Self-Therapy With Social Cohesion Methods For Overcoming Anxiety Disorder

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Abstract— Anxiety disorder is a mental disorder that has a condition that will shake anxiety and feel worried about something, even though he is in a normal situation. This anxiety disorder is sometimes experienced by students when they develop their soft skills. This study aims to determine whether self-therapy with the method of social cohesion or social cohesion can minimize anxiety disorders experienced by students of Social Studies Education, Universitas Pendidikan Indonesia or not. This research is descriptive qualitative. Instruments used for data collection in the form of interviews, direct observation and literature study. The data collection process was carried out in the environment around the Faculty of Social Science Education, Universitas Pendidikan Indonesia for interviews and in the resource class for observations. From the results of this study, it can be concluded that self-therapy through social cohesion methods to minimize anxiety disorders is quite helpful, although not completely..

Keywords : *Anxiety Disorder, Social Cohesion, Self-theraphy*

A. INTRODUCTION

In 1986, WHO in the Ottawa Charter, said that health was a resource for everyday life, not only a purpose of life, but health is a positive concept that emphasizes social and personal resources, and physical abilities. One of the health problems that often occur today is mental health. A lot of mental health that attacks teenagers is caused by various existing stressors, and can have a negative impact on teenagers such as anxiety, depression, and can trigger psychotic disorders to appear in them.

As a student who is going through the learning process to go down in the community according to the field he masters, of course students are required to develop their abilities. The abilities that are developed in the learning process are not only hard skills but also soft skills. Hard skills are abilities that can be proven and can be developed independently. Meanwhile, soft skills are innate abilities that are manifested in our personalities, such as the ability to communicate. Soft skills are often used in completing or fulfilling tasks given by lecturers, especially by students studying in the field of education. Students are often given assignments for presentations or teaching simulations using the lecture method, especially in this paper for students of Social Studies Education, Universitas Pendidikan Indonesia. When realizing the task, it turns out that there are some people who seem to have anxiety disorders.

Anxiety disorder or anxiety disorder is a mental disorder that has a condition that will shake anxiety and feel worried about something, even though he is in a normal situation. Someone who has this disorder can have an impact on their daily activities. The signs experienced by sufferers of this anxiety disorder are that they feel restless for no apparent reason and also have difficulty controlling fear and anxiety.

In addition, people with anxiety disorder experience phobias in their social environment, such as feeling excessively nervous when doing social interactions, experiencing intense anxiety for days, weeks or months, and they prefer to remain silent or hide to avoid people. other. This disorder usually occurs in young children or adolescents whose minds are still unstable in deciding a problem. In addition to anxiety in their social environment, this disorder can affect their academics. Because in the academic process there is an interaction between groups in it. Not only hard skills are developed in the academic field, but also soft skills that require social interaction such as public speaking skills with presentations or lecture method practices, which are usually carried out by students undergoing education in the education department.

Higgins, et al. (in Afifatun & Juneman, 2012) put that students are educated people in the middle class. However, in reality, there is still a phenomenon of suicide by students who occurs due to anxiety disorders, which is very concerning. Students who usually face problems by avoiding them are unusual forms of these students, but students make appropriate adjustments 3. One example can be seen from the results of research that has been done that most students think that writing a thesis is a scary thing4. Students who have such perceptions arise from an anxiety in the work process as well as pressures from accompanying lecturers who create anxiety, which can lead to uncomfortable conditions for these students and can lead to suicidal ideation. This is very unfortunate because students have a

role in building this nation, both as a productive and innovative generation and as individuals who have a moral spirit and become agents of change for this nation. Therefore, the excessive anxiety experienced by students, especially in this paper, students of Social Studies Education, Universitas Pendidikan Indonesia, must be handled at least with small steps. This small effort can be started with the method of social cohesion or social cohesion. Peters et al. (in Afifatun & Juneman, 2012) explain that stimulated social cohesion does not have to be intensive, formal, and structured social interactions with people or groups that are already known, but can be started with informal and cursory social interactions, for example. a short chat, or through a "hello" greeting. Through such social interactions, people feel welcomed, connected (connected) with the residents of the house, and at the same time feel at home (feel at home). In line with this, Forrest and Kearns (in Afifatun & Juneman, 2012), state that several areas of social cohesion are (1) shared values of a civic culture, (2) social order and social control, (3) social solidarity, (4) social networking and social capital, and (5) attachment and place identification (place attachment and identity).

