

The effect of techniques flooding to minimize students social anxiety in submitting opinions in public (Experimental study on class X students of MAN 3 Sleman)

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ABSTRACT

Speaking in public can cause anxiety because basically every activity carried out by humans has tendency to anxiety. Anxiety is usually reflected through words in the form of complaints and shows a pessimistic and unclear attitude in conveying the content of the message to be conveyed. This study was designed in the form of quantitative research, using the experimental method of *one group pretest-posttest design* and took place at MAN 3 Sleman. The data collection method used is by using a questionnaire, observation, and interviews. Meanwhile, for the data analysis process, *paired samples t-test* was used. The results showed; obtained a mean value of 110.00 for before giving *flooding* or pretest and 204.27 for after giving *flooding* or *posttest*, the increase in the mean value indicates the effect of techniques *flooding* to minimize students' social anxiety in expressing opinions in public and shows a significance value of 0.000, which is 0.000 is smaller than 0.05 (0.000 < 0.05), which means that the hypothesis is accepted with a significance value criterion of < 0.05, then the hypothesis is accepted (H₀ is rejected). Then it can be concluded that "There is an effect of giving treatment using techniques *flooding* to minimize students' social anxiety in expressing opinions in public"

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INTRODUCTION

Social anxiety is all forms of feelings that threaten welfare individuals who can cause social anxiety. Physical threats, threats to self-esteem and pressure to do something beyond their capabilities, can also cause social anxiety. As the reality in the field, most students experience symptoms of social anxiety such as nervous, less daring in asking questions, shaking, and students are less daring to express opinions about learning that is not understood or understood.

According to Atkinson, social anxiety is an unpleasant emotion characterized by terms such as worry, concern and fear that are sometimes experienced in varying degrees. The level of social anxiety experienced by a person depends on the extent to which we can control it. Next Sigmund Freud

described and defined social anxiety as an unpleasant feeling, which is followed by certain physiological reactions such as changes in heart rate and breathing. According to Freud, social anxiety involves the perception of unpleasant feelings and physiological reactions, in other words social anxiety is a reaction to situations that are considered dangerous (Rahmat Hidayat, 2013).

Basically, social anxiety experienced by students can cause problems in living their lives if not conditioned properly. Even expressing opinions in public has become a theme in commemorating the Independence Day of the Republic of Indonesia in recent years, as reported by *kompasiana.com* that human rights violations can be interpreted as the actions of someone who deliberately robs the rights of others. Behavioral counseling model with flooding technique seeks to condition individuals from being uncomfortable to being calmer and more relaxed in the learning process so that the counseling model is predicted to be able to minimize the level of social anxiety of students in expressing opinions. The flooding technique is a behavioral counseling technique that focuses on helping to calm students from the tension they are experiencing by teaching students to relax. The essence of this technique is to remove the negatively reinforced behavior and include a response that is opposite to the behavior to be eliminated (Corey, 1999).

Anxiety or anxiety is a feeling of worry, fear for which there is no clear reason. In a broad sense, anxiety is a great force to move behavior both normal behavior and deviant behavior, which is disturbed and both are expressions, appearances, manifestations, of defense against anxiety (Gunarso, 2003).

Individuals nervous and inhibited in the delivery of public opinion is becoming less effective socially. According to Dacey in recognizing anxiety can be reviewed through three components, namely:

- a. Physiological components, such as sweating body and red face.
- b. Cognitive components (cognitive/perceptual components), in the form of the belief that someone evaluates negatively against him.
- c. Components of behavior (behavioral components), in the form of a person's efforts to avoid situations that make him feel social anxiety or social anxiety.

The three components are a schematic series of social anxiety in individuals. When individuals are faced with something that makes them anxious or unpleasant, sweat will usually appear, after that a negative prejudice or judgment emerges and behavior appears to avoid similar situations. Aspects of anxiety that can arise in individuals in an effort to express opinions in public according to Iyus Yose are as follows:

