

The Effect Combination of Five-Finger Hypnosis Therapy and Classical Music Therapy on Nursing Students' Anxiety: Quasy Experiment

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ABSTRACT

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Background: Students who are working on their final project often face anxiety because it is the finalization phase in completing their studies. This student's anxiety requires treatment in preparing a healthy psychological state, so that they can complete the final project properly and on time. Objective: This study wanted to examine the effectiveness of the combination of hypnosis therapy with classical music and hypnosis without combination of classical music to reduce anxiety in students who took the final exam in Indonesia. Methods: Quasy experience study was conducted among 32 college students (16 from the intervention and 16 from the control group). The intervention group used a combination of five-finger hypnosis with music classic and a control group without a combination of classical music. Both groups measured their anxiety before the exam using the HARS scale. The data was analyzed using a paired sample t-test. Results: There was a significant difference in anxiety scores before and after the intervention for the intervention group (mean = 21.8), while there was a significant difference in anxiety scores before and after the intervention for the control group (mean = 21.4). There was a significant difference in anxiety scores between the intervention and control groups (9.44 ± 5.54 vs 24.38 ± 4.26 ; $p < 0.001$) after a combination intervention of five-finger hypnosis therapy and classical music therapy in lower-grade students. Conclusion: A combination of hypnosis therapy and music therapy reduces anxiety among college students who take final exams. Therefore, the psychological status among undergraduate students who take the final exam should be improved during consultation sessions with their lecturers using a combination of therapies.

Keywords: Anxiety; Hypnosis; Music therapy

INTRODUCTION

The World Health Organization shows data that anxiety disorders are the most common mental health problem in the world. There were around 301 million people in the world in 2019 who suffered from anxiety disorders (WHO, 2023). Research conducted by the Indonesian Ministry of Health's R&D in 2020 on 2800 respondents, showed an increase in anxiety by 6.8% (Research and Development Agency of the Ministry of Health, Ministry of Health of the Republic of Indonesia, 2020). Anxiety is one of the psychological problems caused by emotional or physical pressure so that there is an unclear feeling of

fear caused by problems or emotional pressure so that a person becomes worried and restless (Winda Lestari dkk., 2024). Final year students have a high tendency to experience stress and anxiety where fear occurs due to the demand to complete the final project and fear of failure.

Anxiety can affect a student's final results and failure to graduate. The measures that can be given to overcome the anxiety that arises are pharmacological and non-pharmacological therapy. One of the non-pharmacological measures that can be used is five-finger hypnosis combined with audio classical music. Five-finger hypnosis therapy is a form of self-hypnosis that can have a high relaxation effect so that it will reduce anxiety and stress from the individual's mind (Dekawaty, 2021). Five-finger hypnosis therapy is a therapy that uses five fingers, the client is helped to change the perception of anxiety, stress, tension and fear by receiving advice on the verge of the subconscious or in a relaxed state by moving his fingers as ordered (Mawarti, & Yuliana, 2021).

Hypnosis therapy with a combination of classical music can reduce anxiety. A person will be directed to a focused state of consciousness by using hypnotic states to reach the subconscious with the aim of overcoming psychological problems and changing unwanted behavior, while classical music can speed up the healing process by affecting the waves in the brain so as to increase thinking power and sharpness, concentrate higher and can relax muscles so that it can be used to reduce anxiety (Triyadi & Rosmitha, 2024).

Five-finger relaxation works by suppressing the feeling of tension so that a feeling of relaxation arises that stimulates the hypothalamus to produce Corticotropin Releasing Hormone (CRH). CRH activates the anterior pituitary to secrete enkephalins and endorphins that act as neurotransmitters that affect mood to be relaxed and happy. In addition, the anterior pituitary works to suppress the secretion of Adrenocorticotrophic (ACTH) which controls the adrenal cortex to control the secretion of cortisol. Decreased levels of ACTH and cortisol cause stress and tension to decrease, which has the effect of reducing levels of anxiety, stress and depression (Setiawan & Imamah, 2023). Meanwhile, music therapy can affect brain activity where when listening to pleasant music, feelings will become calm because the brain releases alpha and beta waves that play a role in providing a feeling of calm. In addition, there is a release of the hormone dopamine which can improve mood and cause feelings of happiness (Lussy Putri Khadijah, 2023). If 5-finger hypnosis therapy and classical music therapy are combined, it will provide the benefit of increasing relaxation from listening to classical music while hypnosis provides

suggestions through auditory suggestions using headsets so that it can prevent external disturbances (noise). It can be concluded that hypnosis with classical music audio with a headset will be more influential because combination interventions can increase the power of suggestion.

