

## The development of a silent meditation tutorial video to relieve academic stress symptoms among students

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**Abstract:** *This study aims to describe: 1) the needs of the development of a silent meditation tutorial video to relieve academic stress symptoms among students at UPT SMPN 9 Binamu; 2) the prototype of a silent meditation tutorial video to relieve academic stress symptoms among students at UPT SMPN 9 Binamu; and 3) the validity and practicality of a silent meditation tutorial video to relieve academic stress symptoms among students at UPT SMPN 9 Binamu. This study used a modified Borg and Gall Research and Development (R&D) method. The subjects of the study included 24 students as the subject of needs analysis, two experts as the subject of validity test, and ten students as the subject of practicality test. The research instruments used in this study were the data of needs analysis, validity, and practicality. Data analysis was conducted on the information gathered from the needs analysis, validity, and practicality questionnaires. The results showed that the silent meditation tutorial video and the accompanying handbook were valid and practical to be used for providing guidance and counseling services at UPT SMPN 9 Binamu, as determined by the acceptance testing, encompassing usability, feasibility, and accuracy assessments.*

**Keywords:** *tutorial video, silent meditation, academic stress symptoms, development, students.*

**Abstrak:** Tujuan penelitian ini adalah untuk mengetahui (1) Gambaran kebutuhan pengembangan media video tutorial teknik meditasi hening untuk mengurangi stres belajar siswa di UPT SMPN 9 Binamu, (2) *Prototype* media video tutorial teknik meditasi hening untuk mengurangi stres belajar siswa di UPT SMPN 9 Binamu, (3) Validitas dan kepraktisan media video tutorial teknik meditasi hening untuk mengurangi stres belajar siswa di UPT SMPN 9 Binamu. Penelitian ini menggunakan metode *Research and Development* (RnD) dengan model pengembangan Borg dan Gall yang dimodifikasi oleh peneliti. Subyek penelitian ini adalah subyek pada analisis kebutuhan 24 siswa, subyek pada uji validitas 2 ahli dan subyek pada uji kepraktisan 10 siswa. Jenis instrumen pengumpulan data yang digunakan adalah data analisis kebutuhan, data validitas, dan data kepraktisan. Teknik analisis data yang digunakan adalah analisis angket kebutuhan, analisis angket validitas, dan analisis angket kepraktisan. Hasil penelitian menunjukkan bahwa media video tutorial teknik meditasi hening dan buku panduan yang dikembangkan telah valid dan praktis untuk digunakan dalam pemberian layanan bimbingan dan konseling di UPT SMPN 9 Binamu berdasarkan uji akseptabilitas yang meliputi kegunaan, kelayakan dan ketepatan.

**Kata Kunci:** video tutorial; meditasi hening; gejala stres belajar; pengembangan; siswa.

## INTRODUCTION

Students can achieve good learning outcomes when there is no disruption to their learning. However, academic stress is sometimes inevitable. Goliszek (Putri, 2022) argued that stress is a person's natural response to external pressures or demands, potentially resulting in physical, emotional, and behavioral disorders. Oon (Candra, 2021) stated that in the context of learning, stress can emerge when a student faces pressures from school tasks, such as approaching deadlines and preparing for exams. Jordan (Karneli et al, 2019) found that students who are stressed tend to perform deviant behaviors, such as skipping class, feeling unmotivated to complete assignments, and having poor relationships with teachers. Muarif (2019) argued that stress occurs when expectations are not met both mentally and physically. Cloninger (Hardiyanti, 2020) argued that stress is a tension that emerges when a person encounters a problem or a challenge, but fails to solve it or feels overwhelmed with tasks.

Based on a preliminary study through observations and interviews at UPT SMPN 9 Binamu on September 12, 2022, some students were found to suffer from academic stress. The students exhibited symptoms, such as headaches during studying, speech impairments, excessive sweating, and difficulty sleeping. The teachers also observed that the stressed students skipped classes and avoided lessons because they found it difficult to concentrate.

