



## The Effect of Hypnotherapy on Stress Level of 1st Year Students of Ners Study Program of Santa Elisabeth College of Health Sciences Medan Year 2024

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### ABSTRACT

*Stress is a condition that occurs as a result of changes in the surrounding environment that are challenging, disrupting the balance of a person's behavior and can lead to a strong response to stress or stress resulting in excessive emotions that interfere with daily activities. This can happen to everyone, including students, therefore treatment is needed, such as hypnotherapy, which is a therapy to overcome a person's cognitions, affection and behavior problems in recurring stress levels. His research aims to analyze whether there is an effect of hypnotherapy on the stress of 1<sup>st</sup> year students of Stikes Santa Elisabeth Medan 2024. This research uses a one group-posttest design. The sampling technique was random sampling with a sample size of 20 people. The research results showed that 20 respondents had student stress levels before the intervention of 1.90 with a standard deviation of .910. The average reduction in student stress levels after the hypnotherapy intervention was .50 with a standard deviation of .607. paired-test statistical test, obtained a P-value of 0.000, which means there is a mean difference in decreasing student stress levels in a positive direction between before and after being given hypnotherapy an increasing range of influence of hypnotherapy treatment on student stress levels. It is hoped that it can provide input to educational institutions and dormitories in dealing with student stress levels with hypnotherapy.*

**Keywords:** *Hypnotherapy, Stress level, Students*

### 1. INTRODUCTION

Very clear the cause of stress, and techniques for Stress is a condition that occurs due to changes in the surrounding environment as something that challenges or damages a person's balance, and can form the body's response to stressors or mental pressure so that excessive emotions arise to interfere with daily activities (Sutioningsih et al., 2019)

Stress can occur in everyone, both young and old, and regardless of age, including students because the academic culture is different from before (Pebriyani et al., 2022). Stress can also occur due to pressure from people closest to you or even from the surrounding environment which results in the

influence of the body's regulatory system, the hypothalamus to the adrenal pituitary, causing the release of abnormal catecholamines and can damage the body's performance which is called vascular, this is what causes stress (Saputra, 2020).

The stress experienced by students greatly affects their learning outcomes (Fitriasari et al., 2020). Many problems that arise in students, such as anxiety, stress and depression, students need a place for them to consult about the anxiety they are facing by increasing awareness of their mental health. The incidence of stress is quite high, up to more than 3500 million people in the world with a level of 4 diseases in the world. In Indonesia, around 1.33 million people experience health problems, both mental, which

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results in more frequent stress. Of these figures, it reaches up to 14% of the previous total with a severe stress level of 1-3%. (Bayantari et al., 2022) in their study of students from the first and second years, the stress level was found to be more than 36-71 compared to students in other years due to the influence of the learning process or lectures on campus.

Data in Medan obtained from 202 respondents showed that students of the Sariana Nursing Faculty of Nursing Education in their daily activities experienced mild stress as many as 62 people (30.7%), moderate stress amounted to 137 (6.8%) and those who experienced severe stress amounted to 3 people (1.5%), this is referred to as Academic stress experienced by students due to academic pressure such as, achievement problems, excellence in academic competition, unable to understand the material, having to complete many assignments and so on (Augesti et al., 2020).

Some things that can affect stress in students include the way lecturers teach, this greatly affects the level of student stress because the right and interesting learning methods have made students pay more attention and are easy to understand during the learning process. In addition, it can be from the lecture schedule, friend relationships, and environmental problems, friendship and social problems, lack of academic motivation, also factors in student stress, so that appropriate handling is needed serious (Saputra, 2020). Stress occurs due to complex disorders such as lack of academic motivation (Hidayat et al., 2021).

Stress that is not managed properly can affect academic achievement and even fatal stress can be life-threatening. Therefore, one strategy that can be done to reduce stress levels is to provide hypnotherapy, which is a hypnotic therapy to overcome learning stress, increase motivation, improve bad habits and strengthen memory (Taufik et al. 2019)

Hypnotherapy is an effective therapy in reducing stress levels in students, both mild, moderate and severe stress levels. In level 1 students, stress is higher at around 60.6% compared to other students at around 39.6%. The implementation of hypnotherapy has a pre-

induction stage and a suggestibility test. The stress level before the intervention was 48 respondents with moderate stress, after the intervention there were 39 normal respondents and 12 respondents with mild stress (Nuraini & Lestari, 2021).