Based on research conducted by Dekawaty, (2021) with the title The Effect of 5-finger Hypnotic Therapy on Students' Anxiety Facing Thesis at STIKes Muhammadiyah Palembang, obtained a value of $p < 0.05$, which means that there is a significant influence between the anxiety experienced by students before and after being given 5-finger hypnosis therapy. Mardiyani, Rahma & Triyoso (2024), entitled The Effect of Five-Finger Hypnotic Therapy to Reduce Anxiety in Students Facing Nursing Study Program Thesis at the University Another research conducted by Malahayati, the average value of anxiety in students who were preparing a thesis before being given five-finger hypnosis therapy was 23.1 (moderate anxiety). After being given five-finger hypnosis therapy, the average score of students' anxiety dropped to 11.3 (did not experience anxiety), a value of p value 0.0000 There is an effect of five-finger hypnotic therapy in lowering anxiety levels in students who are preparing a thesis (Mardiyani dkk., 2024).

The research conducted by Ellys, et al. (2021), was obtained from the results of the analysis of the Mann-Whitney bivariate test that there was a difference in anxiety levels between the intervention group and the control group ($p = 0.03 < 0.05$). Another study conducted by (Ariana et al., 2020) using five-finger hypnosis in combination with pop music to reduce anxiety, showed that there was a significant difference between the anxiety score on the first measurement with an average value of 20.85, after the intervention was given and the second measurement was taken, the average anxiety score decreased to 16.95 with a p -value of 0.05, meaning that five-finger hypnosis combined with pop musical instruments was effective in reducing anxiety anxiety.

In this study, researchers tried to combine five-finger hypnosis therapy and classical music therapy in one form of Mp3 audio in collaboration with hypnotherapy therapists to become an integrated instrument so that it is easy to use. The client consists of four stages, namely orientation, identification, exploitation and resolution. Therefore, the purpose of this study is to determine the effect of the combination of five-finger hypnosis therapy and classical music therapy on students' anxiety facing final exams in Indonesia.

MATERIALS AND METHODS

This study is a quasi-experimental study with a nonequivalent control group

design. The subject of this research was carried out on final year students for the period February 2022-June 2022. The population of this study is 79 active students who will take the final exam at the Mimika Study Program, Poltekkes, Ministry of Health, Jayapura. A study was conducted with a sample of 32 students (16 from the intervention and 16 from the control group). Combination Hypnosis Therapy uses five fingers with classical music and without a combination of Music therapy. The use of hypnosis with classical music was done for the intervention group before the students did the examination, while Hypnosis Therapy without classical music was done for the control group.

The inclusion criteria are students with panic anxiety and uncooperative levels. Anxiety levels were measured using the *Hamilton Scale for Anxiety* (HARS) instrument. Results The main result of the combination of Hypnosis Therapy and Music Therapy is to reduce Anxiety among students who take final exams. Therefore, the psychological status among undergraduate students who take the final exam should be improved during the consultation session with their lecturer by using a combination of therapy. Recruitment and randomization. The selection of the sample was carried out using the purposive sampling method because it took into account the number of students who would take the exam and the students were willing to measure their anxiety level by filling out a questionnaire form and being willing to intervene before taking the final exam. Data collection was carried out by collecting students three days before the intervention and screening by distributing the HARS questionnaire three days before the final exam schedule began, and if the screening results >14 were taken as respondents. Data Collection At baseline, data collection is carried out by collecting students who have been screened with a measured anxiety score > 14 then the results immediately become pre-test data.

The intervention was carried out in the following ways: Before the intervention was carried out, the researcher worked with the hypnosis therapist in administering a hypnotherapy script, then the researcher made classical audio with the script given by the therapist with audio combined with classical music. After the hypnotic audio was ready and the researcher obtained the pre-test results, the researcher conducted socialization to all groups of respondents. The first group of respondents was given hypnotherapy with 3 fingers with classical music audio, then the second group was given hypnosis without classical music audio. Respondents were collected in the same class. The class was closed and quiet. Then hypnosis is carried out by playing hypnotic audio with classical music

using mobile phones and headsets. The intervention was carried out for 3 days before the test and the duration of the intervention was 25 minutes. The control group did the same, but hypnosis was administered without the use of classical music audio.

