

# 'Rapid counseling': counseling with music that can reduce anxiety about thesis in just one session

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## Keywords

Rapid counseling, music therapy, academic anxiety

## Abstract

Every student will undergo their education with the difficulties they will experience, and every student will experience a thesis or final project which is one of the requirements for a student to be considered a graduate. When carrying out a thesis, the average student will experience anxiety, and anxiety regarding the thesis can be said to be academic anxiety. Academic anxiety is a feeling of fear, danger, and fear due to the pressure of the education being pursued. Rapid counseling is a method of therapeutic assistance that is carried out quickly, with just one meeting, and can be carried out individually or in groups, and can be combined with music. The aim of this research is to determine the effectiveness of Rapid Counseling with Single-Session Music Therapy to reduce anxiety about the thesis in three Atma Jaya Counseling Guidance Students. The subjects of this research were three female students from the class of 2019 who were taking a thesis and had a high level of academic anxiety. This research is a quantitative experimental research with a single subject design. The interview data collection technique and assessment scale instrument constructed by Situmorang is the Academic Anxiety Scale which has a total of 24 items with a validity result of 0.268 and a reliability of 0.961. In the implementation of Rapid Counseling with Single-Session Music Therapy, it can be effective in reducing anxiety about the thesis with just one meeting session and can provide the counselee with a "soundtrack of my life" that has been made together with the counselor during the counseling service so that when anxiety about the thesis is high again, the counselee only needs to listen to the song that has been made together with the counselor.

## INTRODUCTION

Every human being really wants to get the best in life. A person will try as much as possible to develop himself, one of which is in terms of academics. Academically, the average person will study up to bachelor's degree level. To get a bachelor's degree, of course you need to carry out an academic process for approximately four years. Academics in lectures are not only about getting good grades, but there are also many things that are developed, such as ways of thinking, how to explain things, how we analyze, diagnose, and even create things. Of course, to complete studies and get a bachelor's degree, you don't just have to study for up to four years, but there are demands that must be met, such as doing coursework, taking exams, doing practicals, and what is required for students to get a bachelor's degree is doing a final assignment or thesis and holding a thesis trial. Hamaidi et al., (2020) found that students who face academic pressure tend to experience stress and anxiety, which can interfere with their concentration

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and enthusiasm for learning. Based on the Letter of the Director General of Higher Education no 152/E/T/2012 (2012, in [Nst et al., 2018](#)) states that a thesis is a task that must be completed by every student in order to complete their study program. Mansnur (2009) defines a thesis as a scientific work written by undergraduate students that discusses a particular topic or field based on the results of a literature review written by experts, the results of field research, or the results of development (experiments). According to Danim (2003) and Rosma (2013), several problems that often arise in the thesis process include students who do not focus on the title of their research, are confused about the background of the problem, do not understand the theories that will be used, do not understand the research methodology, problems when collecting data, difficulties in analyzing data, and the complexity of discussing data systematically and structured. Of course, this is one of the things that students worry about. Not a few students feel that their thesis is a nightmare that they inevitably have to go through. Apart from that, there are quite a few students who do their thesis with the expectation of getting good grades. Safaria (2009) noted that these demands require students to be more mature in their thoughts, actions, and behavior, where the higher the education, the greater the pressure faced. Increasing anxiety can hinder communication between the supervisor and students in thesis guidance ([Huerta et al., 2016](#)). The interaction between the supervisor and students in thesis guidance requires a communication role that can influence the cognitive, affective, and behavioral aspects of students in completing their thesis ([DeVito, 2001](#)).

