

The Effect of Flooding Technique Training on Anxiety in Arguing Students

Zarnalia Amanda, Ananda Alya Roudha, Rizqiyah Nabila Auliati

Universitas Islam Negeri Raden Fatah Palembang, South Sumatra

E-mail: zarnaliaamanda@gmail.com

ABSTRACT

The study aims to explore the influence of engineering training flooding against the level of anxiety in a student's argument. Experimental methods are used to involve students from the islamic political study program at the islamic university of raden's fatah palembang. The technique of flooding, which involves the use of imaginative techniques, has proved to be effective in overcoming fear and anxiety in cases such as phobias, obsessive, and psychotics. In this study, the technique of flooding is used to help students overcome anxiety in argument. Research indicates a significant difference between the anxiety levels before and after the training of the technique flooding, showing the effectiveness of this technique in reducing anxiety. It is hoped that this study will provide a useful recommendation for improving the effectiveness of training techniques flooding into anxiety in student argument.

Keywords: Flooding, Students, Anxiety

INTRODUCTION

Anxiety is a particular condition (those circumstances) of unhappy emotions experienced by individuals and not a characteristic that's inherent in his personality when confronted with the circumstances of uncertainty and uncertainty one's ability within coping with anxiety tests (M. Nurghufon & Rini Risnawita S. 2012). According to Atkinson, social anxiety is an emotion that is not be nice. It's marked by terms of anxiety, and fear, which sometimes experiences in varying degrees. The level of social anxiety a person experiences depends on how great we can control it.

The ability to argue is the ability to strengthen or to reject an opinion, an establishment, or an idea accompanied by right the right and the duty must be in conveying one's directives well understood by listeners. The

ability to argue determine the quality of his identity. Someone argues well so his identity is defined by speech.

The study aims to investigate the effects of techniques flooding up the anxiety level in a student argument through an experimental case study approach. First, the research will identify the level of initial anxiety of students in argument before they go into training in the technique of flooding. Later, research will evaluate the effects of the training on rate decline anxiety in a student's argument. Besides, research will analyzing changes in behavior and argument skills students after that training flooding technique. Next, this research will evaluate the level of satisfaction and understanding students against training flooding techniques. The results of this study should be able to provide a useful recommendation to increase the effectiveness of training the technique flooding in addressing anxiety in a student's argument, as well as contributing to our understanding of the use of these techniques in context academics.

The study of theories related to this research problem involved two the main aspect. First, anxiety in the context of a student argument is a common issue and can impede active participation and quality contributions in the academic environment. Social psychology theory, like the theory of social anxiety, it gives insight into the origins and impact anxiety in an argument situation. Second, flooding's technique it's commonly used in treatment for anxiety disorders can be has the potential for overcoming anxiety in a context of argument. Although most studies have focused on its use in therapy, research is more or less limited in context education. Thus, the study combines two aspects of the theory to investigate the influence of training in flooding techniques against anxiety in a student's argument and see if this is a technique can effectively help students overcome their anxiety moment participating in academic discussion.

The hypothesis involved in this study changed alternative hypothesis (H1): applying the technique of flooding will result in that decrease significant to a student's anxiety level at an argument. This assumption show that the flooding technique that's been designed to overcome anxiety and possible effective in reducing anxiety on students during a public argument. The hypothesis also fits with our theory Correy (1999) that the behavioral counseling techniques focus help to calm students from tension that is

experienced by teaching students to relax. Essence of this technique is that it eliminates negative and amplified behaviors are incorporating an opposite response to that behavior eliminated, compared to non-receiving control groups the intervention.

RESEARCH METHOD

This research is aimed at figuring out how to technique flooding in experiments is used to minimize anxiety a freshman at college during a public and public argument use the flooding technique. Arguing is a skill that critical, logical and cognitive development is crucial communication is effective, but for some students it's become an experience that sparked anxiety. As for that definition exposed by Jeffrey S. Nevid, etc. (2005) that explains that anxiety is an emotional state that characterizes it physiological excitation, unpleasant tension, and the overwhelming feeling that something bad was going to happen. Technique flooding is one of the approaches that could be applied to overcoming anxiety in freshman arguments intense and deep.

This study is an experimental research in the form of a research approach to test causal hypotheses. In this case, researchers will test "whether the application of the flooding technique can minimize anxiety in college freshmen when arguing in public or looking for the effect of certain treatments under controlled conditions". So that there is a comparison of experimental groups that apply controlled flooding techniques to groups that do not apply them.

The research design used in this study is to use a pre-experimental design with a pretest and posttest design in one group or other terms one group pretest- posttest design, which is this design includes one group that will be observed at the pretest stage then continued with post-test treatment.

In this research design, there will be one experimental group formed based on the results of the social anxiety scale test in delivering opinions in public. The population variable uses an experimental class consisting of 15 students from the Islamic Politics Study Program at Raden Fatah State Islamic University Palembang as the population group which is the main focus of the research. The students were selected objectively by conducting surveys and a few interviews in one class that indicated experiencing social

anxiety in expressing opinions in public and proven by conducting trials as well as pretests.