Data analysis was carried out by univariate analysis and bivariate analysis. Univariate analysis was carried out to analyze the characteristics of respondents based on age and gender, as well as data from the results of measuring anxiety levels before and after the combination intervention of five-finger hypnosis therapy and classical music therapy. Bivariate analysis was carried out by normality test using Kolmogorof-Smirnov. The result is a p-value > 0.05, it can be concluded that the data is distributed normally. Paired t-test/dependent t-test was conducted to find out if there was a difference in mean/mean alues in the intervention and control groups, before and after the intervention was given. The homogeneity test is carried out to find out whether the data is distributed normally. The result of a p value of > 0.05 means that the data is the same/homogeneous. Independent t-tests were carried out on post-test data in the intervention group and control groupTest

RESULTS

Table 1 shows that the characteristics of respondents are based on age, most of them are 17-25 years old with a total of 31 respondents (96.88%) and the characteristics of respondents by gender show that the most data is female, 25 respondents (78.1%).

Table 1. Characteristics of Respondents based on age and gender (n= 32)

Characteristics	Frequency (n)	Percentage (%)
Age (year)	17-25	31
	26	1
Gender	Female	25
	Male	7

Table 2 shows that the highest level of post-test anxiety in the intervention group was not anxiety with a total of 14 people (87.5%) while the highest level of post-test anxiety in the control group was moderate anxiety with a total of 7 people (43.8%).

Table 2. Pre-test student anxiety levels in the intervention group and the control group

Anxiety levels <i>Pre-Test</i>	Frequency (n)	Percentage (%)
Intervention	Mild anxiety	6
	Moderate anxiety	8
	Severe anxiety	2
	Total	16
Control	Mild anxiety	6
	Moderate anxiety	8
	Severe anxiety	2
	Total	16

Table 3 reflects that the highest level of post-test anxiety in the intervention group is no anxiety with a total of 14 people (87.5%) while the highest level of post-test anxiety in the control group is moderate anxiety with a total of 7 people (43.8%).

Table 3.
Post-test student anxiety levels in the intervention group and control group

Anxiety levels <i>Pre-Test Post-Test</i>		Frequency (n)	Percentage (%)
Intervention	Mild anxiety	14	87.4
	Moderate anxiety	1	6.3
	Severe anxiety	1	6.3
	Total	16	100
Control	Mild anxiety	5	31.3
	Moderate anxiety	7	43.7
	Severe anxiety	4	25
	Total	16	100

Table 4 describes the analysis of the results of the intervention group and control group data obtained p-value = 0.001 (p <0.05), where the intervention group experienced a significant decrease in anxiety while the control group experienced a significant increase, meaning that there was a difference before and after the provision of a combination intervention of five-finger hypnosis therapy and classical music therapy on the anxiety of final exam students at the Mimika campus of the Poltekkes Kemenkes Jayapura.

Table 4. The mean value of pre-test and post-test student anxiety scores in the intervention group and the control group

Variable	Group	Teraphy	N	Mean	SD	Min-Max	p-Value
Anxiety	Intervention	Before	16	21.88	5.44	15 - 37	0.001
		After		9.44	5.54	02 - 22	
	Control	Before		21.44	4.08	16 - 29	0.001
		After		24.38	4.26	17 - 31	

Table 5 shows the average value of the intervention group and the control group with a p-value of 0.001 (p <0.05), meaning that there is an effect of a combination of five-finger hypnosis therapy and classical music therapy on students' anxiety for the final exam at the Mimika campus, Health Polytechnic, Ministry of Health, Jayapura.

Table 5. Intervention effect of the combination of five finger hypnosis therapy and classical music audio with five finger hypnosis without classical music audio

Variabel	Group	Teraphy	N	Mean	SD	P-Value
Anxiety	Intervention	After	16	9.44	5.54	0.001
	Control			24.38	4.26	

DISCUSSION

The current study showed that there was a significant difference in anxiety scores before and after the intervention for the intervention group, while there was a significant difference in anxiety scores before and after the intervention for the control group. Furthermore, there was a significant difference in anxiety scores between the intervention group and the control group after the intervention of a combination of five-finger hypnosis therapy and classical music therapy in lower-grade students. These findings reflect that combination therapy is effective for reducing anxiety among nursing students who are undergoing final exams.