Anxiety regarding a thesis can be said to be academic anxiety because the thesis itself is one of the requirements in order to graduate and obtain a bachelor's degree from a university that provides education to every student. This is supported by Ottens (1991) who stated that student anxiety in working on their thesis is one of the symptoms of academic anxiety. According to Atkinson et al., ([Solikah et al., 2012](#)) defines anxiety as an uncomfortable feeling at a certain moment, which is characterized by worry, feelings of fear, and feelings of uncertainty. According to Hurlock ([Solikah et al., 2012](#)) states that anxiety is an uncomfortable psychological state and a feeling of being threatened or imagining that something negative will happen, with signs of feelings of anxiety, worry, fear, which humans cannot avoid. Meanwhile, according to Rathus ([Wicaksono et al., 2013](#)) anxiety is a psychological condition that can be seen by the presence of signs, such as fear, threats, anxiety and pressure originating from a human environment. From several definitions, it can be interpreted that anxiety is a human psychological condition that feels uncomfortable at certain times and has a feeling of threat or uncertainty about things to come, which is characterized by worry, feelings of fear, restlessness, and feelings of uncertainty. Bandura ([Prawitasari, 2012](#)) stated that this anxiety stems from doubts about one's ability to complete academic activities. Ahn et al., (2020) showed that anxious students tend to doubt their abilities, which has a negative impact on academic performance. Shobabiya et al., (2017) added that students who experience academic anxiety often lack self-confidence, are unable to control their emotions, and experience physical disorders.

Based on research conducted by Dendato et al., (1986) stated that study-skills training was ineffective in reducing academic anxiety and research by Herdiani (2013) stated that expressive writing could not be effective in reducing anxiety about thesis. Therefore, we offer a new approach, namely Rapid Counseling with Single-Session Music Therapy. Based on research conducted by Soliha et al., (2021) it shows that music can reduce anxiety, given 15 minutes every day, for 2 weeks. Soheila et al., (2020) stated that music therapy can improve psychosocial, physiological integration, and children's emotions so that it can reduce children's anxiety. Atiye et al., (2018) stated that music has psychological and physiological effects on individuals, thus providing relaxation and calm when listening to music. In some cases of anxiety, listening to relaxation music can reduce anxiety, this is because listening to music brings individuals to positive and pleasant feelings ([Costa et al., 2018](#)). Wigram et al., (2002) explained that one of the interventions to increase the production of endorphin and serotonin hormones is by relaxing by

listening to music. Based on research conducted by Situmorang (2021), the results showed that rapid counseling with SSMT could reduce anxiety, panic, fear, depression, acute stress, insomnia, and delusions of death caused by Covid, which had decreased to 5, whereas previously anxiety, panic, fear, depression, acute stress, insomnia, and delusions of death caused by Covid had reached 10.

Based on the research results of Azyz et al. (2019), they obtained results regarding the level of academic anxiety among IAIN Kediri students, totaling 330, with a percentage of 45 or 13.64% of students having academic anxiety who were in the low category, then 232 or 70.30% of students who were in the medium group, and 53 or 16.06% were in the high category. Meanwhile, based on research conducted by Djumadi (Permata et al., 2019), it was reported that in Indonesia, as many as 25% of students experienced anxiety at a low level, 60% at a medium level, and 15% at a high level. Based on research conducted by Hidayati et al., (2019) by distributing questionnaires to 67 students who were active in the Semarang Muhammadiyah Student Association. Getting the results, the majority of respondents fell into the severe category of anxiety level, with a percentage of 47.8% falling into the heavy category, 34.3% falling into the moderate category, and 17% falling into the low category. Based on research conducted by Vrichasti et al., (2020), the results showed that individuals who were anxious about their thesis from 53 research samples found that the normal category was 5 people or 9.40%, the mild category was 9 people or 17%, the moderate category was 14 people or 26.40%, the severe category was 10 people or 18.90%, and the very severe category was 15 people or 28.30%. The American College Health Association (ACHA, 2022) survey showed that around 60% of students experience significant anxiety related to study, with 30% of them feeling that this anxiety interferes with academic ability. Rahmawati E. M. (2023) reported that 75% of final year students experienced symptoms of high anxiety, and 40% felt unprepared to enter the world of work. The National Institute for Health and Clinical Excellence (NIMH, 2016) revealed the development of effective and easily disseminated psychological interventions to prevent anxiety.

Based on previous research, it is stated that many students have academic anxiety in the moderate to high classification. Apart from that, several studies show that study-skills training and expressive writing are less effective in reducing academic anxiety. But several studies show that music therapy is effective for reducing anxiety. Then related research quickly showed its effectiveness in reducing anxiety, panic, fear, depression, acute stress, insomnia and delusions of death caused by Covid. Therefore, researchers are interested in further research related to rapid counseling with single-session music therapy (Lara, Oentarto & Situmorang, 2025; Oentarto & Situmorang, 2024). Gladding (2016) suggested that in the modern counseling process, counselors are expected to integrate art therapy in the process of helping clients.

