

Yoga Asanas as an Effort to Reduce Anxiety on Online Learning During Pandemic in Stikes Buleleng Students

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Abstract

The impact of the COVID-19 pandemic has attacked many sectors, including the education sector, which requires students to take part in online learning. This learning requires students to do assignments and achievements following the profile of graduates coupled with the unfinished pandemic situation causing students to experience more anxiety, this requires complementary therapies, one of which is yoga. This study aims to see differences in anxiety levels in the control and group who were given the yoga asanas treatment. The research method used is the pre-posttest design. Where the samples were taken were 23 control groups and 23 treatment groups. Control and treatment respondents were given a questionnaire first, then the control group was given IEC to reduce anxiety, while the treatment group was given yoga asanas which were carried out for 3 weeks. Furthermore, a posttest was given to assess the differences in the respondents' anxiety levels. The results showed that there were differences in the level of anxiety before and after in the control group (p-value 0.16) and the treatment group (p-value 0.001). Then the results of the different test analyses showed that there was a difference in the level of anxiety between the control group and the group given yoga asanas (p-value 0.01). The conclusion is that there are effective yoga asanas to reduce anxiety levels in students who take online learning during the pandemic.

Keywords: Yoga, Student, Anxiety, Pandemic

Abstrak

Dampak terjadinya pandemic covid-19 menyerang banyak sector tanpa terkecuali sector Pendidikan yang menuntut mahasiswa untuk mengikuti pembelajaran secara daring. Pembelajaran ini menuntut mahasiswa untuk mengerjakan tugas serta capaian sesuai dengan profil lulusan ditambah dengan keadaan pandemic yang belum selesai menyebabkan mahasiswa semakin mengalami kecemasan, hal ini perlu adanya terapi komplementer salah satunya yoga. Penelitian ini bertujuan untuk melihat perbedaan tingkat kecemasan pada kelompok kontrol dan kelompok yang diberikan perlakuan yoga asanas. Metode penelitian yang digunakan adalah pre-posttest design. Dimana sampel yang diambil adalah 23 kelompok kontrol dan 23 kelompok perlakuan. Responden kontrol dan perlakuan diberikan kuesioner terlebih dahulu kemudian pada kelompok kontrol diberikan KIE pengurangan kecemasan sedangkan pada kelompok perlakuan diberikan yoga asanas yang dilaksanakan selama 3 minggu. Selanjutnya diberikan posttest untuk menilai perbedaan tingkat kecemasan responden. Hasilnya menunjukkan bahwa terdapat perbedaan tingkat kecemasan sebelum dan sesudah pada kelompok kontrol (nilai p 0,16) dan kelompok perlakuan (nilai p 0,001). Kemudian hasil analisis uji beda menunjukkan terdapat perbedaan tingkat kecemasan antara kelompok kontrol dengan kelompok yang diberikan yoga asanas (nilai p 0,01). Simpulannya bahwa terdapat yoga asanas efektif untuk menurunkan tingkat kecemasan pada mahasiswa yang mengikuti pembelajaran daring selama pandemi.

Kata Kunci: Yoga, Mahasiswa, Kecemasan, Pandemi

INTRODUCTION

The current COVID-19 pandemic has hampered all activities. One of the impacts is the student learning process. Current student learning uses online media where the implementation is based on technology in the network (online)¹. Covid-19 is an infectious disease of the respiratory tract with a very high mutation rate and is a zoonotic pathogen that can infect humans. The symptoms caused also vary from asymptomatic to severe symptoms that can lead to death WHO, “Coronavirus Disease (COVID-19) Pandemic,” 2020. The more risk factors for the disease that are carried, the easier it will be for the virus to infect to severe symptoms and die.²