The characteristics of the respondents in this study consisted of age and gender. In the age group, 31 respondents were found at the age of 17-25 years and 1 respondent at the age of 26-35 years. The Ministry of Health of the Republic of Indonesia categorizes the age of 17-25 years in the category of late adolescence (Saputra dkk., 2021), according to Stuart & Laraia, a person's maturity will affect the coping mechanism so that the older a person is, the better his adaptability to anxiety problems will be. Age correlates with experience, knowledge and views on an event so that it is able to form positive perceptions and attitudes (Kurniyati Danu DKK., 2021). The gender of women in this study was 25 people and 7 men. Kaplan and Sadock say that women have higher levels of anxiety than men, this is due to an excessive autonomic nervous reaction. In addition, in women, there are changes in the secretion of the hormone estrogen which can affect women's cognition and emotions. In men, there is also the hormone estrogen but with very low levels so that men do not easily experience anxiety (Kurniyati Danu DKK., 2021)

Pre-test of students' anxiety levels in the intervention group and control group The level of anxiety in students before being given the intervention in both the intervention and control groups was at the same level, i.e., mild anxiety was 6, moderate anxiety was 8, and severe 2. The number of respondents at each level was the same in both the intervention group and the control group. The level of anxiety in students is influenced by internal factors and external factors. On internal factors, the results of the study show that

early stressors arise due to negative thoughts from clients such as; Afraid if they fail the final exam and have to retake again. This is in line with Susilo & Eldawaty (2021) who stated that negative feelings that arise in students can affect the appearance of anxiety. Based on the results of the pretest using the HARS scale in the intervention group and the control group, it was found that the highest average scores of anxiety symptoms felt were restlessness, restlessness, trembling fingers, tense face, increased muscle tone, flushed face, short and rapid breathing, then tension: feeling tense, lethargic, unable to rest calmly, easily shocked, easy to cry, trembling and then a feeling of anxiety. Anxiety such as premonitions, fear of one's own thoughts, and irritability, and the next highest average symptom scores are sleep disorders: sleepless nights, lethargic awakenings, and nightmares.

When the assessment was carried out directly, respondents said that the anxiety symptoms felt by respondents were; anxiety, tremors, feelings of restlessness, feelings of fear, irritability, abdominal discomfort, lack of sleep, nervousness, forgetfulness, heart palpitations, rapid heartbeat, sweating easily, and red face. This is in line with Astuti & Winarti's research titled Anxiety Facing the Thesis Hearing Reviewed from Student Behavior, in their research said that the symptoms that appear when facing the exam are worry, worry, and fear (Astuti & Winarti, 2024). Anxiety theory according to Stuart explains that when a person is faced with stressors, the brain cortex receives messages and then sends stimuli to the sympathetic branch of the autonomic nervous response to the adrenal glands which triggers the release of the hormone epinephrine which produces a sympathetic reaction, and a parasympathetic reaction that elicits physiological (cardiovascular, respiratory, gastrointestinal, neuromuscular, urinary tract, and skin) behavioral, cognitive and affective responses to anxiety (Kirana CA, 2023). The coping mechanisms used by the respondents were the same in both the intervention group and the control group, namely: praying, learning, telling stories with parents and support from peers. So it can be concluded that the biggest cause of anxiety comes from internal factors, namely negative perceptions of oneself. Anxiety is still felt even at different levels, for this reason the coping mechanism has a great influence on the anxiety level of students.

Levels of anxiety in students after a combined intervention of five-finger hypnosis therapy and classical music therapy with intervention in the face of final exams In contrast to the control group where there was a change in anxiety level in the range; 5 respondents had mild anxiety, 7 respondents had moderate anxiety and 4 respondents had severe

anxiety. The results of the anxiety score based on HARS showed that the score improvement occurred in all statements, but the highest average score of anxiety symptoms was found in the behavior during the interview, i.e. fear. There was an increase in HARS scores in the control group because the closer to the exam and the more fear increased, this was influenced by the feeling of not being able to answer the questions. So it can be concluded that the stressor assessment occurs due to the internal coping mechanism. This is in line with Stuart who stated that a person with a low level of self-esteem or who has a negative self-concept tends to be more prone to anxiety (Tobing, 2022). The high anxiety found in students is due to doubts about their success rate. Not about their abilities, not because of learning, but because of negative perceptions of their ability to deal with stressors.