## METHODS

This research uses a quantitative method with a quasi-experiment which aims to determine the effectiveness of RC-SSMT in anxiety when working on a thesis. Researchers apply a single subject design model. Takeuchi., et al (Situmorang 2022) explain that single subject design uses simple descriptive analysis, using visual analysis methods in research.

The subjects of this research were guidance and counseling students at UNIKA Atma Jaya Jakarta. The population in the study included UNIKA Atma Jaya Guidance and Counseling students class of 2019 with a total number of 15. This research focuses on anxiety in working on a thesis, so the sample source in this study is students who experience anxiety in working on a thesis which tends to be high. The subjects of this research were MP, FA, and A, students who experienced anxiety when working on their thesis which tended to be high.

The measuring instrument used in this research is a scale, researchers used a Likert scale. Based on the results of validity and reliability calculations. Get validity results of 0.268 and reliability of 0.961. Based on the results of validity and reliability calculations, it can be said that the instrument is valid and reliable.

Implementation of rapid counseling services with single-session music therapy is provided by counselors with only one counseling session. Before starting the counseling service, a pretest is carried out and after the intervention is completed, a posttest is carried out. Parametric statistical analysis in this research uses a single subject design to test the research hypothesis.

## RESULTS AND DISCUSSIONS

### Description of Pretest and Posttest Results and Analysis of Single Subject Design

Based on the results of data processing on the Thesis Anxiety assessment scale for 15 students of the UNIKA Atma Jaya Jakarta BK Study Program class of 2029, the following data was obtained:

Table 1 <Categories of Anxiety Assessment Scale Scores in Students' Thesis of the Guidance and Counseling Study Program at UNIKA Atma Jaya Jakarta Class of 2019>

Score Group	Classification	Frequency	Presentation
90 - 120	High	3	20%
57 - 89	Medium	9	60%
24 - 56	Low	3	20%
Total		15	100%

The score category table for the academic anxiety assessment scale instrument shows that 20% are in the high category, 60% are in the medium category, and 20% are in the low category. Based on the results of these scores, it shows that there are students who have academic anxiety in the high category. Therefore, the researcher chose the counselee as the research subject based on the total score obtained. The researcher chose three students who had the highest scores, data showed that the highest score was 95. MP got the highest score of 95, FA got the highest score of 95 and A got the highest score of 95. Based on the scores obtained by MP, FA and A, it shows that they tend to experience high academic anxiety. The following is a research subject classification table 2.