- a. Somatic complaints
Somatic complaints that there is a relationship between psychological variables with physical health. Disruption of the function of physical organs is actually not due to the feeling of a particular disease but rather to psychological factors. Physical symptoms that commonly arise due to anxiety are heart palpitations, shaking, shaking and staggering hands or knees, restlessness or difficulty sleeping, sweating, always wanting to urinate unusually, itching in the hands and feet, tense, unable to relax or not being able to calm down, dizziness and headaches, nervous tension in the scalp.
- b. Fear of failure
An anxiety response almost always arises when there is a subjective assessment of the possibility of failure. This failure can be an act that is considered stupid to fulfill or act in accordance with expectations.
- c. Feelings of inadequacy
This feeling of inadequacy is related to the perception that something is wrong with an individual, such as dissatisfaction with himself which results in feelings of weakness, fatigue or an inability to concentrate. Anxiety can create feelings of inadequacy against opponents. This usually occurs when someone is dealing with an opponent who has a higher rank.
- d. Loss of Control
This loss of control is related to the emerging perception that a person cannot control what is happening and he believes that his achievement depends on luck.
- e. Mistakes
Feelings of guilt often arise due to over-concern about the problem of hurting opponents or others and playing dirty. This highly relevant to the issues of morality and aggression.⁴
Anxiety is an unpleasant feeling and a gripping anxiety, a state of worry in expressing opinions

in public and something unexpected will happen or a conflict from the listener so that anxiety will arise by causing physical and psychological reactions that will be very disturbing.

According to Dacey, in recognizing the symptoms of anxiety can be reviewed through three components, namely:

- a. Psychological components are reactions that appear on psychological symptoms in the form of feelings of anxiety, bad feelings, irritability, anxiety, nervousness, tension, insecurity, fear, quickly startled. Furthermore, intelligence disorders in the form of difficulty concentrating, poor memory.
- b. Physiological components, namely the body, especially the internal organs, which are shown in the form of palpitations, cold sweats on the palms, elevated blood pressure (easily emotional), reduced external touch, increased peristalsis, physical symptoms (muscles), sensory symptoms, respiratory symptoms, gastrointestinal symptoms, urogenital symptoms.
- c. Furthermore, if the above is allowed to become acute, it will affect the daily life of anxiety sufferers in the form of sleep disturbances, difficulty sleeping, waking at night, nightmares, scary dreams, sleepy, when you wake up, your body is weak, you often dream.
- d. Social component: a behavior shown by individuals in their environment. The behavior can be in the form of behavior and attitudes.

METHOD

The method used in this study is the experimental method, namely the research method used to find the effect of certain treatments under controlled conditions. The research design used in this study is to use a pre-experimental design with pretest and posttest designs in one group or in other terms one group pretest-posttest design, namely the design includes only one group that is observed at the pretest stage which is then followed by treatment and posttest.

In this research design, there is only one experimental group formed based on the results of the social anxiety scale test in expressing opinions in public. The experiment was carried out using an experimental class consisting of 30 students taken from class X MIA 1 to 5, class X IIS 1 to 3 and class X religious programs which were selected objectively by looking at class data from the homeroom teacher for students who indicated experiencing social anxiety in expressing opinions in public was proven and then a tryout test as well as a pretest was carried out.

The first step is to carry out an initial diagnosis of social anxiety in expressing opinions in public by using a pretest to determine social anxiety in expressing opinions in public. Second, the provision of action or treatment using the flooding technique according to the instructions in the effectiveness module of the flooding technique to minimize social anxiety in expressing opinions in public, and the next is giving a posttest which aims to determine whether social anxiety in expressing opinions in public has decreased or not. The following is a one group pretest flow chart posttest design.

Table 1. Experimental desain

Pretest	Treatment	Posttest
Y ₁	X	Y ₂

Description:

Y₁: Pretest

X: Treatment with techniques *flooding*

Y₂: Posttest

Operational definition of variables clearly restricted as follows:

- a. The flooding technique as an independent variable (free) is a behavior modification technique by asking students to imagine an event when expressing opinions in public along with fears that will appear and threaten students, causing anxiety. Then make students aware of their logical thinking that these worries will not happen. Flooding technique is used as a treatment aimed at reducing the level of social anxiety in the communication of opinion in front of public experienced by students MAN 3 Sleman.

- b. Social anxiety in expressing opinions in public as a dependent variable (bound) is anxiety is a form of emotion characterized by feelings of excessive worry, tension, nervous hyperactivity, and excessive vigilance when students express opinions in public. Social anxiety of expressing opinions in public is measured by the anxiety scale Social anxiety of expressing opinions in public. Low scores indicate low anxiety experienced by students, as well as high scores indicate high anxiety experienced by students.

