

The Effect of Dhikr Istighfar Therapy on Public Speaking Anxiety in Students

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ABSTRACT

This study aims to examine the effectiveness of the dhikr istighfar therapy method in reducing public speaking anxiety. This is an experimental type research using a One Group Pretest-Posttest design with 18 subjects selected using Purposive Sampling. The data obtained was tested for normality using the Shapiro-Wilk test and continued with the Paired Sample T-Test using JASP 0.18.1 for Windows. From the Paired Sample T-Test that has been carried out, there is an average difference between the pretest and posttest scores of 0.788, thus it is proven that dhikr istighfar therapy is effective in reducing public speaking anxiety in students of the Faculty of Islamic Economics and Business at UIN Raden Fatah Palembang.

ABSTRAK

Penelitian ini bertujuan untuk mengkaji efektivitas metode terapi dzikir istighfar dalam menurunkan public speaking anxiety. Ini merupakan penelitian berjenis eksperimen dengan memakai desain One Group Pretest-Posttest dengan jumlah subjek 18 orang yang dipilih menggunakan Purposive Sampling. Data yang diperoleh diuji normalitasnya menggunakan uji Shapiro-Wilk dan dilanjutkan dengan uji Paired Sample T-Test menggunakan JASP 0.18.1 for Windows. Dari Uji Paired Sample T-Test yang telah dilakukan terdapat perbedaan rata-rata antara nilai pretest dan posttest sebesar 0.788, dengan demikian terbukti bahwa terapi dzikir istighfar efektif dalam menurunkan public speaking anxiety pada mahasiswa Fakultas Ekonomi dan Bisnis Islam di UIN Raden Fatah Palembang.

Introduction

Being a student is a challenging period for some people. This is because students are at the transition stage between adolescence and adulthood or called Also as an early adult who is at the age level of 18-25 years. At this time, students are no longer in the adolescent stage, that is, no longer dependent on certain figures such as in childhood and adolescence, but on the other hand also have not fully accepted the responsibilities like adults in general (Arnet, 2000).

During the lecture process, students are required to have oral communication skills through group discussion and presentation methods. But in reality, not all students are able

to play an active role in lectures. According to Santrock (2008) there are several factors that affect student activity, including motivational factors, emotions, and student beliefs and expectations of their abilities that can strengthen or weaken the quality of thinking and information processing during the lecture process. Thus, high levels of negative emotions, such as fear of failure, will hinder students from developing their potential. One situation that raises the fear of failure is when students are required to present which can lead to increased anxiety in students.

Public speaking anxiety or popularly called stage fright, refers to a person's feelings of fear and anxiety in connection with communicating activities in public both real and imaginary (Sri Hartani et al, 2021). Morreale, Spitzberg, & Barge (2007) also define public speaking anxiety as the fear or anxiety associated with real or imagined speaking situations. When speaking in public (public speaking anxiety) students often feel afraid if the message cannot be conveyed, and the fear caused can interfere with the ongoing communication process. In the learning process in class, students not only need to understand what will be discussed, but also need to have good mastery so that the audience is interested in listening to us speak.

Based on McCroskey's research (1989) there are 15-20% of students in the United States suffer from communication anxiety. Anwar (2009) also found that 16.3% of students of the Faculty of Psychology, University of North Sumatra experienced public speaking anxiety at a high level and there was no significant difference in anxiety between students from various batches.

Nevid et al. (2018) explained the characteristics of packaging, including; a) Physical features, including feelings of restlessness, trembling, tightness in the chest, cold sweat, sweaty palms, dizziness to the point of fainting, dry mouth or throat, racing heart, cold fingers or feet, and abdominal pain or nausea, and other physical symptoms; b) Behavioral traits, including avoidance, attachment and shaken behavior; c) Cognitive traits include worry, fear, excessive anxiety about the future, fixation on physical sensations, fear of losing control, constant thinking about the same thing, mixed feelings, confusion, difficulty concentrating.

