

THE EFFECTIVENESS OF MUROTAL AL-QUR'AN THERAPY IN REDUCING STUDENTS' ANXIETY WHEN COMPILING THEIR THESIS

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ABSTRACT

Writing a thesis poses a serious threat that causes anxiety in students due to the physical and psychological disturbances it can cause. Students writing their thesis may experience anxiety despite interacting with the Quran daily, as the anxiety stems from their own self-perception. This study aimed to determine the effectiveness of Quranic recitation therapy as a non-pharmacological method for reducing anxiety in students. Method: A descriptive case study using a qualitative approach. The subjects were two seventh-semester students experiencing mild and moderate anxiety based on the Hamilton Anxiety Rating Scale. The therapy was conducted for 7 days by listening to the recitation of Surah Ar-Rahman twice daily. The findings showed a significant reduction in anxiety symptoms was demonstrated in both subjects. Recitation therapy has been shown to provide calm, increase relaxation, and help reduce physical, emotional, and behavioral responses associated with anxiety. Therefore, recitation therapy can be used as an alternative nursing intervention in addressing anxiety in students due to its meaningful content and acoustic effects that can provide calm.

Keywords: Thesis, Anxiety, Recitation Therapy.

INTRODUCTION

Students facing the world of college inevitably face many different assignments each semester. Final-year students must complete their theses to earn their bachelor's degrees. Final-year students focus on the process of preparing and completing assignments on time^[1]. A thesis addresses phenomena or problems in a particular field of study. Final-year students often experience anxiety as they prepare for their thesis, caused by a number of factors^[2].

Students with santri status face greater burdens and sources of anxiety than those who are not. Students who perceive all assignments as difficult will be less creative and productive^[3]. A student must be able to manage his time between his busy lecture schedule and the strict Islamic boarding school regulations^[4].

According to WHO, the prevalence of anxiety in final year students is quite high, ranging from 38% to 71%^[5]. In Indonesia, 2020 Ministry of Health data shows that more than 18 thousand students experience anxiety disorders^[6]. Students at the Miftakhurosiddin Islamic Boarding School in Temanggung experienced similar issues. Observations showed that students writing their theses experienced symptoms such as worry, confusion, and fear of failing.

Students will face various psychological disorders such as anxiety, stress, panic, fear, depression, confusion, and frustration when they write their thesis^[7]. Quran recitation

therapy is believed to help those experiencing anxiety. The voice of the Qori (Quran reciter) while reciting the Quran can lower blood pressure, slow heart rate, breathing, and brain activity^[8].

Based on other research, it explains that the impact that may arise if anxiety is not immediately addressed is that patients with high levels of anxiety will not be able to concentrate and understand bad events during activities. Then, fear of something unknown and anticipation of the situation arises. After therapy, there is a difference in anxiety levels before and after listening to Murottal Ar-Rahman. This study with a sample of 30 respondents. The results of the test of differences in anxiety levels before and after Murottal Ar-Rahman therapy using the Wilcoxon test obtained a p-value of 0.000 (<0.05), with a value of $Z = -4.025$. Proven the effect of Murottal Ar-Rahman therapy on the level of anxiety of pre-operative patients^[9].

METHODS

This research used a descriptive case study method with a qualitative approach. The subjects were two seventh-semester students from INISNU Temanggung who resided at the Miftakhurosyidin Islamic Boarding School. Assessment was measured using the HARS anxiety scale, which consisted of a series of questions based on the patient's condition. Answers were given on a scale of 0, 1, 2, 3, or 4, with the following categories:

- 0 = no symptoms at all
- 1 = one symptom present
- 2 = moderate/half of all symptoms present
- 3 = severe/more than half of all symptoms present
- 4 = very severe/all symptoms present^[10]

Inclusion criteria included students experiencing mild to moderate anxiety, HARS scores between 14–27, and willingness to participate. Murotal therapy was conducted for 7 consecutive days, twice a day (morning and evening) with a duration of approximately 8 minutes. The murotal played was Surah Ar-Rahman verses 1–78 by qori' Saad Al-Ghamdi. The therapy location was in the pondok hall with a calm and comfortable atmosphere. The equipment used included a headset, an audio player, a sphygmomanometer, and a HARS observation sheet.

Data were collected through interviews, observations, vital sign measurements, and pre- and post-test HARS scale assessments. Analysis was conducted using descriptive qualitative methods based on SLKI nursing outcomes.

RESULTS

Table 1. Inclusion Criteria

No	Criteria	Subject 1		Subject II	
		Yes	No	Yes	No
1.	Are the respondents in semester 7 currently working on their thesis?	✓		✓	

2. Do respondents live in Islamic boarding schools with problems in managing their time when writing their thesis?	√	√
3. Did the respondents show anxiety problems with a score (14-27) when facing their thesis?	√	√
4. Are respondents willing to be the object of a case study?	√	√

Table 2. Characteristics of Anxiety in Respondents

No	Criteria	Subject 1		Subject II	
		Yes	No	Yes	No
1. Feeling confused		√		√	
2. Feeling worried about the consequences of the conditions faced		√		√	
3. Difficulty concentrating		√			√
4. Looks restless		√		√	
5. Looks tense			√	√	
6. Difficulty sleeping		√		√	
7. Face looks pale		√		√	

Based on table 1 above, it shows that subject I and subject II are included in the inclusion criteria and table 2 shows that subject I and subject II are experiencing anxiety nursing problems^[11].