Various new variants that appear cause learning to continue to be carried out online. Therefore, students are very easy to experience boredom and anxiety, leading to stress. Anxiety is a condition that is often experienced by everyone. When conditions that are not following wishes become greater then, anxiety will occur. Online learning is the most appropriate learning to do during this covid pandemic.³ Learning can be done through video conferencing, e-learning, or distance learning.⁴ There are various types of impacts from the implementation of online learning, namely the positive impact that students can get material easily either anywhere. While the negative impact is the number of students who abuse the online learning system and use study time badly and harm themselves.⁵

Currently, many students experience anxiety due to too many online learning schedules that must be carried out regardless of time. The results of previous research in 2020 when the pandemic began to hit found that as many as 0.9% of students experienced severe anxiety, 2.7% experienced moderate anxiety while 21.3% experienced mild anxiety during online learning during the covid pandemic.⁶ From this, the researcher wants to give yoga practice to students. The yoga chosen is yoga asanas with light movements, with a sitting posture.

The practice of yoga that is done directly affects the body because yoga has a trilogy of science. Yoga also aims to make the body more stable and ready to perform higher techniques, making the body more flexible, relaxed, accompanied by good deep breaths so that the body gets a lot of oxygen and the mind becomes calm and controlled students should feel less anxious. The implementation of yoga asanas is carried out by STIKes Buleleng students, who as it is known that students experience full-time online learning and are prone to anxiety to stress. This is the background for researchers to determine the effect of giving yoga asanas on the anxiety of STIKes Buleleng students during online learning during a pandemic.

¹ Siti Maryam Munjiat, “Implementation of Islamic Religious Education Learning in Higher Education on The Pandemic Period,” *Nazhruna: Jurnal Pendidikan Islam* 3, no. 2 (August 5, 2020): 285–95, <https://doi.org/10.31538/nzh.v3i2.757>.

² Qomaruzzaman Azam Zami and Bagong Suyanto, “Digital Divide for Teacher During Pandemic Covid-19,” *Al-Mada: Jurnal Agama, Sosial, Dan Budaya* 4, no. 2 (July 30, 2021): 213–24, <https://doi.org/10.31538/almada.v4i2.1235>.

³ Bahroin Budiya, “Manajemen Pengelolaan Kelas Masa Pandemi Di SD Ta’miriyah Surabaya,” *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah* 4, no. 1 (May 29, 2021): 50–54, <https://doi.org/10.54069/attadrib.v4i1.129>.

⁴ Erika Untari Dewi, “Pengaruh Kecemasan Saat Pembelajaran Daring Masa Pandemi Covid-19 Terhadap Prestasi Belajar Mahasiswa Stikes William Surabaya,” *Jurnal Keperawatan* 9, no. 1 (August 21, 2020): 18–23, <https://doi.org/10.47560/kep.v9i1.210>.

⁵ Hakiman, *Pembelajaran Daring Pada Mahasiswa: Dampak Positif Dan Negatif* (Jakarta: Aksara Baru, 2020).

⁶ Wenjun Cao et al., “The Psychological Impact of the COVID-19 Epidemic on College Students in China,” *Psychiatry Research* 287 (May 1, 2020): 112934, <https://doi.org/10.1016/j.psychres.2020.112934>.

METHOD

This research is quantitative research with a pre-experimental research design using a pre-posttest design. The population of this study was all students of STIKes Buleleng in 2021. The sample used was respondents who met the inclusion and exclusion criteria. The number of samples taken in this study according to the sample size formula was 23 treatment groups and 23 control groups. Respondents in both the control and treatment groups were given a pre-questionnaire and after being treated for 3 weeks with yoga asanas, their anxiety was assessed again.

The research instrument used a questionnaire that measures anxiety with 15 questions on a Likert scale. To assess student anxiety during the COVID-19 pandemic. Research data collection was carried out by researchers with the assistance of a research assistant who was trained in the implementation of yoga asanas. Before collecting data, first conduct a test questionnaire to see the content and contents of the questionnaire, after that the questionnaire was communicated with the research assistant and discussed together the aims and objectives to be achieved from the questionnaire. All questionnaires have been tested for validity and reliability on 20 respondents with almost the same characteristics as research respondents with corrected item-total items correlation values > 0.3 and Cronbach's Alpha 0.852 so that it can be concluded that the questionnaire is valid and reliable.

