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The effectiveness of the combination of 5-finger hypnosis and deep breathing relaxation techniques to reduce anxiety in adolescent students

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Abstract

Background: Students of grade XII of vocational high school will take the final competency test of vocational skills in February-March 2026. They are required to pass the competency test so that this causes anxiety and tension in students of grade XII of vocational high school. Actions to overcome anxiety in students of grade XII of vocational high school can be done with pharmacological and non-pharmacological therapy. 5-finger hypnosis and a combination of deep breathing relaxation are non-pharmacological therapies that can reduce anxiety in students of grade XII of vocational high school. 5-finger hypnosis combined with deep breathing relaxation therapy will provide a calming effect on anxiety and tension experienced by students.

Purpose: To determine the effect of 5-finger hypnosis and a combination of deep breathing relaxation on anxiety levels in students.

Method: This type of research uses a pretest and post-test design. This study used a sample of 60 students of grade XII of SMK Sehati Karawang with 30 students given a combination of deep breathing and 5-finger hypnosis intervention and 30 students as control variables.

Results: The results of the study showed a significant difference in anxiety levels before and after being given a combination of deep breathing relaxation and 5-finger hypnosis in students who were given the intervention.

Conclusion: One effective non-pharmacological intervention for reducing adolescent anxiety is a combination of deep breathing relaxation and five-finger hypnosis. This therapy helps individuals achieve a relaxed state by imagining positive experiences, thereby reducing physical and psychological tension.

Keywords: Anxiety; Deep Breathing Technique; Five Finger Hypnosis; Students.

INTRODUCTION

Adolescence is a period of change and transition as they grow from childhood to adulthood. During this phase, adolescents reach maturity, becoming the nation's greatest asset, becoming a superior generation. Adolescents search for their identity and reach maturity, with their environment and family having a significant influence on their personality. Adolescents, defined as children aged 13-18, are emotionally affected by the hormonal changes that occur at this age (Desmita, 2009).

Adolescence is a time of psychosocial development, specifically Erikson's identity versus role confusion stage, where adolescents experience

confusion and search for their true selves. This search for identity is crucial to prevent adolescents from falling prey to negative environmental influences and peer groups, which can lead them to promiscuity or drug use. A positive parental and environmental role will help adolescents find their identity, enabling them to grow into a competent and intelligent generation. In February and March, 12th-grade vocational school students entered their final semester (6th). When researchers interviewed four 12th-grade students at Sehati Vocational School in Karawang, they were preparing for their skills competency test. They also expressed great anxiety

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about the skills competency test, which would be held in the next few months. They said that when they thought about the competency test, some complained of waking up in the middle of the night with palpitations (Santrock, 2019).

Anxiety is the second-most common anxiety disorder in Indonesia, with 18.373 people experiencing anxiety disorders, and 75-78% of anxiety is experienced by adolescents (Ministry of Health of the Republic of Indonesia, 2023). This is because adolescents' psychology is influenced by rapid hormonal changes, making them more susceptible to stress and anxiety. Demands and changing roles challenge them as they transition from childhood to adulthood, resulting in identity confusion and personality crises. Anxiety is influenced by both internal and external factors. External factors originate within the individual, such as attitude, personality, age, and gender.

The combination of deep breathing relaxation and 5-finger hypnosis is an effective method for managing anxiety in adolescents (Hastuti, 2015). Five-finger hypnosis will make adolescents feel relaxed and calm/peaceful, thereby reducing stress experienced by adolescents. Adolescents are guided to forget stress or problems they are experiencing by imagining beautiful and pleasant things in their lives (Carsita, Windiramadhan, Mujahidah, Husnaniyah, & Riyanto, 2024). That 5-finger hypnosis is proven effective in reducing stress and anxiety in adolescents (Azizah, & Budiarto, 2022; Abidin, 2023).

Mood and anxiety disorders take a significant toll on American society. Depression and anxiety each affect more than 19 million Americans. The National Institute of Mental Health lists them as among the most commonly diagnosed mental health conditions. Approximately one in four people will experience depression at some point in their lives. At any given time, 4% of the population experiences dysthymia, a mild but chronic form of depression (Lynn, Matthews, Fraioli, Rhue, & Mellinger, 2013).

Anxiety in adolescents is influenced not only by their hormonal state but also by the identity crisis they

experience during adolescence. This identity crisis occurs as adolescents search for their identity, defining their role and place in the world. Adolescents explore themselves and try new things to develop their self-esteem. This identity crisis leaves adolescents in a state of confusion as they struggle to determine their role orientation and perspective. This makes adolescents more susceptible to anxiety and depression. Therefore, support from family and school will help adolescents overcome this identity crisis, enabling them to become superior and competent adolescents, avoid the dangers of promiscuity, and be free from depression and anxiety (Suryanto & Muthmainnah, 2024).