Atkinson revealed that anxiety is an unpleasant feeling, characterized by terms such as "worry", "concern", and "fear", which are sometimes experienced by different levels of everyone. Anxiety according to Freud in the book *Justin Semium* there are three types : 1) The dependence of the ego on the id causes neurotic anxiety, fear of himself if he makes a mistake and will get punishment; 2) its dependence on the superego causes moral anxiety, fear of conscience (superego) feeling guilty or ashamed if it makes a mistake or thinks something contrary to morals; 3) its dependence on the outside world causes realistic anxiety, that is, fear of threats or real dangers that exist around the environment (Semium, 2006). This is in line with the results of the analysis that researchers conducted with a number of 4th semester students, at the Faculty of Economics and Islamic Business UIN Raden Fatah Palembang. They feel anxious when they have to speak or appear in public, especially when

giving presentations or other oral activities. Students feel less confident performing in front of a crowd and worry about making mistakes.

One of the problems often experienced by students is anxiety in public speaking. Istighfar dhikr therapy is one of the intervention efforts that includes activities in remembering, chanting the name and glorifying Allah SWT repeatedly, accompanied by awareness of the greatness of Allah SWT with the aim of curing public speaking anxiety, especially in students.

Al-Muqaddam (2015) revealed that there is a narration of hadith, from Abdullah bin Abbas radhiyallahu anhu said: "The Messenger of Allah (peace and blessings of Allah be upon him) said: "Whoever always istighfar will surely make for him spaciousness from all the sorrows that hear him, a way out of all the narrowness he faces and Allah gives him sustenance from a direction he did not expect" (HR. Abu Daud, Ibn Majah, al-Baihaqi and ath-Thabarani). From this hadith it means that dhikr, especially reading istighfar, can bring spaciousness and peace of mind. When a Muslim habituates dhikr, he will feel himself close to Allah, under His care and protection, which will then awaken confidence, strength, feelings of security, tranquility, and happiness (Najati, 2005). The dhikr sentence that is said repeatedly has the aim that as Muslims we have sincerity and a sense of struggle to achieve the Ridha of Allah SWT.

Psychologically, remembering God with a sense of awareness will lead to an appreciation of His presence. In addition, the implementation of dhikr istighfar chanted with a humble attitude and a gentle voice will have an impact on relaxation and tranquility on the soul. This is revealed in the word of Allah in Sura Ar-Ra'du verse 28 which reads: "That is, those who believe and their hearts are at peace with the remembrance of Allah. Remember only by dhikr and remembering Allah, the heart becomes at peace". Remembering Allah Almighty in the sense of feeling safe and serene in the soul, can be one of the therapies for anxiety commonly felt by students when they feel themselves weak and unable to face the pressures and dangers of life that accompany.

From what has been explained earlier, researchers are interested in proving for themselves the effectiveness of dhikr istighfar therapy in overcoming public speaking anxiety experienced by students. The purpose of this study is to examine the effectiveness of the istighfar dhikr therapy method in reducing public speaking anxiety in students of the Faculty of Economics and Islamic Business at UIN Raden Fatah Palembang.

Method

Research Design

This research is an experiment that uses a pre-experimental design, namely One Group Pretest-Posttest which was done with only one particular group and then assessed before and after treatment.

Research Subjects

There are 18 research subjects who are active students of the Faculty of Economics and Islamic Business, Raden Fatah State Islamic University, Palembang who have been selected based on techniques purposive sampling with subject criteria: (1) An active student of the Faculty of Economics and Islamic Business UIN Raden Fatah Palembang; (2) Have public speaking anxiety (public speaking anxiety)

Data Collection Methods

The method used is a scale method to capture students who have public speaking anxiety. The scale of public speaking anxiety in this study uses a psychological scale that takes aspects of public speaking anxiety proposed by Rogers (2008), namely physical aspects, mental aspects, and emotional aspects compiled using the Likert model with four scale categories from strongly agree to strongly disagree. Rogers' (2008) public speaking anxiety scale has 30 statement items with 18 favorable and 12 unfavorable items.

Data Analysis Techniques

The scale will be tested for validity and reliability with the help of JASP 0.18.1 for windows. Furthermore, the data will be tested using the Shapiro-Wilk test to measure its normality and if the data is declared normal then after that it will be tested with the Two Samples Paired Difference Test where the same subjects will be tested before and after they are given treatment (Basuki, 2014).