Data collection began by giving questionnaires to respondents in both the treatment group and the control group. In the control group, only IEC was given to overcome anxiety, while in the treatment group, IEC was given the implementation of yoga asanas which was carried out for 3 weeks. Furthermore, after data collection was completed, the data was analyzed univariately to determine the proportion and distribution of each variable. Before the bivariate analysis of the pre and post-test variables, an analysis of the normality of the data was performed. The result is that the data is not normally distributed so a bivariate analysis was carried out to see the difference in the value or results of the pretest and posttest using Wilcoxon analysis. Significance saw from the p-value <0.05. Furthermore, the analysis assessed the differences between the treatment and control groups using U Mann Whitney.

RESULTS AND DISCUSSION

The results of the study found results in the form of work unit data and the results of the pretest and posttest which can be seen in the table below.

Table 1. Univariate analysis results

Variable	f (%)
Respondent's Age (Mean±SD)	20.20±0.89
Study Program	
Midwifery	8 (17.4)
Nursing	26 (56.5)
Pharmacy	12 (26.1)
Control Group Pretest (n=23)	
No Anxiety	3 (13,0)
Mild Anxiety	12 (52,2)

Moderate Anxiety	8 (34,8)
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Control Group Posttest (n=23)	
No Anxiety	4 (17,4)
Mild Anxiety	15 (65,2)
Moderate Anxiety	4 (17,4)
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Treatment Group Pretest (n=23)	
No Anxiety	4 (17,4)
Mild Anxiety	11 (47,8)
Moderate Anxiety	8 (34,8)
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Treatment Group Posttest (n=23)	
No Anxiety	13 (56,5)
Mild Anxiety	10 (43,5)
Moderate Anxiety	0 (0)
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Table 1 above reports that the average age of the respondents is 20 years. Then most of the respondents are with nursing study programs as much as 56.5%. In the control group for the pretest, most of them experienced mild anxiety by 52.2%. Furthermore, in the post-test group, most of them were still at a mild level of anxiety as much as 65.2%. Furthermore, in the treatment group, most of them were in the mild anxiety range, namely 47.8%. Then the post-test most of the respondents reported that they had not experienced anxiety as much as 56.5%. The results of the bivariate analysis in the control group and treatment both at the pretest and posttest can be seen in Table 2 below.

Table 2. Bivariate Analysis of Pretest and Posttest Control and Treatment Group

	Mean	Nilai p
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Control Group		
Presets (n=23)	5.71	0.16
Posttest (n=23)	5.00	
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Treatment Group		
Pretest (n=23)	7.00	0.001
Posttest (n=23)	5.60	
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The results of the bivariate analysis in the control group showed a decrease in the average value of anxiety but this result was not statistically significant with a p-value > 0.05. Furthermore, in the treatment group, there were differences in the level of anxiety and this was statistically significant before and after being given yoga asanas. Furthermore, the difference in anxiety values between the treatment group and the control group can be seen in the table below.

Table 3. Bivariate Analysis of Anxiety Differences in Control and Treatment Groups

	Mean	Nilai p
Control Group	28,04	0,01
Treatment Group	18,96	

The results of the bivariate analysis reported that there was a difference in the average anxiety in the control group and the treatment group and this result was statistically significant as seen from the p-value <0.05.