RESEARCH METHOD

The study was conducted using a pretest-posttest control design approach. The study was conducted by measuring the anxiety level of adolescent students at SMK Sehati Karawang before and after the intervention of a combination of deep breathing relaxation and 5-finger hypnosis using the Hamilton anxiety rating scale questionnaire. The intervention of a combination of deep breathing relaxation and 5-finger hypnosis was carried out for 3 days with a time of 15-20 minutes per session for 3 meetings. The research location was in December 2025, week 2 at the SMK Sehati Karawang Building for students of grade XII.

The inclusion criteria in this study were students of grade XII, moderate to severe anxiety levels and never having undergone a combination of deep breathing relaxation and 5-finger hypnosis intervention before. The exclusion criteria in this study were students with severe depression and students who were not willing to be research respondents. The sampling technique was carried out by purposive sampling. The population in this study were students of grade XII with a total sample of 60 students of grade XII with 30 students given a combination of deep breathing relaxation treatment and 30 students as control variables.

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RESEARCH RESULTS

Tabel 1. Characteristics of Respondents (N=60)

Variable	Results
Age (Mean±SD) (Range) (Years)	(80.0 ±28.28) (17-19)
Gender (n/%)	
Male	4/7.0
Female	56/93.0

Table 1. Shows that the average age of respondents and standard deviation is (80.0 ±28.28) with an age range of (17-19) and the majority of respondents are female, namely 56 (93.0%).

Table 2. Anxiety Levels of Adolescents

Variable		Treatment Group (n=30)	Control Group (n=30)
Before Intervention	High Anxiety	17/56.0	19/63.0
	Moderate Anxiety	13/44.0	11/37.0
	Low Anxiety	0/0	0/0
After Intervention	High Anxiety	0/0	16/53.0
	Moderate Anxiety	9/30.0	11/37.0
	Low Anxiety	21/70.0	3/10

Table 2 shows that in the treatment group before the deep breathing relaxation therapy and 5-finger hypnosis intervention, 17 students had high levels of anxiety (56%), 13 students had moderate levels of anxiety (44%). The level of anxiety after the intervention was given was 9 students with moderate levels of anxiety (30%), and 21 students with mild anxiety (70%).

Table 3. Normality Test

Treatment	P-Value
Pretest	0.432
Posttest	0.674

Based on Table 3, it is known that the results of the normality test using the Shapiro-Wilk test show that the data has a normal distribution with $p > 0.05$. The statistical test used to determine the effect of the combination of deep breathing relaxation and 5-finger hypnosis is the Independent T-Test.

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Table 4. Bivariate Test

	Mean	Sig (tailed)	Mean Difference (95% CI)
Control	38.68	0.001	17.61-23.96
Treatment	65.97		

Based on Table 4, the p-value is $p=0.001$ ($p<0.05$), indicating a significant difference between the mean anxiety scores in the treatment group and the control group. The treatment group, namely adolescent vocational school students who were given a hypnosis intervention combining deep breathing relaxation and 5-finger hypnosis, had an effect on reducing the anxiety of adolescent students.

DISCUSSION

This study shows that there was a significant decrease in the treatment group given deep breathing relaxation and 5-finger hypnosis interventions where after the treatment there were no more teenagers who had high levels of anxiety to face the skills competency test that they would face soon. The results of this study are in line with previous findings, which found that the application of five-finger hypnosis reflexology therapy can overcome anxiety in high school adolescents with pre-test and post-test where students in the pre-test who experienced mild anxiety numbered 33.33%, moderate anxiety 35%; severe anxiety 6.67% and those who were not anxious 25%. Then a five-finger hypnosis intervention was carried out and also given an educational video about the anxiety being experienced by students. After being given the intervention, the presentation with a severe anxiety level was 0%; moderate anxiety 15%; mild anxiety 28.3%, and those who were not anxious 56.7%. From these results, there was a decrease in student anxiety after the five-finger hypnosis (Mutiarasari, Listiana, & Rachmawati, 2024).

