



Reciting Al Fatihah to Reduce Stress Levels in Adolescents

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Abstract. Adolescence is a transitional period, they tend to experience emotional improvement and susceptibility to stress. The level of stress experienced by adolescent can be reduced by spiritual activities that are reciting surah Al Fatihah, which can motivate themselves. By so doing, they no longer feel hopeless in living life. This study aims to identify the effect of Surah Al Fatihah on adolescence stress levels. This type of research is a quasi-experiment. The samples of this study were 98 respondents. They were divided into 48 respondents in the intervention group, and the rest 48 respondents in the control group taken using a purposive sampling technique. Data collection was conducted by giving the Depression Anxiety Stress Scale 42 (DASS 42) questionnaire. The results showed that the characteristic of stress levels, both of group dominated moderate stress category and p value was 0.000 ($p < 0.05$) which indicated that there is a significant difference between the pre-test and post-test. The respondents in the intervention group have mean difference of 6 points, this value was revealed by score pre-test 17.65 and post-test 11.59. While, the control group had a mean difference of 4.19 points, with score pre-test 18.27 and post-test 14.08. It means that in the intervention group (mean value 42.98) can reduce the respondents' stress level better than those in the control group (mean value 56.02). The conclusion, there was a significant effect on reciting surah Al Fatihah on the reduction of adolescence's stress levels.

Keywords: Adolescence · Al Fatihah · Stress

1 Introduction

Adolescence as a period of transition between childhood to adulthood, yet this transition period is highly exposed to the risk of stress. Development phase is a phenomenon that is certain in humans based on periodization, including childhood, adolescence, adulthood, and elderly. Adolescence is a unique period as it has features that can influence attitudes and actions, aiming as hopes, conversations, and targets of social problems [1]. Adolescence is a developmental period in which the individual experiences changes from childhood into adulthood, with a range of ages between 13 and 20 years old [2]. They are expected to be able to adapt to the changing life phase transitions from children to adults [3].

World Health Organization states the number of teenagers in the world is 1.2 billion, or 18% of the total population in the world [4]. Central Bureau of Statistics [5] states that the number of adolescents in Indonesia is 63.36 million people, and there are 78.966 adolescents in Yogyakarta, Indonesia. Based on data from basic health research in 2018, it showed that the prevalence of mental and emotional disorders with the age range of more than 15 years old in Yogyakarta was 8.1% and became one of the most significant incidences of emotional disorders in Indonesia after Central Sulawesi, South Sulawesi, and West Java [6]. The high number of adolescents is also related to environmental conditions.

Adolescents, based on the social point of view, experience an emotional increase as they have not been able to adapt to the situation. Therefore, they are likely to experience a lot of pressure and demands. They are expected to be able to imitate adults like behaving independently and responsibly [3]. Thus, immature emotions make adolescents susceptible to stress so that emotional problems in adolescents are quite high.

The stress experienced by adolescents can occur due to loss with loved ones and witnessing traumatic events. Factors influencing stress that commonly occur in school are such as bullying, academic barriers, problems with teachers, etc. Other factors are usually interpersonal relationships with peers, siblings, and parents. The stress factors experienced by male and female adolescents are generally similar, but it has a different impact [7].

Stress is an unclear response to the needs of the damaged body. It has an impact on the individual either physically, psychologically, socially, spiritually, and threatens physiological balance [8]. Stress is an imbalance between desire and reality that cannot be avoided; thus, it needs adjustments. Some things are often considered as negative changes that can cause stress, such as injury, illness, and breakups. Positive changes can also cause stress, such as promotion, marriage, and falling in love. It happens when an individual encounters an event perceived as a threat, which is referred to a stressor. Individual reactions to these events are referred to as stress responses [9]. Stress is the body's unclear response, which has an impact on the physical, psychological, social, spiritual condition, and threatens the balance of the physiology.

Stress coping is an effort made to deal with stress caused by various stressors, according to the homeostatic principle, namely, a situation in which individuals try to maintain a condition to remain balanced [10]. Efforts to deal with stress are significant, one of which is by doing spiritual activities that can be a source of support, encouragement, and prosperity [11]. One of the spiritual activities that can be done is reading the Qur'an, namely, the surah Al Fatihah. It has been proven to reduce stress in students [12].