B. METHOD

This research was conducted on the campus of the Indonesian Education University, in the Department of Social Studies Education, to be precise. This research is qualitative in the form of data or results, which are presented in the form of words. This study uses several instruments, namely interviews, observations, and literature studies. The interview according to Singh (in Hakim, 2013) is an in person situation between the interviewer and the respondent to explore the expected information, and aims to obtain data on respondents with a minimum of bias and maximum efficiency.

The interview was conducted by giving several questions to the respondents, namely students or students of Social

Studies Education who experienced anxiety disorders. This interview was conducted before and after making observations. This was done to observe and test the truth that was conveyed by the respondents. Observation is a way of collecting data or information that must be carried out by making observations directly to the place to be investigated.

The social cohesion that we do include (1) giving positive expressions and providing direct contact such as rubbing his back so that the research subject feels calmer (2) communicating by exchanging stories to express the emotions or anxiety he is feeling (3) helping research subjects to prepare themselves and the material by practicing, so that their abilities can be honed, and when they appear, they can show their maximum. Literature study is a data collection technique by digging up information sourced from scientific books, journals, and others. This literature study method is used as an additional method in exploring and sharpening the data that has been obtained. The literature study that we use is of course a literature study that discusses about anxiety disorders and social cohesion.

C. RESULTS AND DISCUSSION

Anxiety disorder is a mental disorder that causes anxiety and worry for sufferers. This is reinforced by the results of primary data and secondary data which we have implied. That anxiety disorders generally appear in early adolescence or late childhood. Physical changes, social environment, and psychological changes that occur are explained as one of the factors underlying the occurrence of anxiety disorders in adolescents. In addition to the level of anxiety, this anxiety disorder is related to stress. In fact, anxiety disorder and stress always go hand in hand. That is, if the individual experiences stress, then the individual has a large enough chance of developing an anxiety disorder. Nevid (in Asrori, 2015) explains the psychoanalysis of this disorder as a result of too much repression as a self-defense mechanism, so that the appropriate effort to overcome this

disorder is to reveal awareness of the conflicts of his subconscious. Similar to Psychoanalysis, Humanistic theorists see this anxiety disorder as a result of social repression. Anxiety occurs when there is a discrepancy between a person's true inner self and the social demands he or she is supposed to live with. The person senses that something bad is going to happen, but is unable to say what it is because that part of the self that is not recognized directly but is repressed into his subconscious. Therefore, Nevid (in Asrori, 2015) states that Humanistic therapists aim to help individuals to understand and express their true talents and feelings. As a result, clients are free to discover and accept their true selves and do not react with anxiety when their true feelings and needs begin to surface.

In addition, what is often experienced by adolescents is that this panic disorder includes the emergence of panic attacks that occur repeatedly? Panic attacks also involve reactions to intense levels of anxiety and are accompanied by physical symptoms, such as heart palpitations, rapid breathing, shortness of breath and sweating. This disease occurs a lot, but the sufferer does not directly know it. The cause of this disease can occur due to the sufferer experiencing trauma in the past which he still feels until now. Because the trauma is what makes the sufferer feel that he cannot socialize again with his environment. For sufferers feel themselves will feel safe compared to socialize. In addition, motivational words from his closest friends made his self-confidence grow again even though the social interaction was still in the process stage.

