

Stress management: five-finger hypnosis reduces stress for early childhood education teachers

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Abstract. The task of a teacher is not easy. The responsibility of educating his students is a big responsibility. The duties and demands of the world of education make teachers feel heavy in carrying out the mandate of students' parents. Teachers also have responsibilities to their families at home. The problems faced by Early Childhood Education teachers are especially in educating character as expected. Teachers experience stress in educating students and doing school administrative tasks. The purpose of this study was to determine the effect of five-finger hypnosis stress management on the stress score of Early Childhood Education teachers in the school environment. This study uses a quasi-experimental research design in the form of One Group Pretest and Post-test Design. The sample in this study is Early Childhood Education teachers with a sample of 15 people. The instrument used DASS-21. Statistical tests use the Wilcoxon Test. As a result, there was an effect of five-finger hypnosis stress management to reduce the stress score faced by teachers (p-value 0.005). Five-finger hypnosis interventions can be easily implemented by teachers to reduce stress.

1. Introduction

Talking about children's mental health at school cannot be separated from the role of schools. School is an environment that children know and plays a very important role in children's mental development. Teachers have an important role in managing the emotions of their students. Before teaching the management of their students' emotions, teachers are required to have the ability to manage the stressors experienced by teachers so that teachers can provide the best service for their students. Teaching-related stress will affect the quality of emotional support for teachers and students. Likewise, teacher work involvement is

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positively related to the quality of teaching support [1]. Emotional exhaustion, depersonalization, and personal achievement will affect the quality of teacher teaching [2]. Teacher stress will affect the classroom climate and cause negative effects [3].

Stress experienced by kindergarten teachers shows that family economic status, relationship quality and resilience are significant predictors of depression [4]. The psychological well-being of kindergarten teachers can be achieved through mindfulness interventions [5]. The psychological stress and fatigue experienced by kindergarten teachers can be addressed through mindfulness therapy [6]. The stress experienced by Early Childhood Education teachers needs to be given interventions to further reduce the impact on students at the school.

The problems faced by teachers are when encountering students who are not disciplined, completing many school administrative tasks, and facing the demands of students' parents. Previous research has largely focused on correlations and has not found any evidence of five-finger hypnosis interventions for reducing kindergarten teacher stress. For this reason, it is necessary to provide a way to reduce the stress experienced by teachers so that the learning process remains optimal and carried out with a happy heart. This study aims to see the effect of five-finger hypnosis management in reducing stress in early childhood education teachers.

2. Methods

This study employed a quasi-experimental research design using a one-group pretest–posttest approach. The independent variable in this study was stress management and the bound variable was stress. The sample in this study is Early Childhood Education teachers with a sample of 15 people. The inclusion criteria included all active Early Childhood Education teachers who were over 18 years of age and had consented to participate as respondents. Teachers who were not present during the data collection process were excluded from the study. The instrument used was the Depression Anxiety Stress Scales (DASS)-21 but only questions were taken to address stress. Stress management training is carried out by teaching five-finger hypnosis and measuring the level of stress. The intervention was only carried out once, then pre and post data were taken. Pre-data collection was conducted before the five-finger hypnosis intervention. The five-finger hypnosis intervention lasted 60 minutes, beginning with an explanation of stress and how to manage it, followed by a demonstration of the five-finger hypnosis technique. The intervention was conducted only once. Post-data collection was conducted after the intervention was completed.

This research was carried out in one group, namely the experimental group. This research was conducted in one intervention taught five-finger hypnosis stress management. Before five finger hypnosis, data on stress was taken and after five-finger hypnosis was performed, post-test data was taken. Before data collection, an informed consent is given. The filling of the questionnaire is assisted by the researcher and the research assistant in filling in if there are questions that are not understood. After completing the questionnaire, the researcher immediately gave an intervention to the experimental group.

The data analysis method in this study uses univariate analysis and bivariate analysis. Univariate analysis only produces a distribution of frequencies and percentages of each variable that includes age, gender, last education, and marital status. Bivariate analysis, the collected data was processed using non-parametric statistical tests. In this study, the Wilcoxon test was used. The Wilcoxon Test was used to analyze the difference in pretest and posttest scores in the experimental group.

3. Result and Discussion

3.1 Result

The age characteristics of the respondents can be seen in Table 1.