According to Julianto [13], reciting Al Fatihah reflectively and intuitively and is reflected on the one who is reciting it repeatedly can provide motivation and understanding of the reader. In this case, they are expected that they can confirm to strongly handle his life to God. Upon reading Al Fatihah, they can return everything that happens in their life to Allah's provisions, so that they no longer feel hopeless and understand God's promises and provisions.

Surah Al Fatihah is the opening surah in the Qur'an, which has its own special characteristics and meanings. It is the noblest surah in Qur'an due to the explanation of the surah, that Al Fatihah is a prayer and cures a disease [14]. It is in line with Surah Al

Isra verse 82, which means: “And we sent down the Qur’an something that is an antidote, and a mercy for those who believe, and the Qur’an does not add to the wrongdoers other than loss”.

The results of a preliminary study through interviews in a school in Yogyakarta with 6 male students and 6 female students showed that 5 out of 6 male students admitted to experiencing stress such as irritation, anxiety, worry, and irritability due to the violation points received in school. Stress experienced by male students is due to the large number of violation points earned for their implementation of new regulations in schools that cause them difficult to adapt. The points of violation obtained by male students were such as due to the incomplete use of uniform attributes, late arrival of students to school, and the absence of students in classrooms. Meanwhile, 6 female students stated that they experienced stress due to their busy activities, lots of tasks, and memorization. This stress is characterized by irritability, anger, and fatigue feeling. Management to reduce the stress that they usually do includes hanging out, telling stories, eating, and sleeping. Based on the background, the aim of this study was to identify the changes or influences conducted in the experiment.

2 Methods

This was a quasi-experimental study, using the intervention and control group. The research used purposive sampling method and the samples were 98 adolescents (range age 13–18 years old) who experienced stress measured with DASS-42, then they are divided into 2 group. Then they were given intervention 2 times meeting. They are reciting Al-Fatihah verses for 30 min with relax feeling. The analysis was conducted based on the sign and symptoms of stress respondent before and after this intervention. The data were analyzed by univariate dan bivariate analysis used Mann-Whitney Test. Bivariate analysis was used to identify the effect of the surah Al-Fatihah on adolescent stress levels.

3 Results

3.1 The Description of Respondents' Characteristic

Table 1 shows that the characteristics of the respondents. It was found that the gender distribution of the intervention and the control group had a higher number of female respondents than male respondents with a total of 29 people (59.2%) in intervention group and 41 people (83.7%) in the control group. The highest age range in the intervention group was 16 years old, with a total of 20 people (40.8%). Meanwhile, in the control group, the highest age range of respondents was 17 years old, with a total of 25 people (51%). The data distribution of class frequency in the intervention group was mostly in class X with a total of 37 people (75.5%) while, in the control group, the highest-class frequency was in class XII, with a total of 24 people (49%). The number of extracurriculars participated by the intervention group was 28 respondents (57.1%) with 1 extracurricular and the control group was 21 respondents (42.9%) with 1 extracurricular too. The highest number of violation points in the intervention group was 20

Table 1. Characteristics of Respondents

Respondent Characteristics		Intervention Group		Control Group	
		n	%	n	%
1	Gender				
	Male	20	40,8	8	16,3
	Female	29	59,2	41	83,7
	Total	49	100	49	100
2	Age				
	15	8	16.3	5	10.2
	16	20	40.8	13	26.5
	17	18	36.7	25	51
	18	3	6.1	6	12.2
	Total	49	100	49	100
3	Class				
	X	37	75.5	5	10.2
	XI	12	24.5	20	40.8
	XII	0	0	24	49
	Total	49	100	49	100
4	Extracurricular participated				
	0	21	42.9	13	26.5
	1	28	57.1	21	42.9
	2	0	0	6	12.2
	> 2	0	0	9	18.4
	Total	49	100	49	100
5	Violation points obtained				
	No violation points	19	38.8	15	30.6
	Minor violation points	20	40.8	28	57.1
	Moderate violation points	8	16.3	4	8.2
	Serious violation points	2	4.1	2	4,1
	Total	49	100	49	100

respondents (40.8%) categorized in minor violations and 28 respondents (57.1%) categorized in minor violations in the control group. Violation points is punishment from school if the student make same mistake.