Overcoming anxiety disorder is the first to seek help and talk to someone about the anxiety that is being experienced. Listen to the complaints that sufferers experience by sharing, which makes their anxiety levels not worrying again. With this social cohesion method, people with anxiety disorder can get to know their environment again and don't feel anxious if they are doing social interactions with their environment. So that the process of social interaction in the environment does not

make him traumatized for a long time. So that the patient is better for the future. That life is not as bad as what he thought all along. According to Muris (in Suryaningrum, 2016), self-efficacy in relation to social anxiety is a belief obtained from various sources of experience that gives a person *an evaluation of his ability* to deal with social situations. Social cohesion can be formed and identified through an approach. The first approach is the negative approach. This approach views that social cohesion in society does not occur because of negative things or factors that prevent the creation of good public relations. The second approach is the positive approach. This approach emphasizes that everyone as a whole can get a good quality of life for himself or in other words, to form conditions in which social cohesion can be created based on the quality of life.

In applying self-therapy through the social cohesion method to minimize anxiety disorders, in this paper, we conduct an experiment of self-therapy by applying several forms of social cohesion. The social cohesion that we do to overcome anxiety disorders in Social Science Education students at the University of Pendidikan Indonesia includes (1) giving positive expressions and providing direct contact such as rubbing their backs so that research subjects feel calmer and make the research subjects become confident again (2) communicate by exchanging stories to express the emotions or anxiety they are feeling, by exchanging these stories the research subjects feel that they are not burdened and feel that they are able to socialize with their social environment (3) help research subjects to prepare themselves and the material by practicing, so that their abilities are honed, and when it's time to appear, can display the maximum. This is in line with research in a journal which states that environmental social cohesion and social capital can affect well-being through psychosocial processes, such as through providing affective support

and increasing self-esteem and mutual respect

Before implying the three forms of social cohesion, interviews were conducted with previous research subjects. It is known that one in three research subjects has an anxiety disorder due to a bad experience. This is in line with what was stated by Chhabra (in Kusumadewi & Arianti, 2019) that anxiety disorders occurred as a long-term result of incompatibility with the environment, the experience of being bullied, rejected, and ignored by the surrounding environment. When children fail to adjust to family, friends, or other social environments, it will trigger an anxiety disorder. The other two subjects experienced anxiety disorders when they did not perform the actions they were supposed to do. From the three social cohesion therapy efforts that we carried out on three research subjects consisting of two women and one man, the results we got were, one woman succeeded in minimizing anxiety disorders through three forms of self-therapy with the social cohesion method and one other women also managed to minimize anxiety disorders but with the addition of his own way and one man who was less successful in minimizing anxiety disorders through social cohesion. One research subject was more comfortable dealing with his anxiety disorder by being alone and busying himself through other activities such as reading books and listening to music. The three forms of self-therapy through the social cohesion method that we provide to do not work for him. Therefore, social cohesion efforts that are applied with simple things are quite influential in reducing the anxiety disorders experienced by a person.

D. CONCLUSION

The conclusion of this study is that everyone is unique, has their own background when experiencing anxiety disorders. Some of these backgrounds are caused by traumatic events experienced in the past, and some are caused because they feel they made a mistake and try to cover it

up. So when they face a situation that requires them to do something related to the background of the problem they have, they become affected by an anxiety disorder. Anxiety disorders can be invisible and can be seen, such as the body being shaken to speech that becomes stammered. During this situation, a self-therapy experiment with the method of social cohesion or social cohesion was carried out. Social cohesion is done in the form of self-reinforcement by giving positive expressions and making direct contact such as rubbing his back to motivate research subjects to be calmer. Another social cohesion is also done by inviting research subjects to communicate, exchanging stories to express the anxiety they are experiencing. As well as helping them to prepare themselves and materials, practice to hone their abilities, so that they are fluent when appearing in public.

Based on the results of experiments and observations made, the efforts of self-therapy through the social cohesion method that we did were not fully able to overcome the anxiety disorders experienced by the research subjects. Because one of the research subjects stated that when experiencing anxiety disorders, he was more comfortable and could minimize his anxiety by being alone or calming himself down by looking for other activities such as reading books or listening to songs.

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