

## **TRAINING ON MENTAL HEALTH STRENGTHENING AND STUDY TIME MANAGEMENT THROUGH HYPNOTHERAPY TO ENHANCE STUDENT PRODUCTIVITY AT STIAMAK BARUNAWATI SURABAYA**

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### **ABSTRACT**

Strengthening mental health and time management for students at STIAMAK Barunawati Surabaya through hypnotherapy is crucial given the increasing demands and stressors faced by students. This community service program aims to enhance students' productivity by utilizing self-hypnotherapy techniques to manage academic and personal stress. The program was conducted through offline sessions at STIAMAK Barunawati, involving practical hypnotherapy exercises. The results indicate that students experienced improved mental clarity and motivation following the sessions, which suggests the effectiveness of hypnotherapy in enhancing mental well-being. To further support students, it is recommended that STIAMAK Barunawati establish interactive counseling sessions, increase awareness of available counseling facilities, and consider incorporating advanced hypnotherapy techniques for trauma reduction and mental health improvement.

**Keywords:** Hypnotherapy, Mental Health, Time Management, Student Productivity, Counseling.

### **1. INTRODUCTION**

Entering today's highly digitalized world, convenience should serve as an advantage for individuals to continuously develop themselves. However, the reality shows that every year students face increasing challenges in maintaining mental health and managing their study time. According to the Indonesia National Adolescent Mental Health Survey (I-NAMHS), one in three Indonesian adolescents experiences mental health problems, while one in twenty adolescents suffers from mental disorders within the past 12 months (ugm.ac.id, 2022). This phenomenon is not limited to adolescents but has also become increasingly concerning among university students. Tragic cases such as those in Palangkaraya and Yogyakarta, where female students allegedly committed suicide due to academic stress, reflect the urgent need to address this issue (Kompas.com, January 24, 2024; CNN Indonesia, October 22, 2021).

Such conditions highlight the critical importance of paying closer attention to the mental health of students, particularly in adapting to increasingly demanding learning systems. The block-based learning system, which requires students to study independently and achieve predetermined competencies, often leads to mental and emotional strain. Unfortunately, not all students are prepared for this shift. The heightened academic competition further reduces motivation to learn, ultimately affecting students' academic performance. One potential approach to addressing these challenges is hypnotherapy, a psychological therapy that employs hypnosis techniques to help manage psychological problems (Taufik & Upoyo, 2019). The following section presents a survey on adolescent mental health in Indonesia:



Indonesia-National Adolescent Mental Health Survey (I-NAMHS, 2022), CC BY

Source: I-NAMHS, 2022

Figure 1. Adolescents in Need of Mental Health Support

Although the need for mental health support is increasingly evident, many parents still face significant barriers in accessing such assistance for their adolescents. Data from I-NAMHS (2022) indicates that 43.8% of parents prefer to address their children's mental health issues independently, while 19.2% report not knowing where to seek help. Other barriers include the belief that the problem will resolve on its own (15.4%) and unaffordable costs (13.6%). These figures underscore the urgent need for more accessible and widely understood interventions. Recent studies suggest that hypnotherapy, by targeting muscle relaxation and attentional bias, can reduce vulnerability to exam-related anxiety and mitigate attentional fixation on exam-related stimuli. Through hypnotic suggestion, participants are able to remain calm and relaxed when encountering exam-related information, preventing them from becoming persistently preoccupied with such stimuli (Zhang et al., 2022). In response to this condition, this community engagement program aims to strengthen mental health and improve study time management among students of STIAMAK Barunawati Surabaya through self-hypnosis-based hypnotherapy using the Ha Breathing technique. This approach is expected to help students achieve relaxation, improve their study time management, reduce the likelihood of mental health disturbances, and minimize the risk of undesirable outcomes such as the tragic cases that have previously occurred.

## 2. METHODOLOGY

This community service initiative will be conducted by a joint team of lecturers from STIAMAK Barunawati through a series of structured stages aimed at enhancing student mental health and study time management via hypnotherapy. The methodology includes several phases. The first phase involves administering a pre-test to students to assess their baseline understanding of mental health and time management, enabling facilitators to tailor the content to participants' needs.

The training materials will cover the risks of mental health issues, potential outcomes of academic stress and workload, and real cases of suicide related to these challenges. Furthermore, the benefits and functions of hypnotherapy—particularly self-hypnosis—will be discussed in depth to demonstrate how these techniques can alleviate the growing mental health challenges faced by adolescents and students in Indonesia. The intervention strategy consists of the following steps:

1. **Pre-Test:** Assess students' initial knowledge of mental health and time management. This includes communication and coordination with the university, particularly faculty members, to understand the specific needs of participants, who are primarily evening-class students also engaged in employment. This step is critical in shaping a tailored approach given the higher workload these students bear.
2. **Hypnotherapy Sessions:** Deliver theoretical and practical training on self-hypnotherapy. This stage includes offline sessions at STIAMAK Barunawati, combining lectures, group discussions, and hands-on practice.

Participants will be guided through induction processes, self-suggestion techniques for positive reinforcement, and relaxation methods using self-hypnosis. Instructions on when and how to apply these techniques in daily life to manage stress and enhance productivity will also be provided.