Results and Discussion

Normality Test

This test is carried out to assess the distribution of data normality, where data normality is an absolute requirement that must be met if you want to continue measuring to the next stage. The normality test used is the Shapiro-Wilk test which is used for research subjects consisting of no more than 50 subjects. Data is declared normal if a significance value of $p > 0.05$ is obtained.

Table 1
Normality Test (Shapiro-Wilk)

Test of Normality (Shapiro-Wilk)		W	p
Pre Test	- TEST POST	0.942	0.319

Note. Significant results suggest a deviation from normality.

Based on the results of the analysis that has been done, the pretest and posttest data obtained a p coefficient value of 0.319 ($p > 0.05$), so that the data can be declared normally distributed. This the data can be tested to the next stage with the Paired Sample T-test.

Uji Hypoplant

The hypotheses in this study are as follows

Has : The application of istighfar dhikr therapy is effective in reducing public speaking anxiety at the Faculty of Economics and Islamic Business UIN Raden Fatah Palembang

Ho : The application of istighfar dhikr therapy is not effective in reducing public speaking anxiety at the Faculty of Economics and Islamic Business UIN Raden Fatah Palembang

Test the hypothesis used in the form of a test Paired Sample T-test which is useful to know whether there is a difference before and after giving it treatment, by looking at the difference in scores Pretest and posttest that has been done, so that the effectiveness of istighfar dhikr therapy can be known.

Table 2
Uji T (Paired Samples Test)

Paired Samples T-Test

Measure 1	Measure 2	t	df	p	Cohen's d	H.E. Cohen's d
Pre Test	- Pos Test	0.362	17	0.722	0.085	0.298

Note. Student's t-test.

Table 3
Uji T (Paired Samples Statistic)

Descriptive

	N	Mean	SD	HERSELF	Coefficient of variation
Pre Test	18	79.111	7.427	1.751	0.094
Post Test	18	78.333	7.029	1.657	0.090

According to Singgih Santoso (in Aminuddin & Mulyadi, 2019) that the data is said to be valid in the paired sample test if the value of $p < 0.05$ Based on the results of the paired sample test with the student's t-test model that has been carried out, a p value of 0.722 ($p > 0.05$) is obtained in table 2, if $p < 0.05$ this means Ho is rejected and Ha is accepted, and vice versa, Ho will be accepted and Ha will be rejected if the value is $p > 0.05$. In this case, dhikr istighfar therapy is less effective in reducing public speaking anxiety in students at the Faculty of Economics and Islamic Business UIN Raden Fatah Palembang, this happens because there are several variables or other treatments that may have a greater influence on reducing public speaking anxiety in students. However, based on table 3, it was found that

there was an average difference between the results of the pretest and posttest conducted by the researcher. In the pretest obtained an average of 79,111, while at the time of posttest an average of 78,333 was obtained, this means that there was a decrease in anxiety levels by 0.788 after the administration of istighfar dhikr therapy.

Based on the results of research that has been conducted, it is known that there is a decrease in the level of public speaking anxiety in students who are given istighfar dhikr therapy. Istighfar dhikr therapy is an effective way to reduce public speaking anxiety in students because it has an effective impact on research subjects. The results of this study support the truth of the holy verse of the Qur'an that dhikr can increase the sense of tranquility in the hearts of students contained in QS ar-Ra'd Verse 28.

الَّذِينَ آمَنُوا وَتَطْمَئِنُّ قُلُوبُهُمْ بِذِكْرِ اللَّهِ ۗ أَلَا بِذِكْرِ اللَّهِ تَطْمَئِنُّ الْقُلُوبُ

"(that is) those who believe and their hearts are at peace with the remembrance of Allah. Remember, only by remembering God does the heart be at peace." (QS. Ar-Ra'd 13: verse 28)

In addition, it also supports the truth of the hadith of the Prophet Muhammad SAW that istighfar can reduce sadness and anxiety that exists in a person. The Holy Prophet(saw) once said in a hadith which reads "Whoever multiplies istighfar, Allah will give a way out for every sorrow, spaciousness for every narrowness, and rizki from an unexpected direction" (HR. Ahmad from Ibn Abbas). Thus, it can be said that dhikr istighfar is effective in reducing public speaking anxiety in students.