Hypnotherapy on new students on stress levels, new students before the intervention were found to have mild stress levels of 39.1%, moderate 40.9%, severe stress of 8.8% and very severe stress of 13.0%, while after the intervention the majority were not stressed 39.1%, so it can be said that hypnotherapy is very effective in reducing stress levels, also (Djafar et al., 2021) stated that hypnotherapy is very effective in reducing stress levels in students (Muhammad et al., n.d.)

The advantages of this hypnotherapy are that it is effective in reducing stress and can increase learning motivation in students. Where the provision of this hypnotherapy is given positive suggestions through the subconscious, which can improve bad habits of a person so that it has made it easier for students in the learning process and can be more easily understood and understood. While the disadvantages of this hypnotherapy are the length of time the intervention is given and the sample conditions are different from their stress levels.

The formulation of the problem in this study is how hypnotherapy affects the stress levels of first-year students at Stikes Santa Elisabeth Medan. The purpose of this study was to determine whether there was any development before and after the influence of hypnotherapy on stress in first-year students of the Santa Elisabeth Health College, Medan in 2024.

## 2. METHODS

Experimental research designs are developed to test the quality of the impact of interventions on selected outcomes. One type of pre-experimental design is one group pre-test post-test. namely one group before the intervention is given a pre-test, then after the treatment the measurement is done again to determine the effect of the treatment. Treatment is given twice. The type of research is pre-experimental research with a one group pretest and post-test design.

The population in this study was all first-year students of the Nursing study program at STIKes Santa Elisabeth Medan in 2024, totaling 96 people. The sampling technique in this study is random sampling. The sample size in simple experimental research is approximately 10-20 samples (Sekaran & Bougis, 2016). So the number of samples taken is 20 samples using the random sampling technique. For example, we want to take 20 people from the 86 available populations, then we randomly take 20 samples by throwing dice or taking numbers that have been written.

The stages of hypnotherapy begin with pre-induction, which is the initial phase aimed at building mutual trust between the therapist and the student, as well as explaining what hypnosis is, its benefits, and the process to be undertaken, so that the student feels safe and ready to follow the therapy. This is followed by the induction stage, where the therapist guides the student into a hypnotic state using specific techniques such as countdowns, controlled breathing, or relaxation visualization. It then proceeds to the deepening stage, which enhances the hypnotic state so that the student becomes deeply relaxed and more suggestible, usually by guiding the student to imagine a calm place or through counting techniques.

Once the student reaches a deep hypnotic state, the therapist continues to the suggestion therapy stage, delivering positive suggestions directly to the student's subconscious mind for example, to reduce stress, increase self-confidence, or eliminate bad habits. If the issues are complex, advanced methods such as hypnotherapeutic techniques are used to explore the root of the problem before applying positive suggestions. Next, the therapist provides post-hypnotic suggestions, which are designed to remain effective even after the student returns to full consciousness. The process is then concluded with termination, where the therapist gradually brings the student back to full awareness using upward counting and positive affirmations to make the student feel refreshed, calm, and energized. The session ends with evaluation and discussion, where the student shares their experience during hypnosis, and the therapist assesses the effectiveness of

the intervention and determines whether further sessions are needed.

The independent variable in this study is the provision of hypnotherapy. Variations in the dependent variable are considered to depend on variations in the independent variable (Polit & Beck, 2017). The dependent variable in this study is the level of student stress.

The instrument for measuring the dependent variable, namely the questionnaire sheet, is a set of subjective scales to measure negative emotional states and stress. Consisting of 14 questions with 5 Likert scale options, namely strongly agree, agree, disagree, doubtful, strongly disagree. Each is given a value of 1 to 5. The scale used is an ordinal scale, where the value is obtained by using the statistical formula. So the interval on the Stress level questionnaire, is 11. Then Stress levels are categorized as follows: Non-stress level 0-10, Light stress level :11-21, Moderate stress level :22-32, Heavy stress :33-42.

In the process of collecting data, the researcher uses observation techniques. The collected data is analyzed and processed which includes the following steps: first Pretest, Before conducting research, the researcher first gives a letter of approval to become a respondent. After getting approval from the respondents, the researcher gave a questionnaire to the respondents to find out the student's stress level. Following the intervention stage, the researcher provides a questionnaire to assess the level of stress, after obtaining the results are given a break for two days then intervention/treatment is carried out accompanied by a hypnotherapist using an SOP measuring tool. Furthermore, in the Post test stage, after the intervention/treatment, the researcher measured the stress level in the respondents by using a questionnaire to assess whether there was an effect or influence of hypnotherapy.