3. Post-Test: Collect post-session data to evaluate the impact of hypnotherapy on students' mental well-being and productivity.
4. Data Analysis: Analyze pre-test and post-test results to assess the effectiveness of the program, providing feedback for improving future training methods.
5. Follow-Up: Offer recommendations for additional counseling sessions and extended hypnotherapy programs based on the analysis.
6. Participants: The program involves 25 evening-class students, who are assumed to face higher burdens due to balancing work and study commitments.

The implementation of this program is expected to produce positive impacts by strengthening students' mental health and improving their learning productivity

### **3. RESULTS AND DISCUSSION**

The initial stage of the community service program conducted by the lecturer team of STIAMAK Barunawati Surabaya, consisting of Dr. Gugus Wijonarko, MM, Dr. Indro Kirono, MM, and Audi Permana, M.SM, began with communication, coordination, and observation of the management and academic activities within STIAMAK Barunawati. The purpose was to gain a comprehensive understanding of students' needs regarding mental health management and study time organization, ensuring that the designed program could effectively meet its intended goals and targets. The outcomes of this initial stage resulted in an agreement to focus on strengthening mental health and study time management through hypnotherapy, targeting students from all cohorts at STIAMAK Barunawati. The subsequent stage was the implementation of a hypnotherapy session held on August 25, 2024, at the STIAMAK Barunawati auditorium, attended by students across different cohorts. The training began with an introduction to the concept of hypnotherapy, followed by practical sessions where students were taught self-hypnotherapy techniques to manage stress and enhance productivity.

The training methodology combined theoretical sessions on the fundamentals of hypnotherapy with practical exercises and group discussions. Students were also encouraged to independently practice self-hypnotherapy and later report their experiences. Group discussions and question-and-answer sessions provided a platform to reflect on the outcomes and effectiveness of the techniques learned. The results of this initiative indicated a significant improvement in students' mental health and motivation following the hypnotherapy session. Participants reported feeling more refreshed and enthusiastic in pursuing their academic activities. Furthermore, several students demonstrated a stronger understanding of stress management strategies and study time organization, highlighting the effectiveness of the program.



Figure 2. Atmosphere of the Hypnotherapy Session in the Classroom of STIAMAK Barunawati

This hypnotherapy training represents an essential step in improving students' mental health and productivity, with the following objectives:

1. Enhancing Understanding: Students gain awareness of the importance of stress management and study time organization to improve academic productivity.
2. Increasing Motivation: Students demonstrate heightened motivation and enthusiasm following the hypnotherapy session.
3. Managing Stress: Hypnotherapy techniques assist students in managing both academic and personal stress more effectively.
4. Application of Techniques: Students are able to apply self-hypnotherapy techniques in their daily lives.
5. Evaluation and Follow-Up: Students are guided to conduct self-evaluations and continue practicing the techniques they have learned.

This program provides evidence that hypnotherapy can serve as an effective tool to improve students' mental health and support better study time management. Moving forward, it is recommended that STIAMAK Barunawati provide interactive counseling sessions and extend the hypnotherapy program with a particular focus on trauma reduction and mental health enhancement.

Following the implementation of the hypnotherapy session on strengthening mental health and managing study time at STIAMAK Barunawati, several significant findings were identified. During the session, students reported feelings of drowsiness, indicating that their brainwaves had shifted from Gamma waves—associated with alertness—to Alpha waves, which facilitate relaxation. Alpha and Theta waves are indeed optimal states for hypnotherapy induction, allowing students to more easily achieve relaxation and receptiveness to therapeutic suggestions.

After the self-hypnotherapy session, students experienced increased freshness and enthusiasm, suggesting that the process was effective in reducing stress and improving psychological well-being. This renewed energy and motivation serve as a positive indication of the effectiveness of hypnotherapy in supporting academic productivity. As a follow-up, STIAMAK Barunawati needs to take several strategic steps to maximize the benefits of the hypnotherapy session.

First, the institution should organize interactive counseling sessions to gain deeper insights into the individual conditions of students. This will enable the provision of personalized support, ensuring that each student receives assistance aligned with their specific needs. Second, it is crucial for STIAMAK Barunawati to increase awareness and promotion of available counseling services on campus, so that students are better informed about the resources they can access. Third, to ensure continuity in strengthening students' mental health, STIAMAK Barunawati is advised to conduct follow-up hypnotherapy sessions. These may include techniques such as trauma reduction, anchoring, and various other activities designed to further enhance mental health and overall well-being.

These measures will contribute to the creation of a healthier and more productive learning environment, while reinforcing STIAMAK Barunawati's commitment to supporting the comprehensive mental well-being of its students.

#### 4. CONCLUSION

Based on the outcomes of the mental health strengthening and study time management program through hypnotherapy conducted at STIAMAK Barunawati, several conclusions can be drawn as follows:

**Effectiveness of Hypnotherapy:** The hypnotherapy session proved effective in reducing students' stress levels, as evidenced by the shift in brainwaves from Gamma to Alpha and Theta, which facilitate relaxation and receptiveness. Students reported increased freshness and enthusiasm after the session, indicating that this method successfully enhanced their psychological well-being.

**Student Experience:** During the session, students experienced drowsiness, which signified that hypnotherapy had effectively guided them into a deep state of relaxation. The rise in energy and motivation following the session further affirmed the success of this method in alleviating mental fatigue and stress.

**Need for Follow-Up:** To sustain the positive outcomes of hypnotherapy and ensure long-term benefits, systematic follow-up is necessary. This includes the development of counseling facilities and the provision of continuous support for students.

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