Public speaking anxiety or popularly called stage fright, refers to a person's feelings of fear and anxiety in connection with the activity of communicating in public both real and imaginary. Generally, the more formal and unfamiliar the event, the more attendees, and the more important the purpose, the more nervous people are to speak. From the above problems, of course, intervention needs to be done to help students overcome their anxiety. Intervention that can be given in the form of istighfar dhikr therapy. Someone who experiences anxiety, his heart becomes worried and restless, and by dhikr it can eliminate anxiety and anxiety and grow self-confidence (Zainul, 2007). Reciting dhikr wholeheartedly and reciting Allah's Asma, by praising, giving thanks, affirming that there is no God but Allah and glorifying Him brings enormous psychological impact to the individual who performs it.

Dhikr will make a person feel calm so that it then suppresses the work of the sympathetic nervous system and activates the work of the parasympathetic nervous system. One of the dhikr readings is Astagfirullah al-adzim. According to Yurisaldi (2010) dhikr is a sentence containing the letters Jahr, such as the sentences tawhid and istighfar, which will increase the removal of carbon dioxide in the lungs. Another benefit is getting spaciousness from adversity. This is as mentioned by the Holy Prophetsa "Whoever always istighfar, Allah will undoubtedly give a way out of every difficulty, give spaciousness from hardship and give sustenance to him from unexpected directions" (HR. Abu Dawud and Ibn Majah). From

this hadith it can be learned that remembrance, especially reading lafaz istighfar, has the priority of creating spaciousness and tranquility in the soul.

The provision of dhikr therapy in the intervention group was conveyed to the study respondents to first apply relaxation techniques and adjust breath in order to overcome public speaking anxiety in students. In this case, respondents are welcome to carry out dhikr istighfar therapy according to their respective directions and abilities for approximately 10 minutes. The results of the calculation of anxiety levels before and after dhikr therapy found changes where before doing dhikr therapy the mean value of the intervention group was 79,111 and after doing dhikr therapy was 78,333, there was an average decrease of 0.788. With this change in anxiety levels, it can be concluded that dhikr therapy is effective in reducing the level of public speaking anxiety in students.

After performing dhikr istighfar therapy, the subject felt more relaxed, calmer, less restless and could sleep soundly than before. This is in accordance with one of the verses of the Qur'an which explains that a calm heart can be felt through remembering Allah Almighty and reciting His Asma, "believers and their hearts become at peace by remembering Allah. Remember, it is only by remembering Allah that their hearts are at peace" (QS. Ar-Ra'd:28).

Similar to the changes felt by the subject after doing dhikr therapy, Uyun and Kurniawan (2018) explained that repentance and istighfar are useful as therapies to increase one's happiness. In line with the findings that convey that dhikr therapy can help a person in maintaining his mental health, as well as his peace of mind and get psychological well-being. In particular, the dhikr referred to in this study is not dhikr that is only listened to, but dhikr that has a deep meaning. In this case, subjects are asked to continue to carry out the principle of dhikr anytime and anywhere so that their hearts are always awake and avoid public speaking anxiety. In other words, the more valuable, meaningful and solemn the dhikr carried out, the more effective the benefits will be felt. In accordance with the explanation above, we can conclude that intervention through dhikr istighfar therapy on public speaking anxiety in students has an effective and significant impact in a positive direction in reducing public speaking anxiety in students.

Conclusion

Based on this study, it can be concluded that istighfar dhikr therapy is very effective in reducing public speaking anxiety in college students. Istighfar dhikr has a positive impact on research subjects because it can increase the sense of tranquility in students' hearts, help them overcome anxiety, and increase confidence in public speaking. Dhikr, specifically istighfar, can help reduce anxiety, promote relaxation, and improve mental well-being. The practice of dhikr applied on an ongoing basis can have a positive effect on mental health and overall well-being, as well as can be beneficial in managing anxiety and promoting a sense of calmness.

Students are advised to consider dhikr istighfar therapy as one of the methods to overcome public speaking anxiety. They can try this dhikr practice as a means to increase a

sense of calmness, reduce anxiety, and increase self-confidence in public speaking situations. Researchers are also advised to conduct further studies with larger samples and wider population variation to reinforce existing findings. In addition, it is important to consider the use of more in-depth and structured research methods to measure the therapeutic effect of dhikr istighfar in more detail

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