The data collection methods in this study are first: visual observation when students are speaking in public to see their facial expressions, body language, and behavior during the argument. Second: interviews to ask individually or in small groups about their experiences, feelings before and after arguing in public, and factors that affect their anxiety. Third: observations from classmates, so that there were views from the subject's friends who also saw the presentation.

The research continued with other steps, namely first, conducting an initial diagnosis of social anxiety in arguing (opinion) in public using a pretest in order to determine the existence of social anxiety in arguing in public. Second, giving action or treatment using the flooding technique according to the instructions in the experimental study journal minimizes students' social anxiety in arguing using the flooding technique. Third, giving a posttest aims to determine changes in whether social anxiety in arguing in public decreases or not.

Quantitative analysis method data in experimental studies with variables of changes in freshmen anxiety levels before and after using the flooding technique:

- Research subjects (N=15)
- Experimental Group (N=15)
 - Average anxiety score before the use of flooding technique: 5.7 (on a scale of 1-7)
 - Average anxiety score after the use of flooding technique: 4.2 (on a scale of 1-7)

The study was divided into a control group and an experimental group consisting of 15 subjects to see the level of anxiety, a questionnaire with a social anxiety scale was filled out and a pre-test post-test was conducted. The observed variable is the anxiety level of students before and after the use of the flooding technique when arguing. Anxiety scores are rated on a scale of 1 to 7, where lower scores indicate lower levels of anxiety. by using two groups, experimental research can compare the results between the group that received the treatment and the group that did not receive the

treatment, thus allowing the researcher to determine whether the treatment that has been given has a significant effect or not.

The flooding technique is a behavior modification technique based on the theoretical principles put forward by B.F Skinner. Flooding is flooding the counselee with situations that cause anxiety and unwanted behavior, this must be done carefully because there may be a high emotional reaction. Until finally the counselee realizes that what he is worried about is not happening. The flooding technique is used to deal with phobia cases in reducing the feelings caused by using a stimulus that is conditioned and appears repeatedly, so that a decrease occurs without giving reinforcement (reinforcement).

An alternative application for researchers in practicing flooding is to do the type of Imagery for 1 hour in a closed room with soundproof and conducive facilities so that the therapist can easily convey messages and reveal back sadness or bitter memories that foster deep traumatic for students in their experience when arguing in public.

The method used by the flooding technique with imagery technique is that the counselor will create a picture of the situation as a stimulus that will increase fear and anxiety, the experience of the counselee who imagines and the existence of devastating consequences can reduce fear and anxiety, so that the counselee can face the real situation. This technique is usually used for several cases such as phobias, obsessive, and psychotic. In short, the purpose of the imagery flooding technique is to enable the counselee to be able to face their fears in their minds so that they can better cope with anxiety reactions in the future (Komalasari, 2011).

The experimental manipulation, researchers divided into two stages, namely:

1. Pre-test stage

At this stage, researchers will distribute questionnaires to 15 students who are in the category of social anxiety in expressing opinions in front of the public and based on the information of the subject's classmates, this is preceded by introductions, explanations of the purpose of this research, and procedures for filling out the trout questionnaire which is part of the pretest. Then, the pretest questionnaire was distributed again, at a different time and the researcher would make a selection based on the existence of the lowest

number of scores and the results of the selection were selected 15 students who will be used as subjects in the research at the posttest stage.

2. Post test stage

After obtaining the pretest results, the researcher also conducted an experiment for the next two weeks, this was done by taking posttest data on 15 political students. This is based on the criteria that have been determined to take pretest data.

So that the implementation of the pretest is carried out using a student's social anxiety scale when expressing opinions or arguments in public and has passed the validation and reliability test, the results of the pretest will be compared with the results of the post test using the paired sample test t-test method. Research continued with a student's social anxiety scale to convey opinions in public will also be categorized into three levels, namely high low and medium, this can be seen based on the criteria.

The implementation of action or treatment with the flooding technique is carried out once with three stages, namely the initial stage, the core stage, and the final stage and the implementation of the posttest as follows:

- a) Initial Stage: The counselor will build a strong understanding of the anxiety experienced by the client. At this stage, it may involve interviewing, gathering information, and identifying the source of anxiety.
- b) Core Stage: The counselor will help the client to face the anxiety directly. In the case of the flooding technique, the client will be intensively exposed to the stimulus that causes anxiety. So in this stage, the client must overcome his anxiety and continue to be in the situation until the anxiety subsides.
- c) Termination Stage and posttest implementation: After the Client has successfully overcome the anxiety-provoking situation, the counselor and Client will evaluate what has happened during the core stage, discuss the changes that have occurred, and identify strategies changes that have occurred, and identify strategies that can help Clients manage anxiety in the future. After all stages have been completed, a posttest is conducted to measure changes in the Client's anxiety.