Anxiety is a negative emotional state that arises from worry about unexpected dangers that may occur in the future. Excessive anxiety can interfere with learning due to feelings of fear and worry. In adolescents, this anxiety can cause insomnia, difficulty focusing or concentrating, forgetfulness, frustration, and irritability. This difference is caused by differences in brain chemistry, including the effects of estrogen and progesterone, which cause women's circulatory systems to respond and activate the "fight-or-flight" system more quickly than men. Furthermore, women are more sensitive to low levels of corticotrophin-releasing factor (CRF), a hormone that regulates the stress response, making them twice as

susceptible to stress disorders as men (Rahmy & Muslimahayati, 2021).

Anxiety can affect anyone, but for some, it's a normal part of their daily routine. However, it's important to understand that excessive anxiety can be difficult for them. Anxiety can trigger inappropriate responses when faced with threats, leading to anxiety disorders such as panic, nervousness, and even phobias. People who are frequently stressed will struggle to function due to the anxiety they experience. Therefore, this disorder requires attention, especially if experienced by students (Rahmawati & Apriliyan, 2024).

Anxiety disorders in students are generally related to academic processes. The effects of this anxiety can hinder students from achieving maximum academic achievement. One form of anxiety in students is fear and tension that arises when facing certain situations, such as exams or tests. Anxiety about exams or tests is often experienced by students at various levels of school. Schools play a crucial role in developing intelligent and competent future generations. Learning in schools is expected to help achieve educational goals. Various methods are used to measure the development of students' knowledge and competencies (Rahmawati & Apriliyan, 2024).

In Indonesia, the number of anxiety cases continues to increase annually, with an estimated 20% of the world's population and as many as 47.7% of adolescents experiencing anxiety. Anxiety is a response to a threatening situation and is a normal occurrence. Anxiety begins with a threatening situation as a dangerous stimulus (stressor). Anxiety can make a person more alert to threats to a certain degree because if the threat is perceived as harmless, a person will not defend themselves (Ardianto, 2022).

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This aligns with previous research that found five-finger self-hypnosis had a positive impact on reducing anxiety levels in high school students. Evaluation results showed that almost all students were able to manage their anxiety to a normal level that did not lead to depression (Mulyadi & Kholidah, 2021). Other researchers have stated that five-finger self-hypnosis therapy is effective in reducing anxiety in individuals and can be used in everyday life (Saswati, Widiawati, Yuliana, Herawati, & Muslim, 2024).

Deep breathing relaxation helps improve blood circulation to the brain and the entire body, combined with the 5-finger hypnosis technique, making the relaxation effect more effective. Practicing deep breathing increases lung ventilation, which can reduce anxiety and stress in students and adolescents who will be taking the vocational high school competency test in the next few months. Imagining beautiful thoughts while deep breathing provides a relaxing effect and reduces muscle tension (Pardede, Sitepu, & Saragih, 2018).

Five-finger hypnotherapy is a therapy that uses five fingers to help clients change their perceptions of anxiety, stress, tension, and fear by moving their fingers to receive commands at the threshold of the subconscious or a relaxed state. Anxiety is a complex issue for adolescent students, and it often hinders them from achieving optimal performance, especially when facing exams (Riani, 2024). Previous research showed that there was a decrease in hospitalization anxiety in respondent 1 who initially experienced moderate anxiety with a score of 61 changing to mild anxiety with a score of 28. Meanwhile, respondent 2 who initially experienced moderate anxiety with a score of 44 changed to mild anxiety with a score of 17. which means there was a decrease in hospitalization anxiety in adolescents after being given five-finger hypnosis therapy (Rina, 2024). The research also revealed the findings of the analysis revealed that of the 50 research participants, the most were found to be in the 21-year age range, with 18 respondents or (36%), with 35 respondents or (70%) being female. The results of the study also showed that the majority of anxiety in students before the intervention was 66%, while after the intervention it was 42%. It can be concluded that the effect of anxiety on respondents before and after being given the intervention (Kasanah, 2024).

CONCLUSION

The conclusion drawn from this study is that adolescence is a transitional phase from childhood to adulthood, marked by physical, hormonal, and psychological changes. At this stage, adolescents are in Erikson's psychosocial developmental phase of identity versus role confusion, where they actively search for their identity. Rapid hormonal changes and the demands of new roles make adolescents more susceptible to stress and anxiety, especially if they lack the support of a positive environment and family. The phenomenon of anxiety in adolescents was seen in 12th-grade vocational school students facing a competency test, characterized by complaints of difficulty sleeping, heart palpitations, and excessive anxiety. One effective non-pharmacological intervention for reducing adolescent anxiety is a combination of deep breathing relaxation and five-finger hypnosis. This therapy helps individuals achieve a relaxed state by imagining positive experiences, thereby reducing physical and psychological tension.

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