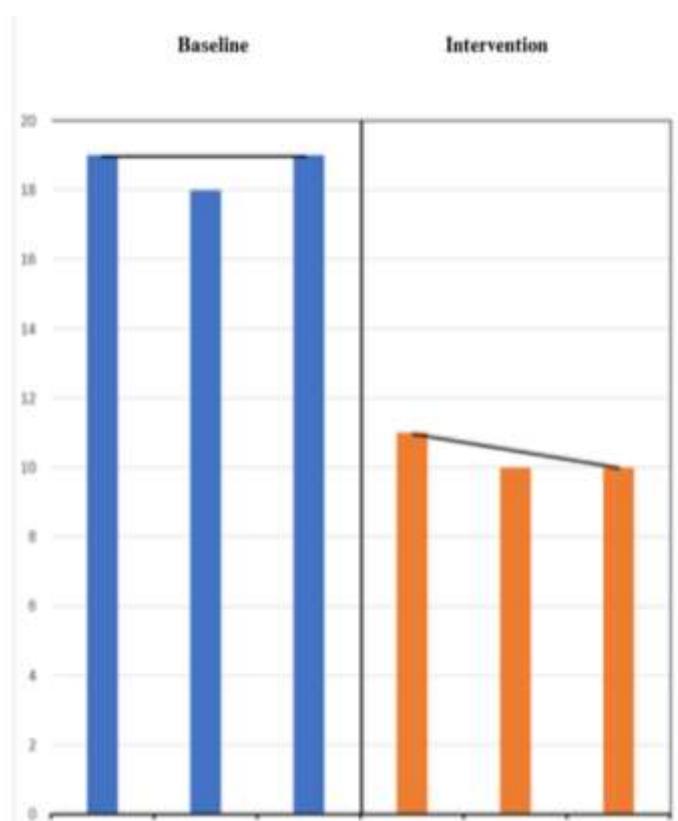
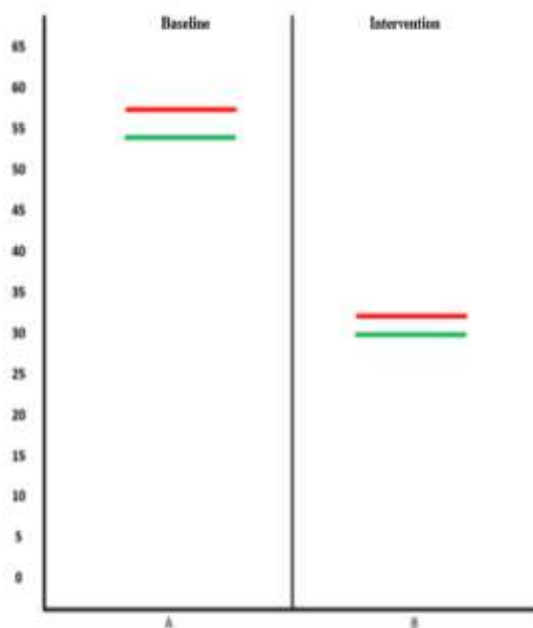


Figure 1 <Direction Tendency Estimation Subject MP>

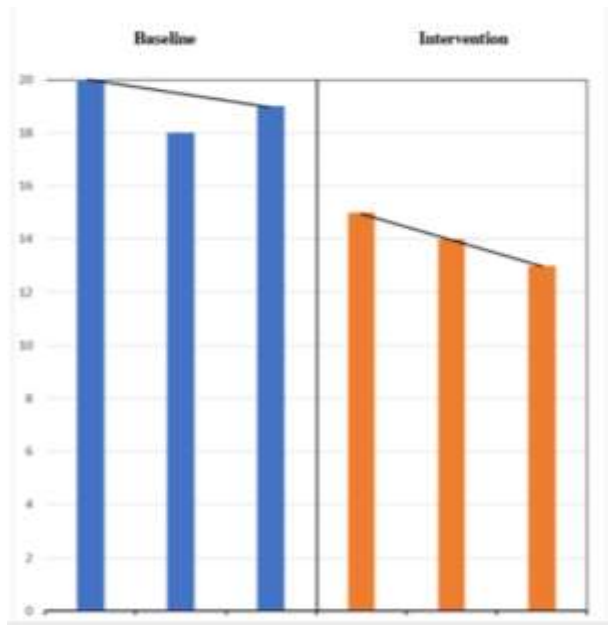
Table 2 <Classification of Subject Scores>

Subject	Score	Classification
MP	95	High
FA	95	High
A	95	High

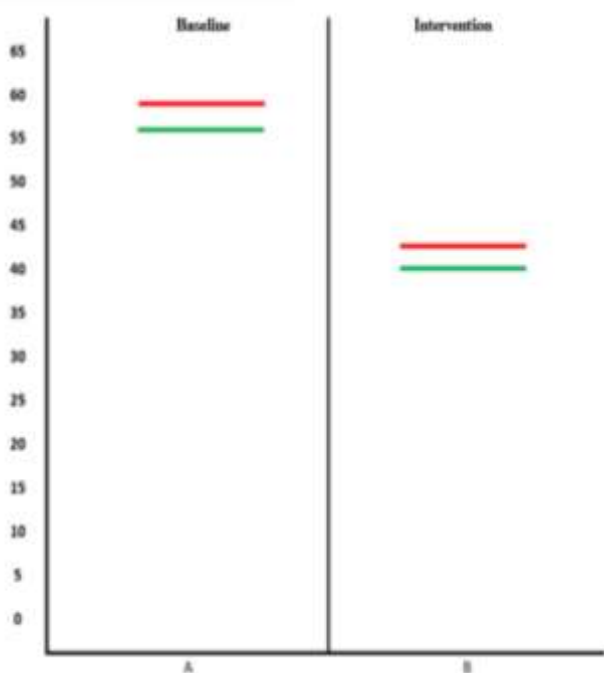
Table 2 showed that data from the results of the single subject design analysis obtained can be seen from the estimation of the directional trend and stability trend of the mean subject, with the data graph as Figure 2-7:



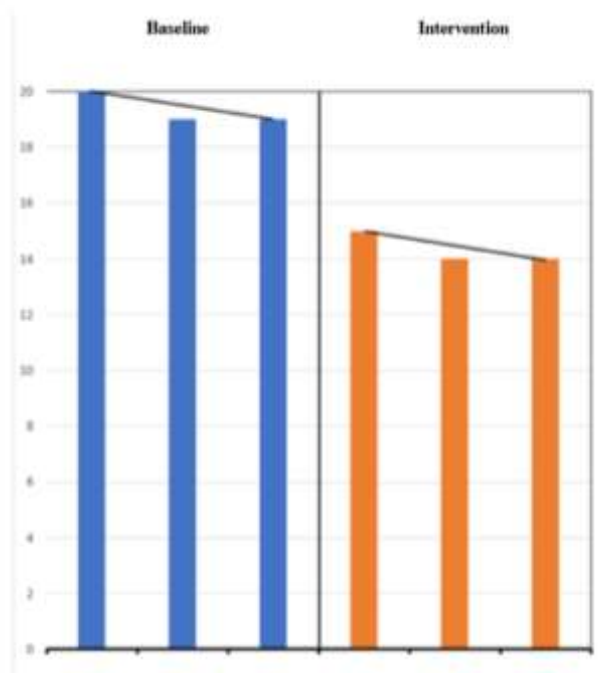
Graph 2 <Mean Stability Tendency Subject MP>



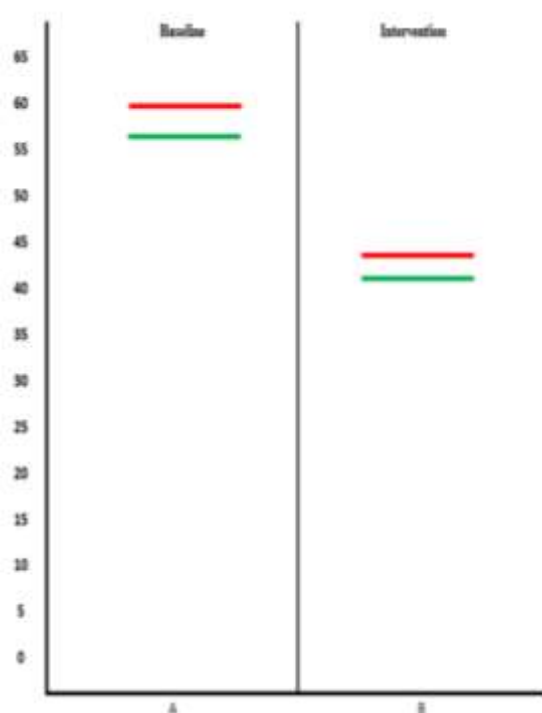
Graph 3 <Direction Tendency Estimation Subject FA>



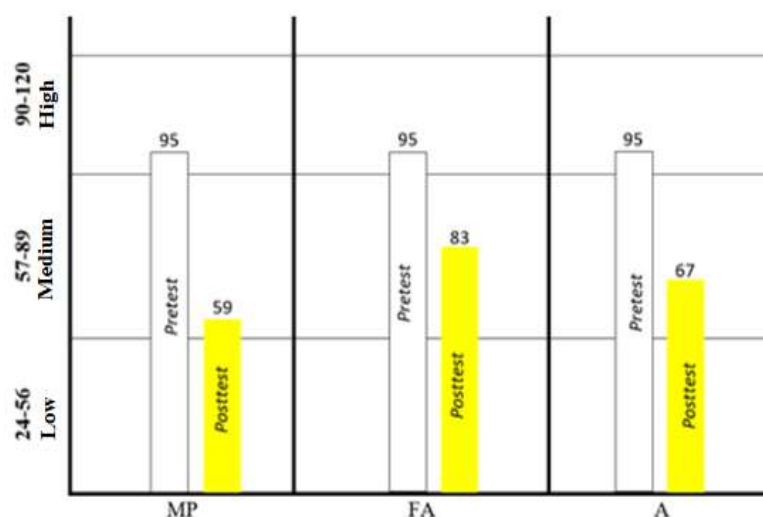
Graph 4 <Mean Stability Tendency Subject FA>