This research was conducted in the area of the Santa Elisabeth Health Sciences College, Medan. The researcher chose this location because it was a strategic location for conducting research and at this time the researcher received information that there had never been any research related to

hypnotherapy on student stress levels. The research was conducted at the Santa Elisabeth Health Sciences College, Medan in February-March 2024.

Validity is what should be measured, the principle of validity is measurement and observation which means the principle of instrument reliability in collecting data (Nursalam, 2020), validity is the degree of certainty between data that occurs in the research object and data that can be reported by researchers (Hardani et al., 2020). Reliability is the similarity of measurement or observation results when the facts or realities of life are measured many times at different times (Nursalam, 2020).

The questionnaire used in this study to assess students' stress levels was a subjective questionnaire consisting of 14 questions with five answer options using the Likert scale, namely: strongly agree, agree, disagree, hesitate, and strongly disagree. Each choice is scored 1 to 5. This questionnaire is used to measure students' negative emotional and stress conditions, and is classified on the ordinal scale. The assessment results were categorized into four levels of stress based on total scores: no stress (0–10), mild stress (11–21), moderate stress (22–32), and severe stress (33–42). This questionnaire includes indicators such as irritability, difficulty relaxing, feeling tense, and other emotional symptoms that are common in stressful conditions.

In this study, univariate analysis was used to measure the average stress level of students before and after hypnotherapy, standard deviation and minimum and maximum values of stress levels of Level 1 students of the Nursing Study Program, Santa Elisabeth Health Sciences College, Medan.

Bivariate analysis is an analysis to determine whether or not there is an effect of hypnotherapy on the stress level of students of Level 1 Nursing study program, Santa Elisabeth Health College, Medan. The statistical test used in bivariate analysis is the unpaired T-test (T-dependent) with the condition of normal distribution. However, if the data obtained is not normally distributed, an alternative is carried out, namely the Wilcoxon law if the

results with a significant level of  $p < 0.05$ , then there is no effect of hypnotherapy on the stress level of students. However, if the results obtained are from 0.05, then there is no influence between variables. In other words, if  $p < 0.05$ , it means that there is a significant influence between the independent variable and the dependent variable, but if the data is normally distributed, then the test has been carried out.

In this study, ethical approval was obtained through the submission of a research protocol to the Health Research Ethics Commission of STIKes Santa Elisabeth Medan, which then provided a certificate of ethical feasibility with number:054/KEPK-SE/PE-DT/III/2024, stating that this research was in accordance with the applicable research ethical principles based on the WHO ethics guidelines in 2011. In addition, each respondent, including students under 18 years old, was given an informed consent sheet containing an explanation of the objectives, benefits, research procedures, and the respondent's rights to refuse or resign without any coercion or consequences. The researcher also guarantees the confidentiality of the data and the identity of the respondents.

### 3. RESULT AND DISCUSSION

Results of the study The Effect of Hypnotherapy on the stress level of Nurse Study Program Level 1 students of the Elisabeth College of Health Sciences Medan in 2024. This research was conducted from mid-March to mid-April 2024. Demographic data of respondents based on age in the Stikes Santa Elisabeth Medan Nurse Study Program in 2024

#### 1. Distribution of Characteristic Frequencies Based on Demographic Data of Level 1 Students in the Nurse Stikes Santa Elisabeth Medan Study Program in 2024

**Table 1. Distribution of Characteristic Frequencies of Level 1 Nursing Students by Demographics**

Characteristic	f	%
Age		
17	1	5.0
18	10	50.0
19	7	35.0



	20	1	5.0
	22	1	5.0
<b>Total</b>	<b>20</b>		<b>100</b>
<b>Gender</b>			
Female	20		100
<b>Total</b>	<b>20</b>		<b>100</b>

## 2. Stres level in 1st grade students of postintervensi *Hypnotherapy* at Proldi Nellrs Stikells Santa Elisabeth Medan 2024.