On September 13, 2022, the researchers administered a questionnaire of academic stress adapted from Chomariah's (Amaliah, 2020) to 85 students at UPT SMPN 9 Binamu. The results showed that 45% of the students reported to suffer from high levels of academic stress, 16% reported moderate level, and 39% reported low level. Students often feel stress particularly in learning mathematics, natural sciences, and social sciences. Students experiencing academic stress need strategies to overcome and manage their emotional reactions. It is important for all parties involved to pay serious attention to this and provide effective techniques to help students cope with stress. While stress is inevitable, poor stress management can have negative academic consequences for students, such as low academic performance, grade failure, and dropout. Thus, a rigorous and professional approach is required to overcome the academic stress.

Stress can reduce productivity, potentially leading to pain and mental health disorders

(Hendra, et al, 2022). Thus, it is important for students to learn some techniques for effectively managing and relieving stress. Among the techniques that can help students feel calm and less tense are maintaining a calm facial expression and relaxing the muscles in the neck, shoulders, and spine. These techniques are called as relaxation techniques. According to Rickard (Amaliah, 2020), relaxation techniques serve as a systematic approach to help students control strong emotions. Some relaxation techniques include muscle relaxation, breathing exercises, meditation, and behavioral relaxation (Faisol, 2022).

Meditation is a relaxation technique that forces the mind to release things that are interesting, burdensome, and anxiety-provoking. Meditation, also known as sitting in silence, involves self-control and physical and mental integration to meet a particular objective. The major objective of silent meditation is to improve a person's life quality, health, and understanding. It can be achieved when the mind is in "a state of stillness". When a person's mind achieves a state of stillness, stress symptoms may decrease. When a person is having stress, all the systems in the body give responses. This signals the hypothalamus to produce adrenocorticotrophic hormone, which in turn stimulates the secretion of adrenaline and cortisol hormones. These hormones increase heart rate and trigger additional stress symptoms. The hypothalamus will help the body prepare for a fight-to-fight mode in response to stress stimulation.

During silent meditation, stress or mental tension is alleviated, resulting in a balanced nervous system and maintained biochemical equilibrium within the body. Consequently, the nerve cells function optimally and blood circulates efficiently throughout the body, refreshing and calming both the body and mind. Therefore, silent meditation is considered effective to relieve academic stress among students. Silent meditation involves several stages, including selecting a meditation place, practicing silence in stages 1, 2, 3, and 4, maintaining postures during meditation, and implementing silent meditation.

Previous research found that silent meditation can reduce students' academic stress. In their study, Ayunia, et al. (2019) reported that meditation can help nursing students reduce stress. Additionally, Fendina, et al (2018) demonstrated that practicing breathing meditation can

effectively lower stress among the peer supporters of people with HIV and AIDS. Meditation is also found to be effective in lowering blood pressure if performed at least 15 minutes (Pujiastuti, et al, 2018). The study by Arifin (2018) indicates that silent meditation contributes to the decrease of levels of academic stress among students and positively affects students' mental and physical well-being.

Despite the effectiveness of silent meditation in diminishing academic stress, the results of the needs analysis showed that many students were unaware of how to cope with stress. In addition, the school counselors reported to encounter obstacles in implementing silent meditation. Silent meditation requires concentration and stillness and hence practicing it at school can be quite challenging. Therefore, it is important to provide a guidance media or a tutorial on how to do silent meditation that allows students to practice it anywhere, anytime.

In order to alleviate student academic stress and to facilitate counseling services, the researchers developed a tutorial video, incorporating both audio and visual elements. Videos are considered practical and effective media. The school counselors reported the need of a technology-based media to encourage students to use counseling services. Thus, a tutorial video was developed with the goal of arousing students' interests and facilitating access to counseling services that can help with stress management in learning. The distinction of silent meditation from other forms of meditation lies in the silent practice 1, 2, 3, and 4 performed before silent meditation. Silent practice aims to induce relaxation prior to meditating. According to Wilson (Amaliah, 2020), the purpose of silent practice is to relax the mind and the body before performing the core phase of silent meditation. Silent practice has four stages, with different movements at each stage. Every movement relaxes the body. During meditation, students are instructed to relax and focus, as well

as release all stress-inducing problems, including those related to studying.

