

Self Talk Techniques in Adolescents to Complete Stress During the Covid-19 Pandemic at Smk Tridharma Lab. Gorontalo City UNG School

Nur Uyuun I. Biahimo¹, Firmawati¹, Nur Siti Rahma², Rifki Maulana², Vegi Bumulo²

¹Lecturer of the Department of Nursing, Muhammadiyah University of Gorontalo, Indonesia

²Nurse Profession Student, Muhammadiyah University of Gorontalo, Indonesia

Abstract. *Stress is a sign that a person's thoughts are becoming irrational or negative. Moreover, the current development of the Corona Virus shows that the public must be more aware of everything. This virus has an impact on people's lives around the world, one of which affects the psychology of teenagers where policies are made to reduce the impact of this pandemic. Where the mental condition of teenagers is increasingly being tested and not a few of them experience stress. The next step is to apply self-talk techniques that are beneficial for the psychological development of teenagers, which prioritize their positive thoughts over negative ones. The type of research used in this paper is a qualitative research with a descriptive method that explains how to overcome the stress experienced by teenagers during the Corona Virus pandemic as it is today with the Self Talk technique. The purpose of this community service is so that teenagers can overcome stress with Self Talk techniques during the covid 19 pandemic at Tridharma Lab Vocational School. School UNG Gorontalo City. From the results achieved with this activity, the school is very supportive and gives thanks to the Muhammadiyah University of Gorontalo in conducting counseling education in the form of leaflets and banners. The conclusion of this community service is that counseling can increase adolescent knowledge in training on Self Talk techniques.*

Keywords: *Self Talk, Stress, Teen, Covid 19*

Received: April 21, 2021

Received in Revised: May 20, 2021

Accepted: June 4, 2021

INTRODUCTION

Adolescence is a period of transition or transition from children to adults which includes mental, emotional, social, and physical maturity (Sawyer et al., 2018; Simmons, 2017). Adolescents experience maturity in terms of physical, psychological, and social. Psychologically, adolescence is the age of a person who enters the process of becoming an adult. Teenagers are a time when they no longer feel that they are children and are already on par with other people around them even though the person is older. According to Kroeger & Thuesen (2013) A teenager's personality is largely determined by the

environmental factors in which he lives, whether it supports him to become a better person or even vice versa. Factors that can affect the emotional development of adolescents include physical changes, changes in interaction patterns with parents, changes in interaction patterns with peers, changes in external views, and changes in interactions with schools.

Stress is a feeling experienced by an individual when facing a stressful situation (Michie, 2002). Stress can be divided into several forms, depending on the characteristics of the individual who feels it, the ability to deal with it (coping skills), and the nature of the stressor it faces (Seiffge-Krenke, 2013). Stress is a self-adjustment effort where if the individual is not able to overcome it, it can cause physical disorders, behavior, feelings to mental disorders with various factors such as frustration, conflict, pressure, and crisis (Setiawan et al., 2018). The source of the emergence of stress is called a stressor. The cause of the emergence of stress can be due to the channeling of the cognitive assessment process that is not appropriate so that it brings up negative thoughts that result in stress (Matthieu & Ivanoff, 2006).

One of the factors causing the stress level of teenagers today is because they have difficulty studying at home due to the pandemic (Kılınçel et al., 2021; Khan et al., 2020). They assume that with this online system, learning becomes less effective to implement. From a survey conducted by KPAI, as many as 79.9% of children thought that interaction was reduced and the teacher only gave heavy tasks so that children experienced increased stress and 20.1% thought that there was interaction in the learning process. Apparently, the negative impact of regulations such as Social & Physical Distancing and PSBB, children feel their souls become more depressed.

Society is currently battling a new dangerous virus known as the COVID 19 virus or Corona Virus Diseases (Ren et al., 2020; Imhoff & Lamberty, 2020). Corona Virus is a shock for almost all countries in 2020. All countries in the world are affected by the spread of the virus, which spreads so fast and unexpectedly.

Corona Virus is known to have originated in the city of Wuhan, China. This virus became known to the world community in December 2019. According to WHO data (PDPI, 2020), as of March 1, 2020, as many as 65 countries have been infected by the Corona Virus. The city of Wuhan, which is known to be the first place this virus spread, is a small city that has a seafood market or live market. The spread of the COVID-19 virus was proven when someone contracted the corona virus from animals traded in a seafood market in Wuhan City. It is suspected that 66% of patients affected by this virus were related to the market.

Stress that arises during the COVID-19 pandemic can be in the form of fear and anxiety about the health of oneself and the health of those closest to them, changing sleep/eating patterns, difficulty concentrating, to using drugs/drugs. Psychological condition of Adolescents who in fact are still vulnerable and easily distracted, are further exacerbated by conditions in the surrounding environment that do not support them in carrying out their usual activities. Especially with the current situation that requires the child to be able to act in accordance with the existing conditions and rules and they are not free to do something that is their habit to do outside the home.