The research subjects in this study were 30 students of MAN 3 Sleman who were taken from class X MIA 1 to 5, class X IIS 1 to 3 and class X religious programs that were selected objectively by looking at class data from the homeroom teacher for students who five indicated that he was experiencing social anxiety in expressing his opinion in public was proven and then a tryout test as well as a pretest was carried out using a social anxiety scale in expressing opinions in public.

Anxiety in expressing opinions in public is expressed by the anxiety scale of expressing opinions in public which was compiled by the researchers themselves, taking into account three components, namely:

- a. Physiological components, such as sweating body, red face.
- b. Cognitive components (cognitive/perceptual components), in the form of the belief that a person has a negative evaluation of himself.
- c. Behavioral components, in the form of a person's efforts to avoid situations that make him feel social anxiety or social anxiety.

The three components are a schematic series of social anxiety in individuals that will be used as aspects in compiling a social anxiety scale in the form of anxiety in expressing opinions in public which is further described into aspects of anxiety in expressing opinions in public according to Iyus Yose (Uno, 2014).

In this study, the researcher placed an experimental manipulation in the form of a flooding technique that was used as a treatment to reduce the level of social anxiety in expressing opinions in public, which was given to students who were proven to experience social anxiety in expressing opinions in public by doing separate therapy with therapists who used flooding technique.

Flooding technique is given for 60 minutes in the classical style by using this type of imagery or imajineri which provides shade with an object causing concern for the students, in this case is social anxiety in expression in public. During the process the researcher observed changes as well as effects arising from the anxieties experienced by the students which were then used as additional data in the discussion. The flooding technique was carried out for 60 minutes in a closed room with soundproof facilities and very conducive to conveying the messages conveyed by the therapist as well as re-expressing sorrows and bitter memories that grew deeply traumatic for students in their experience of expressing opinions in public.

The method used for this flooding technique is an imaginary technique, where the therapist provides a frightening stimulus that can also be presented by imagining, the counselor will create a picture of the situation that increases the fear and becomes even more anxious. The experience of students imagining without being accompanied by catastrophic consequences can reduce their level of fear, and students will be ready to face the real situation. This technique is commonly used for cases of phobias, obsessions, psychotics and acute anxiety.

In manipulating experiments, researchers divide into two stages, namely:

- a. Pretest stage

At this stage, the researcher distributed questionnaires to 30 students who were judged to have social anxiety in expressing their opinions in public based on the information from the Guidance and Counseling teacher for class X, preceded by introductions, an explanation of the purpose of this study and the procedure for filling out tryout questionnaire that the same time. used as a pretest. Then, after distributing the pretest questionnaire, at different times the researchers made a selection based on the lowest number of scores and from the results of the selection 30 students were selected to be research subjects at the posttest stage.

- b. Posttest stage

After getting the pretest results, the researchers conducted an experiment two weeks later, by taking posttest data on 30 students of MAN 3 Sleman based on the criteria that had been determined in the pretest data collection.

The pretest was carried out using a student's social anxiety scale in expressing opinions in public that had passed the validation and reliability tests. The results of the pretest will be compared with the results of the posttest using the paired sample t-method test. Furthermore, the social anxiety scale of

students in expressing opinions in public is categorized into three levels, namely high, low and moderate based on the following criteria:

Table 2. Range of score on the social anxiety scale students in expressing opinions in public

Score Range	Category	Frequency	Percentage
158 – 208	Rendah	0	0
105 – 157	Sedang	3	10
52 - 104	Tinggi	27	90

Range of social anxiety scores expression opinions in public is obtained by changing the single data into a grouped data frequency distribution table, the single data in question is the minimum score and maximum score of the social anxiety questionnaire expressing opinions in public which is divided into three, because the number of categories of criteria for social anxiety expressing opinions in public has been determined at the beginning, namely high, medium and low anxiety.

The treatment was carried out after 30 students were selected to take part in the treatment, the next step was to arrange the schedule for the treatment in consultation with the Guidance and Counseling Teacher Coordinator and the MAN 3 Sleman curriculum, this is because it requires treatment time allocation of approximately two hours of lessons. In implementing the treatment, the researcher was assisted by an observer who is also the coordinator of Guidance and Counseling teachers at MAN 3 Sleman.