RESULTS AND DISCUSSION

This participant has a total of 15 participants based on the criteria as students of the Faculty of Adab and Humanities UIN Raden Fatah Palembang. These participants are students in Palembang divided by gender, school origin, place of residence, parental attendance status and parental income. Before carrying out the parametric analysis test, we carried out a normality test first. And the significance value obtained using the ShapiroWilk test, the pre-test results show a p-value of 0.869 and the post-test shows a p-value of 0.085, with a significance level of 0.05, the two significance values are for the pre-test and post-test. can be said to be higher than the target. Therefore, it can be said that the pre-test and post-test data meet the normality assumption. In quantitative data analysis using t-test using IBM SPSS version 26 on the pre-test and post-test, there were changes before and after the flooding technique regarding anxiety in giving arguments. In the pre-test, the average anxiety score was 71.27, and in the post-test, the average anxiety score was 56.60. Clearer results can be seen in the table. based on the paired sample test table, the sig. (2-tailed) of 0.000 < 0.05 which means H0 is rejected and H1 is accepted. The conclusion is that there is a difference in the average pre-test and post-test anxiety which means there is an effect of using the flooding technique in reducing the anxiety of arguing students.

This research shows that there are changes after and after the flooding technique is applied to students of the Faculty of Adab and Humanities UIN Raden Fatah Palembang. The change can be seen from the difference between pre-test and post-test.

Angga Febiyanto's research (2022) found changes before and after giving the flooding technique obtained an average value of 110.00 for before giving the flooding technique or pre-test and 204.27 for after giving the flooding technique or post-test, showing an increase in the average value of the effect of the flooding technique to minimize the association of anxiety students in expressing opinions in public and showing a significance value of 0.000, which is 0.000 less than 0.05 ($0.000 < 0.05$), which means that the hypothesis is accepted with the significance of the criterion value < 0.05 then the hypothesis is accepted (Ho is rejected). This it can be concluded that

"There is an influence in giving treatment using the flooding technique to minimize student association anxiety in expressing opinions in public".

Providing flooding techniques to reduce anxiety when giving arguments makes participants able to provide arguments with no anxiety can be seen from the results of the pre-test and post-test. With the provision of this flooding technique, it can help students to provide arguments either during lectures or outside lectures. That way this flooding technique succeeded in achieving the goal.

Table 1. Tests of Normality

Hasil Kecemasan		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil Kecemasan	Pretest Kecemasan	.107	15	.200*	.971	15	.869
	Posttest Kecemasan	.200	15	.108	.897	15	.085

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 2. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error
Pair 1	Pretest	71.27	15	14.300	3.692
	Posttest	56.60	15	12.971	3.349

Table 3. Paired Samples Test

		Paired Differences							Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	
					Lower	Upper			
Pair 1	Pretest - Posttest	14.667	11.944	3.084	8.052	21.281	4.756	14	.000

CONCLUSION

Based on hypothesis testing that has been carried out by researchers with a paired sample t-test, it has shown a significant value of 0.000, which is 0.000 less than 0.05 (0.000 <0.05), meaning that the hypothesis is accepted based on the criteria of significance value <0.05, the hypothesis is accepted (Ho is rejected). Thus it can be concluded based on the purpose of

this study, which is to find out how the flooding technique can minimize the anxiety of new students in college when arguing in public. Then the application of the flooding technique can significantly reduce the level of anxiety experienced by students when expressing opinions or arguing in public. In addition, the results of the pre-test and post-test analysis have shown that there is a decrease in anxiety levels after the application of the flooding technique. In fact, this also supports an alternative hypothesis (H1) that applying the flooding technique will make a relevant decrease in the level of anxiety experienced by students when arguing.

The findings of this study are also supported by the results of observations and interviews in the field by showing a change starting from attitudes and behaviors that are closely related to anxiety when delivering arguments or opinions in public delivering arguments or opinions in public. Students also look more active and there is a sense of satisfaction and happiness after receiving treatment using the flooding technique. The application of flooding techniques is also related to external and internal factors that can support the running of techniques carried out on students.

BIBLIOGRAPHY

- Correy, G. (1999). *Teori dan Praktek Konseling dan Psikoterapi*. Bandung: Refika Aditama.
- Ghufron, M. N., & Rini Risnawita S. (2012). *Teori-Teori Psikologi*. Yogyakarta: ArRuzz Media.
- Komalasari, G. (2011). *Teori dan Teknik Konseling*. Jakarta: PT. Indeks.
- Nevid, J. S. (2005). *Psikologi Abnormal Edisi Kelima Jilid 1*. Jakarta: Erlangga.
- Smith, A., Jones, C., & Rahman, S. (2018). Penggunaan Teknik Flooding dalam Pengurangan Kecemasan : Studi Eksperimental pada Partisipan Indonesia. *Jurnal Psikologi Indonesia*, 215-230.