Graph 5 <Direction Tendency Estimation Subject A>



Graph 6 <Mean Stability Tendency Subject A>



Graph 7 <Comparison of Pre-test and Post-test>

## DISCUSSIONS

Individual counseling with single-session music therapy to reduce anxiety about the thesis has been implemented for MP, FA, and A. Based on the results of the academic anxiety assessment scale instrument, it is known that MP, FA, and A got the highest scores from other students from the class of 2019 who are taking their thesis.

Identification of problems based on Ottens' (1991) characteristics of MP subjects who experience MP also experiences attention that shows the wrong direction (misdirected attention) because when their friends do thesis guidance and have fast progress, MP will be annoyed with their friends, but MP himself is not working on his thesis. And MP also experienced patterns of anxiety that gave rise to mental activity (patterns of anxiety-engendering mental activity) because initially MP was enthusiastic about working on his thesis, but when he started guidance and was given revisions by his supervisor, MP felt that what he was doing was not right. This made MP anxious and lazy about working on his thesis because he found it difficult to work on his thesis. Then there was inappropriate behavior (inappropriate behavior) because he did not work on his thesis because he felt it was difficult or did not understand the input from the supervisor. MP did not ask the supervisor about his confusion, but instead did nothing and did not work on his thesis.

Identification of problems based on Ottens' (1991) characteristics showed that subject FA experienced anxiety patterns that gave rise to mental activity (patterns of anxiety-engendering mental activity) because FA experienced a lack of confidence in working on his thesis because his older siblings were always comparing him. Then FA also experiences attention that shows the wrong direction (misdirected attention) because FA often goes out with his friends even though he still has assignments or academic demands that need to be done. And FA experienced inappropriate behavior because FA did not work on his thesis because he was confused or doubtful about the title he had, but FA had no intention of asking or providing guidance with the supervisor.

Problem identification based on the characteristics of Ottens (1991) shows that subject A experiences patterns of anxiety that give rise to mental activity (patterns of anxiety-engendering mental activity) because A blames himself for being complacent about time and feels left behind because time passes very quickly. Then A also experienced attention that was pointing in the wrong direction (misdirected attention) because he became increasingly anxious when he saw his friends giving guidance, but still did not continue to write his thesis.

Individual rapid counseling with single-session music therapy has stages that must be carried out. In the initial stage, it starts with building rapport between the researcher and the subject, then. Subjects were asked to fill out informed consent and level of academic anxiety, then the researcher asked the subject's readiness to participate in counseling services, and the researcher gave scaling questions as a pretest, and during the counseling service the researcher played sedative music. At the transition stage the researcher explained some information in the counseling service, starting from the counseling time, the principle of confidentiality, the techniques used, and the objectives of the counseling service. Then at the work stage the researcher looked for the root of the subject's problem, then implemented one of the techniques, namely magic questions, then the researcher asked about the subject's favorite song, then the researcher invited the subject to sing together, and asked the subject to modify the lyrics of the song they liked, as a reminder for the three subjects when they were too lazy to work on their thesis in the future. Then, in the closing stage, the researcher provided motivation and support to the research subjects to be able to reduce the anxiety regarding the thesis that they experienced after completing the individual rapid counseling service. The researcher also reminded them of the "soundtrack my life" when the three subjects experienced anxiety problems regarding the thesis, the song would be an encouragement and motivation so that in the future there would be no more problems, then at the end of the session the researcher asked scaling questions to find out the changes that occurred to the three subjects, whether the individual rapid counseling with single-session music therapy given was effective or not.