The implementation of treatment using the flooding technique is carried out once with three stages, namely the initial stage, the core stage and the termination stage and the implementation of the posttest with the details following:

a. Initial stage

At the initial stage, the therapist introduces the subject, explains the research objectives and conditions the subject to focus and position themselves as comfortably as possible in participating in this treatment, as well as explaining the learning contract that must be adhered to during the process of this activity. The role of the therapist or therapist is to develop an atmosphere of free openness that allows the expression of everything that is felt by members in this case about the causes and effects of the emergence of anxiety in expressing opinions in public. Another thing that was conveyed was a bad experience that had occurred when expressing opinions in public. In addition, the therapist also builds togetherness among students and generates interest in the need for student participation to participate in group activities. Next, the therapist asks the students' readiness by calling their names one by one and confirming their readiness. The therapist motivates students to accept the existing atmosphere consciously and openly, not using direct means or taking over power. The therapist directs students to discuss the feelings and anxiety they have experienced, open up and learn to empathize with other members by responding to what the counseling members say.

b. Core stage

At this stage, the therapist tries to build a tense atmosphere in order to find a stimulus that triggers anxiety symptoms, from ordinary anxiety which includes shyness, silence and blankness when appointed to explain or speak in class. Furthermore, therapists estimate how related symptoms and how the symptoms of shaping behaviorsiswadan increase the level of anxiety to the highest stage to students experiencing extreme fear imagination will apprehensions. Furthermore, the therapist continues to ask students to imagine as clearly as possible what is described without reproach on the appropriateness of the situation at hand, getting closer to the most intense fear experienced by the counselee, and asking students to imagine what they most want to avoid and repeat the procedure until the anxiety does not arise again. in students. The creation of a multilevel anxiety atmosphere resulting from the imagination of social anxiety in expressing opinions in public aims to foster emotions in students and finally repeat the procedure until the anxiety that arises in students decreases and decreases because of the openness of logic that anxiety does not exist.

c. Termination stage and posttest implementation

The implementation of training with flooding techniques to minimize students' social anxiety in expressing opinions in public is said to be successful, it can be seen from two aspects. The first is seen from changes in students' attitudes and behavior during the therapy process and seen from

changes in pretest and posttest scores on the social anxiety scale of students in expressing opinions in public. The posttest was administered immediately after the therapy process to give a direct effect that was felt after carrying out therapy with the flooding technique.

FINDINGS AND DISCUSSION

Fear and pessimism will dominate the minds of individuals because of concerns about the judgment of other individuals. One effort that can be done is by applying positive words that are encouraging to calm the heart and mind. Fear of public speaking is a social anxiety or social anxiety. Because social anxiety is defined as fear when dealing with other people. However, a deeper essence is that social anxiety is a fear of other people's judgments of the individual himself. Fear and anxiety of being judged and evaluated negatively by others, which leads to feelings of inadequacy, self-shame, feeling stupid and depressed.

The flooding technique used by researchers as the main ingredient in carrying out treatment shows success in minimizing social anxiety in expressing opinions in public because the flooding technique is effective in minimizing anxiety - anxiety that arises on the wrong logic of thinking, this is because: (1) the technique flooding is one of the behavioral counseling theories that has the main goal of changing negative behavior or habits into acceptable positive behavior or habits. The goal of counseling theories, this study seeks to help the subject to be able to minimize anxiety in presenting their opinions in public so that it can help to familiarize positive behavior, (2) Mechanical flooding based on the elimination of experimental paradigms. This technique consists of the repeated appearance of the conditioned stimulus without reinforcement. The therapist elicits anxiety-producing stimuli, the client imagines the situation, and the therapist attempts to maintain the client's anxiety. (3) in this study only used one experimental group who had anxiety conditions in expressing their opinions in public, so that researchers could observe in more detail the changes that occurred before and after being given treatment.

The explanation above is supported in the hypothesis test which shows a significance value of 0.000 where the value is 0.000 less than 0.05 ($0.000 < 0.05$). This means that this hypothesis is accepted with a significance value criterion of < 0.05 . So with these criteria this hypothesis is accepted (H_0 is rejected). Then it can be concluded that the "existence of the effect of treatment using the technique of flooding to minimize the social anxiety of students in presenting their opinions in public"

The same thing also expressed by the data with the results of field observations and some of the interviews in which the assessment of observation by the observer explained that students became more active and looked happy after receiving treatment using the flooding technique. This is also felt by students if the flooding technique is very helpful in minimizing their level of anxiety in dealing with social anxiety in expressing opinions in public. Thus, the results of the hypothesis which show that there is a significant effect between the flooding technique and the anxiety of expressing opinions in public are getting stronger with the existence of a proof with qualitative analysis through observation and interviews.