Combination therapy of five-finger hypnosis and audio classical music was also a factor influencing the difference in anxiety levels in the intervention and control groups, before and after therapy. This is due to the effect of giving combination therapy which has a relaxing effect on the respondent in the intervention group. In a study by Arisdiani et al, (2021), it was shown that there was a decrease in anxiety levels in respondents who were given Mozart Adagio type music therapy. Mozart classical music is a type of music that is comfortable to listen to and can be used as music therapy in the medical world. Mozart has a gentle rhythm, his tone provides alpha wave stimulation, calms, and makes the hearing more relaxed. In addition to music therapy, five-finger hypnosis therapy is also able to reduce anxiety levels by working on the subconscious mind, namely alpha to theta waves. Therefore, reducing anxiety due to five-finger hypnosis is by increasing suggestions that can help the client express all the emotions in the subconscious mind so that the client becomes relaxed (Triyadi & Rosmitha, 2024)

Differences before and after the combination intervention of five-finger hypnosis therapy and classical music therapy with hypnosis therapy without classical audio music on students' anxiety facing the final exam. The results showed that there was a mean difference ($P_v = 0.001$) before and after the intervention was given in the intervention group and the control group. In the intervention group, there was a decrease in anxiety where the average score before the intervention was (21.88) after the intervention (9.44). This is in line with research (Dekawaty., 2021; Dewi, et al., 2022; (Mulyadi dkk., 2023)) which states that five-finger hypnosis therapy can reduce anxiety and stress. Meanwhile, in the control group, there was an increase in anxiety where the average score

before the intervention (21.44) and after the intervention (24.38). According to the researchers' assumptions, the increase in the average value of anxiety in the control group occurred because the mechanism in administering hypnosis without music, was carried out using audio instead of being done directly, i.e. the same intervention but the music was removed. With the presence of a pause in instruction without musical accompaniment likely to cause the level of concentration and the hypnotic atmosphere to decrease, the researchers assumed that hypnosis without music should be done directly and intervention should be carried out personally rather than in a group so that every movement of the individual can be observed directly and the intonation, speed or slowness of the voice can be adjusted to the patient's response.

Results of a five-finger hypnosis combination study using classical music audio with hypnosis without classical music audio that affects students' anxiety during the final exam. Five-finger hypnosis therapy using classical music audio can provide positive suggestions to clients, thereby reducing the negative perception felt by respondents. Reducing respondents' negative perceptions led to a decrease in the level of anxiety facing the final exam. This decrease in anxiety levels also reduces parasympathetic reactions both physiologically, behaviorally, cognitively and affectively. Hypnotherapy uses audio to influence the subconscious by providing suggestions to the auditory that reach the subconscious mind by providing a program of thought that is implanted through suggestions. This hypnotic condition will trigger changes according to hypnotic suggestions. Keliat said that hypnosis therapy is the existence of suggestive power in a person's mind so that it gives rise to positive things and positive energy for the actions taken (Juhaeriah et al., 2020). According to Setiawan & Imamah (2023); Kustiningsih (2020), five-finger relaxation works by suppressing tension so that a feeling of relaxation arises that stimulates the hypothalamus to produce Corticotropin Releasing Hormone (CRH).

CRH activates the anterior pituitary to secrete enkephalins and endorphins that act as neurotransmitters that affect mood to relax and be happy. In addition, the anterior pituitary works to suppress the secretion of Adrenocorticotropichormone (ACTH) which controls the adrenal cortex to control the secretion of cortisol. Decreased levels of ACTH and cortisol cause stress and tension to decrease, which has the effect of reducing levels of anxiety, stress and depression. Similar to music therapy which also works to affect the limbic and autonomic nervous systems, it creates a relaxed, safe and pleasant atmosphere

so as to stimulate the release of chemicals Gamma Amino Butyric Acid (GABA), enkephalins and beta endorphins that will eliminate anxiety neurotransmitters thereby creating calm and improving the client's mood (Kustiningsih, 2020; Rukmawati dkk., 2023) Where if the function of classical music therapy is to promote relaxation while hypnosis provides auditory suggestions, the use of headsets prevents external (noisy) distractions. It can be concluded that hypnosis with classical music audio with a headset will have more influence because combination interventions can increase the power of suggestion. In line with research conducted by (Dekawaty, 2021; Juhaeriah et al., 2020) which stated that hypnosis can reduce anxiety in students when taking exams. The advantage in this study is that the intervention is provided using Standard Operating Procedures that prioritize the Hildegard Peplau Interpersonal theory approach, namely "Interpersonal relationship between nurse and client that involves interaction between two or more individuals with (Randi dkk., 2024)