Yoga is known as a philosophical system of life in ancient India. Currently, yoga is more developed to become a comprehensive and comprehensive health system.⁷ The results of this study found that there were differences in the level of anxiety between the treatment group and the control group. This result is in line with previous research related to stress that students after being given yoga experienced a decrease in stress levels.⁸ During this pandemic, students felt anxiety caused by the covid-19 virus which continued to mutate and increasingly had high infectious power and anxiety caused by the continuous online learning process with many tasks causing increased anxiety. This anxiety, if felt continuous, will become a panic disorder that makes a person haunted by continuous anxiety, causing great fear.⁹

Judging from the science of yoga asanas in the form of smooth yoga movements, the body remains in an efficient and relaxed state and then takes a long breath. This helps the blood to absorb oxygen optimally. When doing the Asana the energy collected is more than the energy expended. During the asana movement, the muscles will relax, the energy collected by the body will increase the mind to reach cosmic awareness.¹⁰ When the body experiences anxiety, the body will respond by stimulating the hypothalamus to activate the neuroendocrine sympathetic system associated with HPA activity. Active HPA will stimulate LPHA which stimulates the hypothalamus to secrete CRH. Then an increase in cortisol secretion occurs which results in fear, anxiety, and stress.¹¹

Yoga is one of the answers to relieve anxiety due to an increase in the hormone cortisol. Yoga provides benefits in the form of relieving pain in the body, regulating breath rhythms to achieve a relaxed state, regulating the heart, and improving sleep quality so that this can reduce the anxiety that occurs.¹² Yoga is sometimes associated with religiosity where there are research results that find that someone who has a moderate to the high level of religiosity has a moderate

⁷ I. Nyoman Subrata, "Yoga Asanas: Lifestyle Kesehatan Di Masa New Normal," *JURNAL YOGA DAN KESEHATAN* 3, no. 2 (September 26, 2020): 183–94, <https://doi.org/10.25078/jyk.v3i2.1745>.

⁸ Tjjeci Yuniar Salean et al., "Pengaruh Senam Ashtanga Yoga Terhadap Penurunan Tingkat Stres Pada Mahasiswa Fakultas Kedokteran Universitas Nusa Cendana," *Cendana Medical Journal (CMJ)* 8, no. 3 (November 11, 2020): 178–84, <https://doi.org/10.35508/cmj.v8i3.3486>.

⁹ Teuku Amnar Saputra, "Bentuk Kecemasan Dan Resiliensi Mahasiswa Pascasarjana Aceh-Yogyakarta Dalam Menghadapi Pandemi Covid-19," *JURNAL BIMBINGAN DAN KONSELING AR-RAHMAN* 6, no. 1 (June 17, 2020): 55–61, <https://doi.org/10.31602/jbkr.v6i1.2941>.

¹⁰ I. Gusti Made Widya Sena, "Kinesiologi Yoga Asanas (Kunci Kebahagiaan Tubuh, Pikiran Dan Jiwa)," *Jurnal Yoga Dan Kesehatan* 1, no. 1 (2018): 15–21.

¹¹ Salean et al., "Pengaruh Senam Ashtanga Yoga Terhadap Penurunan Tingkat Stres Pada Mahasiswa Fakultas Kedokteran Universitas Nusa Cendana."

¹² Nevy Norma Renityas, "Efektifitas Acuyoga Dalam Mengurangi Kecemasan Dalam Menghadapi Pandemi Covid-19," *JURNAL PENELITIAN KESEHATAN* 10, no. 2 (2020): 82–89.

level of anxiety and has effective coping skills to control anxiety.¹³ So, if it is associated with yoga, it will be very useful to help reduce anxiety in STIKes Buleleng students in participating in the online learning process during the pandemic.

CONCLUSION

There was a difference in the level of anxiety between the control group and the treatment group before and after being given yoga asanas. Where this result is statistically significant as indicated by the p-value <0.05.

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¹³ Indri Wahyuni, Sutarno, and Rully Andika, "Hubungan Tingkat Religiusitas Dengan Tingkat Kecemasan Mahasiswa Di Masa Pandemi Covid-19," *Jurnal Kesehatan Al-Iryad* 13, no. 2 (October 15, 2020): 131–44, <https://doi.org/10.36760/jka.v13i2.114>.

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