Table 2. Characteristic of Stress level

No.	Stress Level	Intervention Group			Control Group		
		mean	n	%	mean	n	%
1	Normal Stress	0	0	0	0	0	0
2	Mild stress	17.57	33	67.3	16.04	23	46,9
3	Moderate Stress	20.68	16	32.7	20	25	51
4	Heavy Stress	0	0	0	26	1	2,1
5	Very Heavy Stress	0	0	0	0	0	0
	Total		49	100		49	100

Table 3. Differences between Pre and Post-Test Values in the Intervention Group

Variable	n	Pre-test mean \pm SD	Post-test mean \pm SD	Δ mean	p-value
Stress scale	49	17.65 \pm 2.446	11.59 \pm 5.078	6	0,000

3.2 Characteristic of Stress Level

Based on the data in Table 2, it shows the intervention group was mostly dominated by the category of moderate stress with a total of 33 respondents (67.3%) and most of the control group was in moderate stress with a total of 25 respondents (51.0).

3.3 Analysis of the Difference in Deviation Stress Scale

Table 3 shows the results of pre- test and post- test in the intervention group. The respondents have a mean difference of 6 points. In addition, the result also showed that p-value of the intervention group was 0.000 ($p < 0.05$) which indicated that there is a significant difference between the pre-test and post-test intervention group. This value was revealed by the results of pre- test (17.65) which experienced a decline and a post-test (11.59). The data indicated the reduction of stress level on the intervention group after reciting surah Al Fatihah.

Based on Table 4, the results of pre-test and post-test in the control group had a mean difference of 4.19 points. In addition, it also obtained the result of p-value of 0.000 in the control group ($p < 0.05$) indicating that there was a significant difference between the pre-test and post-test control group. This value was evidenced by the result of the pre-test score (18.27) which decreased to the post-test score (14.08) although no intervention was given.

Based on Table 5, the p-value was 0.023 which showed that the intervention of surah Al Fatihah can reduce adolescent stress level. It can be seen in the mean value in the intervention group (42.98) which showed a lower result than the control group (56.02). This result indicated that the Al Fatihah intervention in the intervention group can reduce

Table 4. Differences between Pre-Test and Post-Test Values in the Control Group

Variable	n	<i>Pre-test Mean ± SD</i>	<i>Post-test Mean ± SD</i>	Δ Mean	p-value
Stress scale	49	18.27±2.620	14.08±2.548	4.19	0,000

Table 5. Differences in Stress Scale Deviation between the Intervention and Control Group

Group	n	Mean Rank	p-value	Z
Intervention	49	42,98	0.023	-2,279
Control	49	56,02		

the respondents’ stress level better than those in the control group with no Al Fatihah intervention.

4 Discussion

4.1 Characteristics of Respondents

Gender. Gender Characteristic Shows that Respondents Are Gender. Gender characteristic shows that respondents are dominated by female, with a total of 70 female respondents and 28 male respondents. The dominance of the female respondents is like the research conducted by Salama [15], revealing that the level of stress is dominated by females. Females are more susceptible to stress as they have estrogen hormones, which tends to make women’s feelings fluctuate [16]. In addition, women are more likely to experience stress due to involving feelings when they encounter problems. Besides, women are faced with more severe interpersonal conflicts. It is different from men who are required to be stronger than women; thus, they are likely to use their minds more than their feelings [17].

In contrast, according to research by Suwartika, Nurdin, and Ruhmadi [18], it showed that a large number of female adolescent respondents compared to male adolescent respondents would not significantly affect the results of the research. The result of the study explained that gender did not affect the stress level experienced by adolescents as it was the type of stressor and experience that tended to affect the different levels of stress experienced by them.

The number of female participants makes the results of stress levels in females higher more than that of males. In addition to the difference in numbers, female respondents are also very susceptible to stress so that their stress level is more significant.

Age. The characteristics of respondents in this study were dominated by adolescents aged 16 years old in the intervention group and 17 years old in the control group. The result of the research is supported by the data that adolescents aged 12–24 years old are susceptible to stress and are more in need of attention, affection, and parents’

upbringing [19]. Another study states that adolescent development is divided into 3 stages, namely the early adolescence stage aged 10–12 years old, the mid-adolescence stage aged 13–15 years old, and the late adolescence stage, aged 16–18 years old [20].