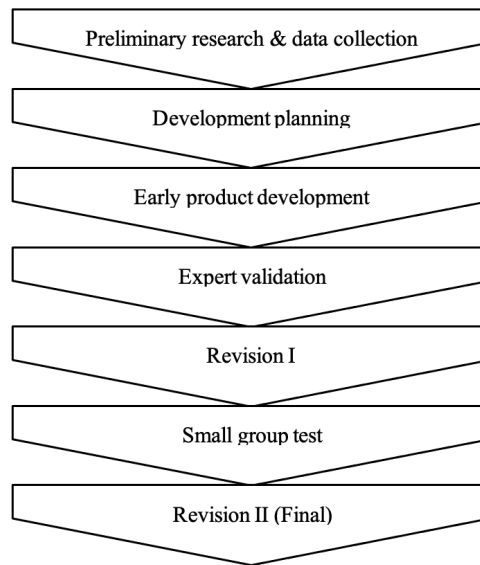
This tutorial video was developed to help students overcome difficulties in accessing information about silent meditation and academic stress. The video was expected to be able to provide solutions to effectively address students' academic stress. Videos are considered accessible and interesting for students. Videos can be more effective in conveying emotions than other forms of media.

Based on theories, data, and previous research discussed above, the researchers were interested in conducting a study entitled "The Development of a Tutorial Video on Silent Meditation to Reduce Stress Symptoms among Students at UPT SMPN 9 Binamu". This study aims to help students manage academic stress. The tutorial video is expected to provide students with easy access to an engaging media, allowing them to understand and apply silent meditation techniques, as well as help them reduce their academic stress.

## METHODS

Research and development (R&D) was an approach used to develop the tutorial video. An R&D approach is used to create a product and test its effectiveness (Sugiyono, 2018). According to Muqdamien (2021), R&D is an approach to create an innovation, a new product or the development of an existing product in order to make it more interesting and aligned with the objectives of a particular topic.

Observations and interviews were conducted to collect data and information about students' academic stress. The students of UPT SMPN 9 Binamu were selected as the subject of the research because the results of the inventory on academic stress among students suggested that some students suffered from the symptoms of such stress.



**Figure 1.** Stages of the Modified Borg and Gall Research and Development

**Table 1.** Assessment Scale Weighting

| Answer Choices    | Favorable | Unfavorable |
|-------------------|-----------|-------------|
| Strongly Agree    | 4         | 1           |
| Agree             | 3         | 2           |
| Slightly Disagree | 2         | 3           |
| Disagree          | 1         | 4           |

**Table 2.** Criteria of Feasibility

| Category      | Favorable |
|---------------|-----------|
| Good          | 76%-100%  |
| Fairly Good   | 56%-75%   |
| Slightly poor | 40%-75%   |
| Poor          | < 40%     |

**RESULTS AND DISCUSSION**

The results of the needs analysis through a questionnaire administered to 24 research participants showed that: 1) Students rarely received counseling services on how to manage academic stress. 2) Students lacked knowledge on academic stress, resulting in failure to overcome such stress. 3) Students urgently needed a tutorial video on how to reduce academic stress.

These results suggested that a practical and accessible method was necessary to help students cope with stress effectively. According to Sudarsana (2019), pressure and stress can cause failure among students to significantly improve their academic performance. *Anxiety, stress, and depression are genuine challenges experienced by numerous individuals throughout the entire country. Despite the fact that these conditions may*

*appear significant and daunting, they can be addressed and controlled with the support of others* (Berning, 2019). Therefore, students need a counseling service that helps them with academic stress.