Table 3. Evaluation Results of Al-Quran Recitation Therapy for Anxiety

Subject	Anxiety Level	
	Pre Test	Post Test
I	Score 20 Mild anxiety	Score 10 No anxiety
II	Score 22 Moderate Anxiety	Score 10 No anxiety

Based on the implementation of the pretest and posttest subjects, subject I felt confused regarding the preparation of the thesis that had been demanded to be paid in installments, but it was difficult to divide the time because he was doing a lot of charity at the Islamic Boarding School cooperative. Subject I experienced anxiety problems with a mild scale, namely a score of 20. Subject II felt anxious amidst his busy schedule as the head of the organization and deputy head of the Islamic boarding school while memorizing the Qur'an which had to be completed, confused about how to Istiqomah in completing his final assignment. Subject II experienced anxiety problems with a moderate scale, namely a score of 22. Identification of nursing problems for both subjects was 100% including signs of major symptoms of anxiety characterized by fears of experiencing failure in his thesis not being completed according to the specified time, often feeling confused, worried due to the conditions faced, difficulty concentrating, feeling restless, tense, sad, depressed and having difficulty starting to sleep related to situational crises.

The results of the anxiety level sheet decreased in both subjects after being given murotal Al Quran therapy 2 times a day for 7 days. Confusion verbalization decreased, namely both respondents said they were able to divide their time when working on their thesis every night, feelings of worry decreased regarding the conditions faced, indicated by both respondents saying they were calmer and more relaxed when working on their thesis, anxiety decreased, indicated by both respondents becoming more confident and not speaking too fast, tension decreased, indicated by both respondents being more relaxed every time they faced problems that disrupted their thesis work time, pale facial expressions changed, concentration improved, indicated by each time they worked on their thesis they were more focused and did not think about other things, sleep patterns improved, indicated by when starting to sleep it was easier and orientation improved, indicated by increased awareness of themselves, time and place^[12].

DISCUSSION

Researchers found that Al-Quran recitation therapy can reduce anxiety in Islamic boarding school students when writing their theses, this research is in line with^[13], Students preparing their theses experienced a significant reduction in anxiety as a result of Quranic recitation therapy. The study was conducted over 7 days, and respondents reported the therapy had a calming and comforting effect. The therapy involved listening to Quranic verses, and the subjects even claimed to have become accustomed to it.

A decrease in the level of anxiety with a p value of 0.000, a multiple sample test shows that complementary therapy by listening to the recitation of the Qur'an in final year students who are writing their theses during the COVID-19 pandemic has a significant impact in reducing anxiety^[14]. The research on Al-Quran murottal therapy was successful in overcoming anxiety in final year students working on their thesis, with the results of the Wilcoxon test showing a p-value of 0.000 by respondents from the Yogyakarta Ministry of Health Polytechnic^[15].

Quranic recitations have been proven to reduce anxiety that causes restlessness, worry, anger, and fear. Listening to recitations activates the parasympathetic nervous system, lowering stress hormones like cortisol, and slowing the heart rate and breathing. Brainwave stimulation while listening to recitations can distract from fear and anxiety, creating a calmer inner state. Furthermore, the positive psychological effects of recitations include stimulating the amygdala in the brain, the center of emotions, and producing a more stable and comfortable mood^[16].

Reciting holy verses can distract from negative thoughts or fear, allowing one to focus more on spiritual peace. The changes demonstrated include relaxation or decreased nerve tone, resulting in arterial relaxation and increased blood levels in the skin, accompanied by a decreased heart rate^[10]. Murottal Al-Quran influences alpha and theta brain waves through an auditory stimulation mechanism that is able to stimulate the auditory system, activate the limbic system and vagus nerve, which play a role in regulating emotions^[17].

Quranic recitation increases alpha waves (8-13 Hz), which are associated with a state of relaxation and calm, and theta waves (4-8 Hz), which are associated with deep relaxation and creativity. Furthermore, the neurophysiological effects of consciously listening to Quranic recitation increase the power of alpha waves in the frontal lobe and theta waves in

the frontal and middle lobes of the head. Alpha waves aid concentration and problem-solving, while theta waves support meditation, imagination, and stress reduction^[17].

Anxiety is an emotional condition characterized by a person's subjective perception of an unclear object. Therapy has shown that listening to murottal can reduce anxiety from mild to no anxiety and from moderate to no anxiety. Listening to murottal Al-Quran therapy in a calm and harmonious setting can help reduce stress hormones caused by anxiety, increase natural endorphin levels, promote relaxation, and shift focus^[18]. Important considerations during therapy to ensure effective results include increasing concentration and focus on the audio being listened to. The effects of anxiety on students' theses, if left untreated, can have negative consequences, such as unfinished assignments, psychological problems (depression/stress), physical health problems, and decreased ability to concentrate and remember.

CONCLUSION

Murottal therapy has been proven effective in reducing students' anxiety during thesis writing. The therapy, applied with a certain frequency and duration, is able to reduce anxiety levels. Therefore, murottal therapy of the Qur'an can be a useful intervention to reduce nursing problems of academic anxiety and may be applicable to anxiety patients with different causes. It is hoped that future researchers can increase the number of case study subjects to determine more effective results for each respondent or supplement the murottal method with video playback.

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