The researcher dug deeper into the problems experienced by the subjects based on the data obtained from the research instruments that the researcher gave to the three subjects and then reconfirmed the problems in accordance with the feelings and experiences that the three subjects were experiencing. During the individual rapid counseling process with single-session music therapy, the researcher ensures that the counseling service process can run and is in accordance with the behavioral guidelines that the researcher has created before providing counseling services, in which there are stages and steps that must be carried out by the researcher and techniques that will be used when providing counseling services. During the counseling process carried out by the researcher and the subjects, the researcher also made observations on the three subjects, by observing the attitudes of the three subjects, the way they spoke, their body posture, and the way the three subjects talked about the problems they were experiencing. The researcher also invited the three subjects to be open so that at the end of the session the researcher could provide follow-up actions that had to be carried out by the three subjects, so that the three subjects could have better behavioral changes and be responsible.

Based on research conducted by Situmorang (2022), the results showed that rapid counseling with SST was able to reduce anxiety, panic, fear, depression, acute stress, insomnia and delusions of death because the client had Covid-19, which before giving rapid counseling with SST had an anxiety score of 10 and after giving rapid counseling with SST got a score of 5, it can be said that the application of rapid counseling with SST was effective in reducing anxiety due to exposure to Covid-19. Apart from that, based on research conducted by Situmorang (2022), after being provided with individual rapid counseling services with single-session music therapy, it was effective in reducing the academic procrastination of two students. This is in line with research conducted by researchers, Subjects MP, FA, and A were able to overcome anxiety about their thesis after being provided with individual rapid counseling services with single-session music therapy.

Based on research conducted by Suranata., et al (2020), the results showed that the SFBC approach was effective in reducing academic anxiety in class XI high school students. According to Corey (Putri., et al 2019) that SFBC is an approach that can be used by counselors to help their counsees. The SFBC approach assumes that every human being has competence and is able to construct solutions to the problems they experience, so that they can change the conditions that occur in the counselee. This is also the same thing experienced by MP, FA, and A. The SFBC approach with the miracle question technique can help MP construct solutions to their problems with the aim of MP, FA, and A. Can identify changes in behavior for the better.

Based on the results of research conducted by Situmorang et al. (2018), the results showed that the use of music therapy can significantly reduce academic anxiety in Guidance and Counseling students at the Indonesian Catholic University, Atma Jaya Jakarta. This is also in line with the counseling services provided by researchers. During the counseling process the researcher played musical instruments to MP, FA, and A. MP, FA, and A felt that the presence of musical instruments could provide calm and comfort. MP, FA, and A said that if they had problems or felt uneasy, they always listened to music to feel calmer.

## CONCLUSIONS

Based on the results of the research that has been carried out, it can be concluded that the research subjects are MP students of Guidance and Counseling at UNIKA Atma Jakarta. The population in this study was 15 UNIKA Atma Jaya Jakarta Guidance and Counseling students class of 2019 and the research sample was people with high levels of anxiety about their thesis. The level of anxiety regarding MP, FA, and A's thesis before being given Rapid Counseling with Single-Session Music Therapy was in the high classification with a total score of 95. Then after being given Raid Counseling with Single-Session Music Therapy MP got a score of 59 which was in the medium classification, FA got a score of 83 which was in the medium classification, and A got a score of 67 which was in the medium classification. Individual counseling using Rapid Counseling with Single-Session Music Therapy has proven to be effective in reducing anxiety regarding the thesis among UNIKA Atma Jaya Jakarta Class of 2019 students.

## AUTHOR CONTRIBUTION STATEMENT

Conceptualization: Aloysius Selo Aryobimo Oentarto, I Ketut Gading, Luh Putu Sri Lestari. Investigation: Aloysius Selo Aryobimo Oentarto, I Ketut Gading, Luh Putu Sri Lestari. Methodology: Aloysius Selo Aryobimo Oentarto, I Ketut Gading, Luh Putu Sri Lestari. Writing - original draft: Aloysius Selo Aryobimo Oentarto, I Ketut Gading, Luh Putu Sri Lestari. Writing - review and editing: Aloysius Selo Aryobimo Oentarto, I Ketut Gading, Luh Putu Sri Lestari.

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