The results of interviews showed that counseling services for stress among students were still poor due to many obstacles. A more engaging media is needed to attract students in using counseling services, particularly for addressing academic stress symptoms. It can therefore be assumed that a tutorial video is deemed necessary for students at UPT SMPN 9 Binamu to assist with reducing learning stress symptoms.

As demonstrated in a study by Amaliah (2020), after joining group counseling that incorporated silent meditation, students reported that their academic stress was relieved. This result

indicates that a tutorial video on silent meditation was needed by the students at UPT SMPN 9 Binamu to help them effectively manage academic stress symptoms.

The prototype of the silent meditation tutorial video incorporated a model, a text, and instrumental sound. It consisted of: 1) Opening, 2) Preparation prior to silent meditation, 3) Definition of silent through text and audio, 4) Direction for making proper postures during silent meditation, 5) Silent Meditation, and 7) Closing.

The tutorial video had two phases: the first phase lasted 10 minutes and 13 seconds, while the second phase spanned 9 minutes and 28 seconds (the link: <https://drive.google.com/drive/folders/16QIvhXO7LSyTUZBbczFS234jN3MqW6Wt?usp=sharing>). According to Bevan (Parinnduri, 2021), short videos, approximately 5 to 10 minutes in length, allow students to absorb information without feeling burdened or losing concentration. In their

study, Susanti and Halimah (2018) reported that an ideal length of tutorial videos is between 5 and 10 minutes. This duration is selected to ensure that students can maintain concentration and the presenter can deliver information at an appropriate pace. The tutorial video was created in an MP4 format and a resolution of 1080/60fps and employed color grading to enhance its visual quality. According to Hamid (2022), color grading is a process of color correction to augment the visual quality of the pictures in videos,

The following are the results of validation by the experts:

a. Expert Validation

Expert validation was performed by a media expert and a guidance and counseling expert.

1) Guidance and Counseling Expert

The results of the acceptance testing by the guidance and counseling expert are presented in the table below

**Table 3.** Results of the Acceptance Testing by the Guidance and Counseling Experts

Table 3 shows that each of the five acceptance question items, encompassing the usability, feasibility, and accuracy of the tutorial video on a counseling service for reducing students' academic stress, scored 3 and 4. A score of 3 indicates agree, has accuracy, and suitable, while a score of 4 suggests strongly agree, certainly have, and very suitable. The guidance and counseling expert rated the usability aspect with a score of 18 (90%), the feasibility aspect with a score of 18 (90%), and the accuracy aspect with a score of 17 (85%). These results suggest that the silent meditation tutorial video has a sufficient quality to be used by students and school counselors. This media is considered relevant for students to help them understand the importance of stress management.

2) Media Expert

The media expert measured the validity

| Acceptance Testing | Statements |   |   |   |   | Total     |
|--------------------|------------|---|---|---|---|-----------|
|                    | 1          | 2 | 3 | 4 | 5 |           |
| Usability          | 4          | 4 | 3 | 3 | 4 | 18        |
| Feasibility        | 3          | 3 | 4 | 4 | 4 | 18        |
| Accuracy           | 3          | 3 | 4 | 4 | 3 | 17        |
| <b>Total</b>       |            |   |   |   |   | <b>53</b> |

level of the tutorial media on silent meditation. The media expert assessed the aspects of layout, display design, and functionality of the video. Product quality testing aims to ensure that the media is clear and efficient, as well as reliable for product analysis and evaluation. The results can help provide a description of whether the product is suitable for student development, applicable in the situation of the field, and able to meet the needs of relevant parties.