Table 1. Age characteristics of respondents

Variable	Mean	SD	Minimum-Maximum	95% CI
Age	39	12.131	20-71	33.08-46.52

The analysis indicated that respondents had an average age of 39 years (95% CI: 33.08–46.52) and a standard deviation of 12.131 years. The youngest participant was 20 years old, while the oldest was 71. Based on the interval estimate, it is inferred that 95% are confident the mean maternal age falls between 33.08 and 46.52 years.

The characteristics of the respondents based on marital status, gender and last education can be seen in Table 2.

Table 2. Respondent Characteristics

Characteristics	Frequency (f)	Percentage (%)
Marital status		
Unmarried	2	13.3
Married	13	86.7
Total	15	100.0
Gender		
Female	15	100
Total	15	100
Education		
Elementary School	1	6.7
Senior High School	4	26.7
Higher Education	10	66.7
Total	15	100.0

The distribution of marital status of most of the respondents was married to 13 people (86.7%), by gender all women (100%), and the last education was mostly high as many as 10 respondents (66.7%).

The stress scores of respondents before and after the five-finger hypnosis stress management were obtained as shown in Table 3.

Table 3. Respondents' stress scores before and after stress management

Variables	Mean	SD	SE	P value	N
Stress score (pre)	3.80	2.366	0.611	0.005	15
Stress score (post)	2.13	2.356	0.608		

Table 3 explains that the average stress score in the first measurement (pre test) was 3.80 with a standard deviation of 2.366. In the second measurement (post test), the average stress score of the respondents was 2.13 with a standard deviation of 2.356. The statistical test is 0.005, so it can be concluded that there is a significant difference in stress scores before stress management is carried out and after stress management is carried out.

3.2 Discussion

Stress in Early Childhood Education teachers after five-finger hypnosis intervention can reduce stress scores. Not much research has been done on the use of five-finger hypnosis to reduce teacher stress. Previous studies have made many efforts to reduce stress in teachers through other interventions, such as studies that examined the impact of online stress management short courses on Early Childhood Education teachers. Teachers experienced increased knowledge of how to reduce stress and regulate emotions. Their emotional management skills improved after the intervention. Respondents also experienced high levels of personal stress and negative reactions to children's various emotions [7].

Other intervention studies also showed a decrease in stress scores in the teachers involved in the study. This intervention also improves the classroom climate more conductively, reduces stress, and promotes a more effective teaching environment. The intervention was mindfulness practices, including yoga, intentional breathing, and guided meditation [8].

Hail research shows that Early Childhood Education teachers experience significant stress not only related to their duties as teachers but also stress related to the teacher's personal life. Teachers have also tried to develop coping strategies in dealing with problems and seeking social support so as not to affect their work as professionals [9]. Another study involving kindergarten teachers revealed that high levels of stress were related to time management and work-related stressors. They get substantial support from various parties such as family, fellow teachers, and school administration, which helps manage their stress levels [10].

Professional development programs that focus on mental well-being and stress management have shown potential in reducing work-related stress among Early Childhood Education teachers. For example, a randomized controlled trial found that teachers who participated in professional development programs reported higher self-efficacy, although no significant effect on work-related stress was found [11].

Previous research on mindfulness can reduce early childhood education teachers' stress and improve emotional well-being. Mindfulness helps teachers to regulate emotions, reduce emotional fatigue, and improve teacher-student relationships, which ultimately creates a positive classroom climate [12-13]. Another study is in the form of an Infant/Early Childhood Mental Health Consultation (IECMHC) intervention, which is effective in reducing teacher stress and improving classroom practices that support children's social-emotional development [14]. The use of reflective practices such as journaling, class discussions, and mindfulness in early childhood teacher training can also support their social-emotional understanding, and well-being [15]. The existence of a social support network and coping strategies developed by teachers can help reduce the impact of work stress on their practice [9]. The limitation of this study is that it was carried out on a limited number of respondents and was only carried out once and carried out in an open space so that it was less conducive.

4. Conclusion

Evidence shows that stress management interventions, namely five-finger hypnosis, can significantly reduce stress levels among Early Childhood Education teachers. This intervention not only improves teacher well-being but also has a positive impact on the classroom environment and teacher-child interaction. However, the effectiveness of these interventions may vary, and additional support mechanisms may be needed to address the complexity of stress in early childhood education settings. It is hoped that this research can be applied as a way to reduce stress on teachers to help improve the quality of teachers and students so that they can learn in a fun school environment.

Acknowledgement

Thank you to the Institute for Research and Community Service, Universitas 'Aisyiyah Yogyakarta for the grant provided.

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