The first stage of the "Orientation stage" starts from the first time the researcher meets the client, makes introductions and builds a relationship of mutual trust so that the client is willing to become a respondent, and the respondent who is given the intervention is willing to follow therapy for three days. The same thing was found in the study of Arifin et al (2020), where nurses who do the orientation phase very well gain the trust of patients, so patients want to disclose their health problems, and want to entrust nurses to help them overcome the health problems they are experiencing. In research Arifin, Kusmiran (2020), with the title "Overview of Client Nurses' Interpersonal Relationships Based on the Application of Hildegard Peplau's Theory at Rajawali Hospital Bandung in 2020" nurses who do orientation phase are able to gain the trust of patients, patients are willing to express their problems so that nurses can help overcome health problems experienced by patients.

The second stage of the "identification stage" in this study begins by examining the client's feelings, examining the cause of the problem, assessing the coping mechanism used, providing reinforcement and determining interventions to overcome the client's problem. This is in accordance with research conducted by Arifin, Kusmiran (2020), nurses in doing their duties need to ask the client's feelings, provide reinforcement and involve the patient in making decisions on their treatment plan, this makes the patient not feel hopeless with the condition experienced and causes the patient to recover quickly (Arifin, Kusmiran, 2020; November, 2024; John, 2024). The third stage "Exploitation

stage" begins with the preparation and work stage. In this phase, the researcher begins to explain the therapy to be given, make preparations before the intervention is given and apply a five-finger hypnosis combination intervention to respondents who experience anxiety. Research conducted by Arifin et al, (2020), shows that in the exploitation phase, nurses carry out their duties to provide health services according to the needs of clients. This is in line with research (Nursanti, 2024), in this phase the focus is on using professional help to solve the problems experienced. This phase is also called the work phase, where nurses carry out nursing interventions for the benefit of patient recovery.

The Final Stage in Hildegard Peplau's approach to interpersonal theory is the "Resolution Stage", in which the researcher evaluates the actions taken and ends the meeting and breaks off the relationship after three days of intervention. In the resolution phase, the client's nurse relationship has been reached so that this becomes the final stage to end their relationship, the patient releases the dependence on the nurse and the patient begins to use his or her abilities to overcome his problems mandiarly. Research conducted by Arifin et al, (2020), shows that nurses who have done the resolution phase well have an impact on patients to be able to meet their needs independently. The advantages of this study are; First, audio intervention can be used as an intervention tool in psychiatric nursing, especially for clients with anxiety problems because the preparation of the script has been revised by a hypnotherapy therapist who has adapted it to his scientific field; second, this intervention is very easy to do and nurses no longer need to repeat the reading of the script to other patients because the intervention is already in the form of MP3 audio; Third, you don't have to spend a lot of money to benefit from this therapy. Another finding beyond the purpose of the study, namely at the time of screening, there were some students who did not experience anxiety but on the day when the students were heading to the final trial, there were three students who came to ask to be given therapy because they felt anxious.

From the results of the HARS Scale score before the intervention; Student score 1 = 27 (moderate anxiety), student score 2 = 16 (mild anxiety) and student score 3 = 25 (moderate anxiety) and anxiety symptoms are visible. After being given a combination intervention of five-finger hypnosis and classical music for 25 minutes, the HARS score decreased; Student grades 1 = 2 (not anxiety), student grades 2 = 2 (no anxiety) and student grades 3 = 3 (no anxiety). In addition, it was also found that students who had a history of hallucinations reported that after receiving therapy, they never heard a whisper

again. However, this needs to be investigated further to determine whether there is an effect of giving five-finger hypnosis combination therapy and classical music on the client's hallucinations.

CONCLUSIONS

Combination therapy is effective in reducing anxiety among nursing students who are undergoing final exams. Where if the function of classical music therapy is to promote relaxation while hypnosis provides auditory suggestions, the use of headsets prevents external (noisy) distractions. It can be concluded that hypnosis with audio classical music with headphones will have a greater influence because combination interventions can increase the power of suggestion and Screening using hars instruments with Peplau's theoretical approach is able to detect the client's hallucinatory history and provide a five-finger hypnotic therapy intervention through audio classical music can reduce hallucinatory symptoms, But more research is still needed on this issue. Therefore, the psychological status of undergraduate students who take the final exam should be improved during the consultation session with their lecturers using a combination of therapy.

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