



The Effect of Giving Positive Affirmations on Stress Levels in Adolescents

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ABSTRACT

Mental health is still one of the significant problems in the world, including in Indonesia (Ministry of Health of the Republic of Indonesia, 2016). According to WHO (2016), there are 35 million people who experience depression and stress. The purpose of this study to find out if there is an influence on the positive affirmation of stress levels in adolescents. This study used a pre-experimental design on 55 adolescent respondents as a research sample, which was taken using one-group pretest-posttest technique. Data collection using a questionnaire using the T-test test. Based on the results of the t-test, it was obtained that p value = 0.000 ($p < 0.05$) which the average stress level before positive affirmation was 18.22 (SD = 0.904). The average stress level after positive affirmation was 14.42 (SD = 0.711), which means that there is an effect of giving positive affirmation interventions on stress levels in adolescents.

Keywords: Adolescents, Positive Affirmations, Stress Levels

INTRODUCTION

Stress is often caused by negative thoughts that lead to depression and stress or anxiety (Yolanda et al., 2022). Adolescents need to anticipate negative thoughts about the problems they are experiencing because it is very dangerous for mental health (Angrainy et al., 2020). Stress is the pressure that is obtained when a person faces demands and needs a strategy in resolving this.

The main thing in improving mental health is to change your mindset (Hayatizen & Prasetyo, 2023). Positive affirmations are an easy way to overcome stress and gain motivation that can create a positive atmosphere (El & Idawati, 2023).

Previous research was conducted on student respondents at STIKES Santa Elisabet Medan, while this study was conducted on adolescents at SMAN 4 Palangka Raya. The difference between the two studies lies in the location and educational level of the respondents. Despite these differences in characteristics, both studies focused on young age groups, namely adolescents and early-stage university students

METHOD

This study used a pre-experimental design with a one-group pretest-posttest approach on 55 adolescent respondents at SMAN 4 Palangka Raya. The instrument used to measure stress levels was the DASS-42 questionnaire. The sentences used for positive affirmations are:

The first commitment greeting is “I am the best child, my parents are the best parents, my family is the best family” in the second commitment greeting, there are the following sentences: “I am the best student, my teacher is the best teacher, my school is the best school, my friends are the best friends” while in the third commitment greeting is “I want to be successful I can be successful I must be successful I must be successful” (Cahya et al., 2025).

RESULTS AND DISCUSSIONS

Result

Based on the results of the t-test, the p value = 0.000 ($p < 0.05$) means that H_a is accepted, which means that there is an effect of providing positive affirmation interventions.

Table 1. Effect of Positive Affirmation Intervention

Variables	N	%	M±SD
Mean stress level before Given positive affirmations			18,22±.904
Mean stress level after Given positive affirmations			14,42±.711
Economy status			
More than UMR	21	38,2%	
Less than UMR	34	61,8%	
Family supports			
Supports	26	47,3%	
Unsupportive	29	52,7%	

Source: Caesaria et al., 2024

Table 1 above shows the results of research on the effect of positive affirmations on stress levels. The main findings are: The mean stress level before positive affirmations was 18.22 (SD = 0.904). The mean stress level after positive affirmations was 14.42 (SD = 0.711)

Discussion

The level of stress experienced by respondents was before being given positive affirmations, the normal stress level was 20 people (36.4%), the mild stress level was 6 people (10.9%), the moderate stress level was 27 people (49.1%) and the severe stress level was 2 people (3.65). Then after being given positive affirmations, the level of stress experienced by students is obtained by respondent data, namely normal stress levels as many as 36 people (65.5%), mild stress levels as many as 15 people (27.3), and moderate stress levels as many as 4 people (7.3%).

indicating a decrease in stress. 61.8% of participants had an economic status below the minimum wage (UMR). 52.7% of participants did not have a supportive family.

Factors that influence stress in students include living far from parents or family, economic problems such as pocket money, task load, and interpersonal relationships (Saifudin et al., 2023).