RESULTS AND DISCUSSION

The mechanism for implementing community service activities includes the following stages: (1) Division of community service groups; (2) Consultation with

supervising lecturers; (3) Consultation with SMK Tridharma Lab School UNG; (4) Preparation of tools and materials for extension activities.

Preparation and counseling materials for students include: (1) Preparation of extension materials to be given; (2) The implementation mechanism in the form of methods that will be used in counseling the provision of material on Self Talk Techniques for Adolescents in Overcoming Stress During a Pandemic; (3) Conducting Questions and Answers; (4) Documentation of activities.

The form of community service activities that will be carried out by the extension workers is material on Self Talk Techniques for Adolescents in Overcoming Stress During the Pandemic at SMK Thidharma Lab School UNG. The method of activities carried out is the percentage with the help of leaflets, banners, lectures and discussions with documentation, materials and attendance lists. The implementation of this service is carried out on Tuesday 27 April 2021. The stages of achieving the target results are described according to a sequence of implementation methods with several modifications according to field conditions.

Lecturers and students held meetings with teachers of SMK Thidharma Lab School UNG to prepare for placement of service students and things that need to be known about the situation and condition of the SMK Thidharma Lab School UNG. Stages of implementing outreach activities on Self Talk Techniques for Adolescents in Overcoming Stress During a Pandemic at Tridharma Lab School UNG Vocational School.

The results achieved with this activity, the Tridharma Lab School UNG Vocational School, are very supportive and give thanks because the Muhammadiyah University of Gorontalo, especially the nursing department, in carrying out this activity, all series of activities have been carried out with achieving good results because 39 students are willing to attend counseling people and in accordance with reports of evidence of activities carried out.

CONCLUSION

From the series of community service activities carried out by extension workers, it can be concluded that, increasing students' knowledge about self-talk techniques for adolescents during the Covid-19 pandemic, efforts to overcome stress with self-talk techniques for adolescents during the Covid-19 pandemic and community service are activities which can benefit both students and the campus.

REFERENCES

- Imhoff, R., & Lamberty, P. (2020). A bioweapon or a hoax? The link between distinct conspiracy beliefs about the Coronavirus disease (COVID-19) outbreak and pandemic behavior. *Social Psychological and Personality Science*, 11(8), 1110-1118.
- Khan, A. H., Sultana, M. S., Hossain, S., Hasan, M. T., Ahmed, H. U., & Sikder, M. T. (2020). The impact of COVID-19 pandemic on mental health & wellbeing among home-quarantined Bangladeshi students: A cross-sectional pilot study. *Journal of affective disorders*, 277, 121-128.
- Kılınçel, Ş., Kılınçel, O., Muratdağı, G., Aydın, A., & Usta, M. B. (2021). Factors affecting the anxiety levels of adolescents in home-quarantine during COVID-19 pandemic in Turkey. *Asia-Pacific Psychiatry*, 13(2), e12406.

- Kroeger, O., & Thuesen, J. M. (2013). *Type talk: The 16 personality types that determine how we live, love, and work*. Dell.
- Matthieu, M. M., & Ivanoff, A. (2006). Using stress, appraisal, and coping theories in clinical practice: Assessments of coping strategies after disasters. *Brief treatment and crisis intervention*, 6(4), 337.
- Michie, S. (2002). Causes and management of stress at work. *Occupational and environmental medicine*, 59(1), 67-72.
- Michie, S. (2002). Causes and management of stress at work. *Occupational and environmental medicine*, 59(1), 67-72.
- Ren, S. Y., Gao, R. D., & Chen, Y. L. (2020). Fear can be more harmful than the severe acute respiratory syndrome coronavirus 2 in controlling the corona virus disease 2019 epidemic. *World journal of clinical cases*, 8(4), 652.
- Sawyer, S. M., Azzopardi, P. S., Wickremarathne, D., & Patton, G. C. (2018). The age of adolescence. *The Lancet Child & Adolescent Health*, 2(3), 223-228.
- Seiffge-Krenke, I. (2013). *Stress, coping, and relationships in adolescence*. Psychology Press.
- Setiawan, L., Lestari, N., & Wahyuningsih, R. (2018, September). Study Phenomenology Experience of Family stay with Family Members who have a Surgical Disorders with Violence Behavior in the Work UPTD Puskesmas Bendo. In *The 2nd Joint International Conferences* (Vol. 2, No. 2, pp. 831-838).
- Simmons, R. G. (Ed.). (2017). *Moving into adolescence: The impact of pubertal change and school context*. Routledge.