

The Effect of the Combination of Classical Music Therapy and Progressive Muscle Relaxation on the Stress Score of Final Project of D-III Nursing Students at Bakti Tunas Husada University

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Article Info

Submitted 06 06 2025

Revised 23 06 2025

Published 27 06 2025

Keywords:

Classical Music Therapy,
Progressive Muscle Relaxation,
Stress, Final Year Students

P-ISSN: 2086-3292

E-ISSN: 2655-9900

National Accreditation:

Sinta 4

Abstract

Final year students often experience stress in the process of preparing their final project, which can interfere with mental health and reduce academic quality. Stress is an individual's inability to cope with the challenges they face. This condition can be triggered by various factors, such as physical pressure, social situations, and even uncontrolled environments, which can ultimately impact one's condition. Management of this stress can be done non-pharmacologically, which does not involve drugs, but uses other methods, such as performing a combination of classical music therapy and progressive muscle relaxation. Objective: to determine the effect of a combination of classical music therapy and progressive muscle relaxation on the stress score of D-III Nursing students at Bakti Tunas Husada University. The theoretical basis underlying this research is stress, students, and classical music therapy, as well as progressive muscle relaxation. Method: using a pre-experiment with a one-group pretest-posttest design on 50 final-year students. Sampling using Probability Sampling with Simple Random Sampling. The data were analyzed using a dependent t-test. Results showed a significant decrease in stress scores before and after the intervention, with an average difference of 8.96, and a p-value of 0.000, indicating that H_a is accepted and H_o is rejected. Conclusion: The combination of classical music therapy and progressive muscle relaxation has a significant effect in reducing stress scores.

INTRODUCTION

Health is a balanced state of well-being that encompasses physical, mental, and social aspects, allowing individuals to function optimally in daily life. An imbalance in one of these aspects, especially mental, can cause psychological disorders such as stress. Students are a group vulnerable to stress, especially final-year students who face high academic demands, such as preparing final assignments or scientific papers (KTI). Complex task loads, pressure from supervisors, and concerns about research results are the primary factors that trigger stress in final-year students.

According to Riskesdas (2018), the prevalence of mental emotional disorders in Indonesia is 9.8%, with an increasing trend in the adolescent and young adult age groups. Data from the Ministry of Health (2023) states that the stress level in Indonesia reaches 71.6%. In West Java alone, including Tasikmalaya City, there is a high prevalence of mental and emotional disorders, indicating the need for attention to the psychological condition of students in this region. A study by Wamad (2022) of 3,901 university students revealed that only 24% of students did not experience stress, while the rest experienced mild to severe stress.

The results of interviews with final-year students of the D-III Nursing Study Program at Bakti Tunas Husada University (UBTH) showed that most respondents complained of emotional pressure due to academic burden, lack of confidence, and unsupportive interpersonal relationships during the KTI preparation process.

Stress management can be done through pharmacological therapy using drugs or non-pharmacological approaches without drugs, but using other methods. One of the practical non-pharmacological approaches is classical music therapy, as well as progressive muscle relaxation. Classical music therapy is believed to provide a relaxing effect through brainwave stimulation and calming emotional influences. Meanwhile, progressive muscle relaxation is a systematic technique to reduce physical and mental tension by sequentially tensing and releasing muscles. Based on this review, researchers aimed to investigate the effect of a combination of classical music therapy and progressive muscle relaxation on the final project stress scores of D-III nursing students at Bakti Tunas Husada University.

METHOD

This study employed a quantitative approach, utilizing a one-group pre-test-post-test design. This study did not use a control group; only one group of subjects was evaluated through measurement before (pretest) and after (posttest). The sample consisted of 50 final-year D-III students at Bakti Tunas Husada University, Tasikmalaya, selected using a probability sampling method with the Simple Random Sampling technique. This method ensures that each member of the population has an equal chance of being selected for the sample.

In this study, data were analyzed using descriptive statistical methods. Data on respondent characteristics, such as gender, age, and place of residence, are presented in the form of frequency tables. For stress scores, a normality test was first conducted using the Shapiro-Wilk test. Since the data were normally distributed and measured by mean and standard deviation, the following analysis used a parametric test, namely the dependent t-test, to examine the difference in mean stress scores before and after the intervention.

RESULTS AND DISCUSSION

Table 4. 1 Distribution of respondent characteristics based on gender

Gender	Frequency (f)	Percentage (%)
Male	12	24
Female	38	76
Total	50	100

Based on Table 4.1, the gender characteristics of the respondents indicate that the majority are women, comprising 38 people (76%), while men make up 12 people (24%).

Table 4. 2 Distribution of respondent characteristics based on age

Age	Frequency (f)	Percentage (%)
20 Year	38	76
21 Year	12	24
Total	50	100

Based on Table 4.2, the age characteristics of respondents are dominated by 20-year-olds, with 38 (76%), while 21-year-olds comprise 12 (24%).

Table 4. 3 Distribution of respondent characteristics based on place of residence

Place of Residence	Frequency (f)	Percentage (%)
Home	35	70
Dormitory	15	30
Total	50	100

Based on Table 4.3, the majority of respondents (35, 70%) reside at home, while 15 (30%) reside in the dormitory.

Table 4. 4 Distribution of mean quarter life crisis scores before intervention

Treatment	Min	Max	Mean	SD
<i>Pretest</i>	20	34	29.26	2.856

Table 4.4 presents the average stress score before the intervention. The average stress score before the intervention was 29.26, with a minimum value of 20, a maximum value of 34, and a standard deviation of 2.856.

Table 4. 5 Distribution of mean quarter life crisis scores after the intervention

Treatment	Min	Max	Mean	SD
<i>Posttest</i>	14	27	20.30	3.138

Table 4.5 shows the average stress score after the intervention. On average, the stress score after the intervention is 20.30 with a minimum value of 14, a maximum of 27, and a standard deviation of 3.138.