Stress is perceived as a threat that can lead to anxiety, depression, social dysfunction and even end of life intentions (Marita & Rahmasari, 2021). From the confounding variables obtained research results based on family income or economic status, namely the economic level is more or above the minimum wage as many as 21 people (38.2%), and the economic level is less than the minimum wage as many as 34 people (61.8). Students who experience

extreme stress or depression need serious attention because it can have a negative impact on the learning process and student achievement (Ahmad et al., 2021). From the results of the study it was found that the level of stress in students was caused by economic status where adolescents often could not get snacks to go to school and there were also students who complained about the slow delivery of money from parents of students who were in the village and many students migrated in the city of Palangka Raya, especially those attending SMAN 4 Palangka Raya. Some students lack family support for extracurricular activities because their parents do not encourage participation in programs such as basketball or other after-school activities (Novianti & Mia, 2021; Setyowati, A., & Maslikhah, 2025). From the confounding variables obtained the results of family support research, namely families who support as many as 26 people (47.3%) and families who do not support as many as 29 people (52.7%).

And it can be concluded that there is a decrease in stress levels after giving positive affirmations to students of SMAN 4 Palangka Raya (Ulansari & Sena, 2020). The data from the t-test statistical results, showed a p value = 0.000 and a p value <0.05. The test results show that there is an effect of positive affirmations on stress

levels in adolescents from pretest and posttest data.

With positive thinking or positive affirmations our burden and mind will be healthy (Aulia & Widyana, 2022). By thinking positively, our nerves become less tense, so that the mind becomes clear, easy to decide important things. In addition, positive thinking will make the heart calm, the mind becomes clear, the nerves or brain are not tense, and have a high fighting spirit. Research that is in line with this study says that the ability to think positively in students before being given group guidance with after being given group guidance services is different, because it has increased the ability to think positively (Damairia, 2022). This can be seen from the way he directs his thoughts on success, optimism, problem solving, keeps away from feelings of fear of failure, and increases the use of words that contain hope, focuses more on self-strength, self-confidence and sees positively, when he gets into trouble, he will try to adjust, with the reality that occurs, will accept the problem and try to deal with it, keep away from regret, frustration and self-blame (Agustina et al., 2023).

This study has limitations in terms of the duration of the positive affirmation intervention, which ideally should last for 30 minutes but could only be conducted

for 20–25 minutes due to adjustments to the school's schedule. This condition has the potential to affect the consistency of the research results. Therefore, further research is recommended to carry out the intervention according to the specified duration with a special schedule, as well as considering the use of a control group to make the results more objective. This is in line with research which says that while conducting research, researchers have limitations such as: environmental conditions vary in each therapy session which is sometimes noisy making the therapy repetitive for that it is better if positive affirmation interventions are more often carried out by respondents to further reduce their stress levels, respondents are also more serious and more focused when carrying out interventions (Mafaza et al., 2024). In addition, students are expected to avoid complaining, because complaining about problems will feel heavy and never assume that every problem has no way out. This can hoard stress in the brain (Zsido et al., 2022).

Previous research states that positive affirmation research is described as a way of thinking that emphasizes a positive perspective and emotions, both towards oneself, others and the situation at hand (Arsini et al., 2023; Grace et al., 2024). This is in line with the statement that, negative thoughts that often arise can

cause stress, anxiety and obsessive depression (Gamedia, 2022). The source of the problem is a negative mindset towards self, the environment and the problems faced is essentially a threat to survival so that individuals need to anticipate it (Faradiana & Mubarak, 2022). Then this research and the previous research conducted by arsinia are very much in line with the research made now and there is no previous research that says that positive affirmations are not effective for reducing stress levels in adolescents (Arsini et al., 2023).

CONCLUSION

Based on the results of research with a total sample of 55 respondents regarding the effect of giving positive affirmations on stress levels in adolescents at SMAN 4 Palangka Raya, it can be concluded that: Before the positive affirmation intervention, most adolescents experienced moderate to severe stress. After the intervention, the majority fell into the normal and mild categories, with a significant decrease in moderate and severe stress levels. These findings confirm that positive affirmation can be used as a practical intervention in school programs to help adolescents manage stress more effectively.

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