With the above results can also explain that the theory put forward by BF Skinner is appropriate. The flooding technique is a flood technique that is carried out to the counselee with situations or causes of anxiety or unwanted behavior, until the counselee realizes that what he is worried about does not happen. Flooding must be done carefully because there may be a very high emotional reaction. Flooding is suitable for handling cases of anxiety. The goal is to reduce the level of fear caused, by using a conditioned stimulus (condition stimulus) that is raised repeatedly so that it decreases, without providing reinforcement. This technique can be applied effectively to a variety of anxiety-producing situations, including interpersonal situations, fear of speaking out in public or neurotic anxieties.

From the results of this study, several results or conclusions can be drawn, namely anxiety or anxiety is a fear that does not necessarily occur. Feelings of anxiety usually appears in the current circumstances will supposedly hurt and felt as if life-threatening, causing their powerlessness in the face. Anxiety is born from the fear that something unexpected will happen or a conflict within oneself. You could say anxiety is more severe than ordinary fear. Fear will generally disappear with the disappearance of the cause that gave rise to it. However, the anxiety that had arisen seemed to remain a circle of fear within him.

In this study, found many things, ranging from the emergence of anxiety factors in expressing opinions in public and how the reactions of students who are included in the category of high, medium and low anxiety. The factors for the emergence of anxiety in expressing opinions in public, among others, are the factors of teachers who teach who feel fierce or are more dictating to students, then the

problem of students' inability to master the learning material so that students feel anxious to have an opinion or just ask about what they still don't understand. Students are afraid that if they ask questions they will be laughed at by their friends or even to the stage of bullying.

The most common factor is the past anxiety factor that reappears in the students' memory. Students feel that they have experienced the same thing and are afraid that if they express, their opinions they will get the same treatment as being ridiculed, laughed at and cursed by their friends. The factor of teachers who seem indifferent or even condescending to students' questions is the problem main why students experience anxiety in expressing their opinions in public. In a study of course found weaknesses that make corrections for further research. In this study, weaknesses emerged at the level of research which was only in one school. It would be more interesting if this research was conducted by comparing several schools whose students experienced social anxiety in expressing their opinions in public, so that problems that were certainly very diverse for each school would be revealed. In other terms, this research can actually be scaled back for a larger research scale.

Another thing that is still an obstacle for researchers is that the variables in this study are considered lacking, in the sense that it is still possible to add one or two more variables, for example combining social anxiety in expressing opinions in public which is minimized by flooding technique treatment and seeing the academic development of students. It could be that the inhibition and lack of maximum academic development of students is influenced by these anxieties.

Furthermore, in this study, only one instant treatment was carried out. As it is known that the provision of instant treatment will only be temporary for the recipient, it will be very easy to lose if it is not reapplied with a regular time span. And the willingness of the students themselves to get out of trouble anxieties is the key factor in overcoming social anxiety in presenting their opinions in public. The advantages contained in this study are the disclosure of ways to minimize student anxiety in expressing opinions in public, in public here in the sense of expressing opinions in class during lessons.

CONCLUSION

Based on the hypothesis testing that has been carried out using a different sample related test or paired sample t-test shows a significance value of 0.000, which is 0.000 smaller than 0.05 ($0.000 < 0.05$) which means the hypothesis is accepted with a criterion of significance value < 0.05 , the hypothesis is accepted (H_0 rejected). Then it can be concluded that "There is an effect of giving treatment using the flooding technique to minimize students' social anxiety in expressing opinions in public", as well as answering the question in this study, whether the flooding technique can minimize anxiety in expressing opinions in public. Although the calculation results in the second table show that the aspects of the flooding technique do not have a significant effect on minimizing social anxiety in expressing opinions in public.

The above is also supported by the results of observations and interviews in the field which show changes in attitudes and behavior related to anxiety in expressing opinions in public. Students look more active and happier after receiving treatment using the flooding technique. The opening of healthy logical thinking about anxiety in expressing opinions in public is one of the factors for reducing anxiety. Furthermore, the factor of bad memories from the past which has become a special fear for students seems to have disappeared after receiving treatment from the flooding technique.

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