**Table 2. Distribution of Respondents based on Hypnotherapy Stress Levels in Level Students at the Santa Elisabeth Medan Stikes Nurse Study Program in 2024.**

Variable	Respondent group	N	Mean	Median	SD	Min-Max	95%
Hypnotherapy	Pre-Intervention	20	1.90	2.00	.912	0-3	1,47-2,33

## 3. The Effect of *Hypnotherapy* on the Stress Level 1 Students of the Santa Elisabeth Nurses Study Program in Medan in 2024

**Table 3. Analysis of the Effect of *Hypnotherapy* on the Stress Level of Level 1 Students of the Santa Elisabeth Higher School of Health Sciences Study Program in Medan in 2024. Intervention group (N:20)**

Variable	Mean	Standart Deviation	t	P Value
Before	1.90	.912	9.200	0.000
After	.50	.607		

Based on the results of the analysis of the influence of Hypnotherapy, it shows that the average decrease in stress levels of students in the intervention group before Hypnotherapy was 1.90 with a standard deviation of 912. The average in reducing stress levels of students after Hypnotherapy was 50 with a standard deviation of 607. The results of the statistical test showed a P-Value of 0.000, which means that there is a difference in the average in reducing stress levels of students in a positive direction between before and after being given Hypnotherapy with a range of increasing there is an effect of Hypnotherapy treatment on stress levels, 1st year students of the Nursing study program. Stikes Santa Elisabeth Medan in 2024 so that the hypothesis is accepted.

## DISCUSSION

### Stress Level Pre Intervention Hypnotherapy on stress levels of first-year students of nursing study program of Stikes Santa Elisabeth Medan in 2024

Based on the results obtained, the results of the pre-intervention stress level in the severe stress value were 5 people (25%), moderate as many as 10 people (50%), light as many as 3 people (15%) and did not experience stress as many as 2 people (10%). The questionnaire data showed that, students with the most stress levels were in the moderate category, this was supported by the statement of the student questionnaire that students often get angry easily, easily feel annoyed, have fear of being hampered by tasks that are not usually done, and students are often impatient in doing anything.

Hatabap (2020), in his research, from 300 students who were used as samples, the results obtained were 39 students. (13%) had high academic stress levels, as many as 225 students. (75%) have a stress level in the moderate category and as many as 36 new students (12%) have a low stress level. This is because new students need to adjust to new conditions in the midst of the pandemic. The obstacles faced by students such as no network, expensive internet packages and various academic demands that must be completed by new students which cause them stress.

Paramita (2022), in this study, 33% of new students with normal stress levels, 32% of new students with moderate stress levels, 17% of

new students at a mild stress level, 15% of students at a severe stress level. Stress, in new students occurs because they experience major changes in their lives, such as the transition from high school to college with a different learning system.

Nurihana (2020), the results of the study showed that out of 155 respondents who experienced mild stress levels, 20 (12.9%) respondents, moderate stress as many as 110 (70.9%) respondents, and severe stress as many as 25 (16.1%) respondents. Stress, occurs because some new students have not been able to adapt to their new environment, where students tend to still not be able to adapt, in the first year due to a different learning system.

Stress greatly affects new students, such as achievement in learning, self-motivation and ability to socialize, Stress, most often occurs among students, especially new students due to the transition from high school to college which basically has a different learning system. Difference, zero. Education, seen from the curriculum, social relationships with lecturers and peers, selection, fields of study and majors, assignments, lectures, achievement targets, systems, courses that use, SKS (Semester Credit System) and academic knowledge issues. These demands can trigger stress in new students.

#### **Stress level Post Hanneterapi Intervention on nursing study program students of Stikes Santa Elisabeth Medan.**

Based on the results obtained after being given Husnaturavi Stress level in, the average stress value, severe none, stress, moderate, as many as 1 person (59%), light stress as many as 8 people (40%), and those who did not experience stress as many as 11 people (55%). From the questionnaire data that was submitted, after being given hypnotherapy treatment, 20 respondents where the data of students, with the highest stress levels were, were not stressed, this was supported by the statement of the student questionnaire, often easily angry became not angry, tended to be excessive in situations easily annoyed became, rarely felt annoyed in tense situations became more receptive, and students, often, impatient in

doing anything became more patient in doing anything.

Idhayanti (2022), obtained the results after being given hypnotherapy for students. with a high stress level of 1 person (4.3%), moderate 9 people (39.19%), light 3 people (13%). By communicating with yourself, you can reduce the level of stress, a person by giving positive suggestions and calming yourself down. Hapnotherapy can reduce stress levels with good communication because it can make someone interested and provide peace of mind.

Respondents who have been given, dare to use the Deep Breathing Technique, will affect the decrease in stress which is the majority not, stress, and stress, while the influence of the conscious mind on ourselves becomes stronger than the conscious mind. This is why many people will find it difficult to change even though they are conscious. Even though they really want to change. The method that uses this subconscious mind is hypnotherapy. Hypnotherapy is one of the easy, fast, effective and efficient ways to reach the subconscious mind and carry out re-education, so this hypnotherapy is considered very effective because it can solve the problems being faced (Haswari, 2020).