Table 4. 6 Data normality test

Treatment	N	P-value	Conclusion
<i>Pretest</i>	50	0.073	Normal
<i>Posttest</i>	50	0.145	Normal

***Shapiro-Wilk**

Based on Table 4.6, the normality test using Shapiro-Wilk obtained a pretest and posttest p-value of 0.073 and 0.145 > α (0.05), so it can be concluded that the pretest and posttest data are declared normally distributed.

Table 4. 7 Distribution of differences in mean quarter life crisis scores

Treatment	N	Mean	Difference Mean	P. Value
Pre test	50	29.26	8.96	0,000
Post test	50	20.30		

****Dependent T-Test***

Based on Table 4.7, the average stress score after the intervention was 20.30, which is greater than the score before the intervention of 29.26. Based on the results of the dependent T-test, the p-value is 0.000, which means $\alpha < 0.05$, which indicates that there is a statistically significant difference between the average stress scores before and after the intervention, indicating a strong and vital relationship between the two. So H_a is accepted, meaning that there is an effect of this intervention.

The results showed that the majority of respondents were female (76%) and the rest were male (24%). The researcher assumes that female students are more vulnerable to stress when preparing the final project. This is related to the tendency of women to be more emotionally open and more prone to anxiety, especially when facing academic and social pressures. In addition, women tend to feel burdened by the expectations of the social environment and family, including the expectation to graduate on time, which, if not met, can trigger stress. This research is supported by the work of Septyari et al. (2022), which suggests that women tend to be more emotionally reactive to pressure. Additionally, Suryani's research (2023) indicates that academic stress in women is higher than in men, likely due to greater emotional sensitivity and social expectations.

Respondents were predominantly students aged 20 years (76%), while the remainder were aged 21 years (24%). Based on the researcher's assumption, this age is an early adult phase characterized by increasing demands for independence and responsibility in academic and professional pursuits. Students at this age are still transitioning from adolescence to adulthood and are not yet fully mature in managing life's pressures. When facing final assignments, unpreparedness for working time, a lack of experience in solving problems, and pressure from the environment can be significant triggers of stress. This finding aligns with Prasetyo and Hasyim's research in Widiassa et al. (2023), which shows that the highest academic stress occurs in students aged 20 years. Additionally, Isnina Noor Sakinah (2023) states that students of that age are still developing effective coping strategies.

Based on the place of residence, most students live at home (70%), while the rest live in dormitories (30%). Researchers assume that students who live at home are more at risk of stress due to direct intervention from the family environment, such as demands to participate in household activities, a lack of personal space, and expectations from family members. This condition can interfere with concentration and learning effectiveness. Conversely, students who live in dormitories tend to have more flexible time and space to manage academic routines, although they are still faced with the challenges of living independently. This research aligns with the findings of Saifudin et al. (2023), who state that students living with their families have higher stress levels than those living independently. Additionally, Novitasari et al. (2022) found that place of residence can impact freedom and independence in managing academic stress.

The average stress score before the intervention was 29.26, indicating moderate to severe stress. The researcher assumes that this score demonstrates that final-year students experience complex academic pressures, ranging from preparing scientific papers (KTI) to the guidance process and the demands of completing the study immediately. Anxiety about the quality of writing, concern about lecturers' judgment, and pressure from the social environment and family become additional burdens that exacerbate stress. Symptoms experienced by students include physical tension, sleep disturbances, and emotional exhaustion. This research is in line with the research of Gayatri et al. (2022) which shows that final year students experience severe stress due to the pressure of final assignments, as well as

Prasetyo and Hasyim in Widiassa et al. (2023) who found that the majority of final year students were in high stress levels.

Following a four-day intervention combining classical music therapy and progressive muscle relaxation, the average stress score decreased to 20.30, indicating a shift to a mild level of stress. Researchers assume that classical music has an emotionally relaxing effect through its regular rhythms and soft melodies, thereby helping to distract from academic pressures. It slows the heart rate and creates a calm atmosphere. Meanwhile, progressive muscle relaxation works on the physiological aspect by relaxing stress-induced muscle tension, improving breathing patterns, and providing an overall sense of well-being. The combination of the two creates a synergistic effect between physical calmness and emotional stability. This decrease is also reflected in the research of Cahyani and Taslim (2024), which showed the effectiveness of progressive muscle relaxation in significantly reducing stress, as well as Gayatri et al. (2022), who stated that classical music has a positive impact on creating mental relaxation.

The mean difference in stress scores before and after the intervention was 8.96 points. The statistical test results showed a p-value of 0.000, indicating a statistically significant difference between the two scores. The researcher assumes that this decrease occurred not only due to the technical effectiveness of the therapy method but also due to the active involvement of the participants, specifically the students, in an intervention process that provides a sense of being valued and cared for. During the implementation of therapy, students receive a clear, structured routine that focuses on both body and mind, as well as the opportunity to process emotions healthily. This finding aligns with the research of Rustam et al. (2021), which states that combination therapy reduces stress by decreasing the workload of the sympathetic nervous system and activating the parasympathetic nervous system. Juhaeriah's research (2022) also supports that progressive muscle relaxation increases feelings of comfort and relieves stress significantly.

CONCLUSIONS AND RECOMMENDATIONS

This study reveals that the majority of respondents are female, aged 20, and most reside at home. The average stress score before the combination intervention was 29.26. The average stress score after the intervention was 20.30. There is a difference in the average stress score before and after the intervention of 8.96, with a p-value of 0.000 ($p < 0.05$), indicating that the combination of classical music therapy and progressive muscle relaxation has an effect in reducing stress scores.

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