive Self-Talk Technique is a viable and effective intervention for managing stress in adolescents, particularly in high-pressure academic settings. These findings highlight the importance of incorporating psychological interventions, such as Positive Self-Talk, into educational programs to support the mental health and well-being of students during critical examination periods. Future studies could explore the long-term effects of this technique and its applicability in broader educational contexts.

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