The results obtained by researchers after being given dununsetani treatment were that the stress levels in students decreased because by giving Dunsetszani in the Deep Breathing Technique, a person can become more relaxed and calm by giving suggestions to be aware of breathing, so that entering the process of entering the delta stage with someone badir, here, and now bound by the problems being faced. Likewise with the Technique of being aware of the bubub sensation because by focusing on the bubub sensation, the mind that is the source of stress can be restored so that. When someone is relaxed and calm, it can reduce the stress being experienced. In addition, a comfortable and clean environment, as well as the presence of soft instruments when meditating, can help students in saying or reducing stress.

### **The Effect of Hypnotherapy on Stress Levels of First-Year Students of Nursing Study Program, Stikes Santa Elisabeth Medan in 2024**

Based on the results of research conducted by researchers during 2 treatments in the table, there are changes in the level of stress of students. This is evidenced by. The naived t-test with a significance of 0.05 is shown by the results of 0.000 ( $\rho < 0.05$ ) which means that there is a significant difference between before and after the intervention was given at the Saint Elisabeth Health Sciences College, Medan.

The results of this study showed a decrease in stress levels in the pre-intervention severe stress as many as 5 people (25%), moderate as many as 10 people (50%), mild as many as 3 people (15%) and did not experience stress as many as 2 people (10%). Meanwhile, in the post-intervention results, there were no stress results, moderate stress, as many as 1 person (5%), high stress as many as 8 people (40%), and those who did not experience stress as many as 11 people (55% of the results showed that there was a significant influence, namely Hypnotherapy on the decrease in stress levels in first-year students of the nursing study program at the Santa Elisabeth Medan Health College in 2024.

Muhammad Taufik Daniel Hasibuan et al (2019) in a study on the effect of body hypnotherapy, stress on student learning in increasing learning motivation. Students found that there was a significant difference between hypnosis and student learning stress as evidenced by the results of the paired sample t-test ( $t = 17.198$ ,  $p = 0$  range and also significantly, it can increase student learning motivation, with the results ( $t = 10.345$ ,  $p = 0.000$ ).

Hasibuan & Mendrofa (2019) also stated that hypnotherapy is effective in reducing learning stress and increasing learning motivation, in students with p values of 0.000 and 0.000 respectively. The results of the study by Dogan, et al also support the results of Reneiti's study on reducing stress in new students with hypnotherapy techniques can reduce stress levels.

The results obtained by researchers that with the influence of providing Hypnotherapy to respondents to get results of reducing stress in students, because by providing hypnotherapy by doing Deep breathing techniques so that it relaxes the mind, more relaxed and relaxed so that it enters the delta stage which is by putting the respondent to sleep. When the respondent is relaxed and asleep, the release of endorphin and melatonin hormones will occur. Alpha theta waves that will capture the student's thoughts. eliminate negative thoughts so that after doing hypnotherapy the thoughts will become positive. The 1st year students were happy, meditated, and diligently continued Hypnotherapy independently in the dormitory by listening to the audio sound that Reneiti had given.

### **CONCLUSION**

Based on the study of the effect of Hypnotherapy on stress levels, 1st year students of the Nursing study program at Stikes Santa Elisabeth Medan in 2024, it can be concluded that The stress level of students before Hypnotherapy intervention was mostly moderate stress, as many as 10 respondents (50%). The stress level of students after Hypnotherapy intervention was mostly not stressed, as many as 11 respondents (55%). The results of the I dependent test showed that Hypnotherapy had an effect on reducing student stress so that ( $H_a$ ) was accepted, with a p value = 0.000 where.  $P < 0.005$ .

### **SUGGESTION**

First-year students of the STIKes Santa Elisabeth Medan Nurses study program should apply hypnotherapy to reduce stress or calm themselves from academic burdens.

The results of this study should be able to be an evidence based practice on other nursing care topics with anxiety. STIKes Santa Elisabeth Medan should add hypnotherapy in extracurricular activities through the student affairs section.

Further researchers can create a control group on the research subjects so that more optimal results are obtained or increase the duration of the intervention to 2-3 cycles.

Further researchers can also identify the effect of minimization on anxiety levels.

## LIMITATION

This research has been tried in accordance with scientific procedures, this research still has limitations, namely: Difficulties in adjusting the time of the researcher with the respondents, because they are busy with campus assignments, and the congested lecture hours.

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