**Table 4.** The Results of Validity Testing by the Media Expert

| No | Indicators   | Assessment |            |                   |             |
|----|--|------------|------------|-------------------|-------------|
|    |  | Score      | Percentage | Level of Validity | Description |
| 1  | The video holds value for students in school   | 4          | 100%       | Very Valid        | No Revision |
| 2  | The video can serve as an alternative tutorial media for comprehending particular aspects presented in the | 4          | 100%       | Very Valid        | No Revision |

| video's content    |  |   |      |                   |             |
|--------------------|--|---|------|-------------------|-------------|
| 3                  | The handbook can help users comprehend the video's content.                        | 4 | 100% | Very Valid        | No Revision |
| 4                  | The video will have positive impacts on students who experience stress of learning | 4 | 100% | Very Valid        | No Revision |
| 5                  | The use of color in the video does not hinder users' comprehension of the content  | 3 | 75%  | Valid             | Revision    |
| 6                  | The image/graphic quality of the video   | 3 | 75%  | Valid             | Revision    |
| 7                  | The audio quality of the video   | 3 | 75%  | Valid             | Revision    |
| 8                  | There are transition effects to make the video more engaging                       | 3 | 75%  | Valid             | Revision    |
| 9                  | The colored text helps users recollect what is presented in the video              | 3 | 75%  | Valid             | Revision    |
| 10                 | The use of good and correct Indonesian   | 4 | 100% | Very Valid        | No Revision |
| 11                 | The information presented in the video is in accordance with student needs.        | 4 | 100% | Very Valid        | No Revision |
| 12                 | The font type and size are appropriate for readability by users                    | 4 | 100% | Very Valid        | No Revision |
| 13                 | The duration of the video is ideal   | 3 | 75%  | Valid             | Revision    |
| <b>Total Score</b> |  |   |      | <b>46</b>         |             |
| <b>Percentage</b>  |  |   |      | <b>88.4%</b>      |             |
| <b>Criteria</b>    |  |   |      | <b>Very Valid</b> |             |

Based on the results of product quality evaluation by the media expert, the use of the video is considered clear and effective in providing counseling services to reduce symptoms of stress of learning among students. The indicators scored 3 and 4, indicating good and very good quality, respectively. The media expert found the validity rate to be 88.4%. According to the media expert, the tutorial video meets the feasibility criteria for use by both the students and the school counselor at UPT SMPN 9 Binamu to address academic stress symptoms.

### 3) Small group testing

At this stage, the researchers conducted a small group testing to evaluate the practicality of the silent meditation tutorial video in reducing academic stress symptoms among students at UPT SMPN 9 Binamu. The results of the small group testing were used for the improvements of the tutorial video before it was finalized.

The group consisted of 10 students. The testing was conducted to evaluate the process of the product development, specifically focusing on material comprehension, product attractiveness, and user-friendliness so that the final product can

effectively serve students' needs.

The results of small group testing showed that the average score was 100%, Suggesting that the tutorial video is valid, practical, and feasible for use by students at UPT SMPN 9 Binamu to help reduce their academic stress symptoms.

## CONCLUSION AND SUGGESTIONS

Based on the results and discussion of the research, it can be concluded that:

1. The tutorial video on silent meditation was highly needed to reduce academic stress symptoms among students at UPT SMPN 9 Binamu.
2. The prototype of the tutorial video on silent meditation to reduce academic stress symptoms among students at UPT SMPN 9 Binamu was developed in MP4 format with a 1080/60fps resolution. It is divided into two parts, with the first part lasting for 10 minutes 13 seconds and the second part lasting for 9 minutes 28 seconds, resulting in a total duration of 19 minutes and 38 seconds.
3. The tutorial video on silent meditation and its handbook were deemed both valid and

practical for use as a tool in counseling services to address academic stress symptoms among students at UPT SMPN 9 Binamu.

This study provides recommendations as follows:

1. The results of the study indicate that the tutorial video on silent meditation is feasible conceptually and practically to be implemented at schools to help students manage their academic stress.
2. Thus, it is recommended that this tutorial video be used to help reduce academic stress not only for students at UPT SMPN 9 Binamu, but also for students at other schools.
3. It is also recommended that further research be undertaken on a larger scale, involving diverse backgrounds and characteristics.

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