The results of this study were dominated by adolescents aged 16 years old; thus, they were in the late adolescent development stage. Late adolescence has to be able to develop a sense of social responsibility, achieve emotional independence, and be able to adapt to the frequently arising stressors so that they can think logically, concretely and solve their problems [21]. Stressors that regularly appear in late adolescence originate from biological factors such as puberty, family factors such as broken-home family and a long-distance relationship with parents, school factors such as the overload number of tasks, peer factors such as less-harmonious relationships with peers, and social, environmental factors such as the process of adjustment between individuals and the life demands [22].

The result of this study indicates that most of the late adolescents who experience stress are influenced by the fact that they experience biological factors such as puberty, family factors such as a broken-home family and a long-distance relationship with parents, school factors such as the number of tasks carried out, peer factors such as less harmonious relationships with peers, and social, environmental factors such as the process of adjustment between individuals and the life demands.

Class. Class characteristic in the intervention group is mostly dominated by class X, while in the control group, it is dominated by class XII. The result of this study revealing that class X dominated the intervention group is supported by the research conducted by Nurihsan and Agustin [20]. It examined the description of symptoms of academic stress and the tendency of students' choice of strategies by employing the same respondents as this study, namely students of class X.

Students of class X are transitional adolescents who need adaptation to new things such as academic demands and a friendly environment. Academic demands such as a lot of tasks, the demands from parents to urge their children to be the best, and the less familiar friendship can make them easily depressed physically and psychologically [23]. It can be concluded that class X students need adaptation to a new situation, such as academic demands and a friendship environment.

The control group is dominated by class XII. This result is supported by other research which found that class XII students experience stress caused by the National Examination. The study concluded that students experience stress caused by the pressure of academics [24]. Furthermore, the researcher concluded that class XII students were categorized in the late adolescent group, where the thinking process began to become complex.

In this adolescence stage, students have the characteristics to act like adults, where they must be able to adapt to academic demands. Academic demands are in the form of a learning process such as pressure to level up a grade, length of study, cheating, lots of tasks, low achievement, and anxiety when they face examinations [25]. It can be concluded that adolescents have characteristics as adults and adolescents must be able to adapt as in academics.

In this context, class X adolescents will experience a transition period from junior high school to senior high school; thus, it will require an adaptation process. Class XII adolescents are required to be able to act like adults so that they must be able to do what

adults commonly do. The adaptation process experienced by class X and XII adolescents can reduce the level of stress they experience.

The number of extracurricular participated. Characteristics of respondents are dominated by students who participated in one extracurricular activity in the intervention group and the control group. These results are supported by research conducted by Janah [26] explaining that students who participated in many extracurricular activities tended to experience a higher level of stress that is experienced by much higher.

According to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 81 A year 2013 concerning extracurricular activities, it explains that extracurricular activities are organized with the aim of optimally developing the potential, talents, interests, abilities, and personalities of students. Student participation in extracurricular activities affects the level of stress they encounter. The stress level of students is influenced by the type of extracurricular activities followed, such as participation in cognitive extracurricular activities will raise stress levels more than participation in extracurricular activities in arts and sports [27].

The result of this study indicated that the stress level is influenced by the large number and the type of extracurricular activities participated. In this study, students participated one extracurricular activity or was in the low category and that they did not experience stress. It indicated that the fewer the number of extracurricular activities is participated, the lower the stress level will be.

Number of Violation Points Obtained. The characteristics of respondents in this study were dominated by students who had minor violation points both in the intervention group and the control group. These results were in line with the research conducted by Haderani [28] revealing that the use of the violation point system in schools could affect the anxiety and the stress level that students encounter.

The use of the point system was implemented by schools which aimed to gradually train the students to be discipline based on the violations committed. The first stage is that students receive notification, warning and later they are given a punishment in the form of firm action [29]. The administration of firm sanctions in the form of points will create a deterrent effect on the students to reduce the level of delinquency. However, the application of severe sanctions will also raise stress on students who violate the rules. The effect of stress on students will increase the psychological burden and disrupt the concentration of student learning [28].

4.2 Analysis of the Difference in Deviation Stress Scale

Based on the data in Table 2, the results showed that most of the intervention group was in the mild stress category and most of the control group was in the moderate stress category. Stress is a state or condition of pressure both physically and psychologically to a person caused by insecurity or inability to cope with the situation they experience. Meanwhile, stress that occurs in a school or educational environment is called academic stress, in which there is a discrepancy between environmental demands and actual resources owned by students so that they are increasingly burdened by various pressures and demands [30].

The stress level criteria in both groups are the same. When adolescents feel depressed and stressed, they will easily feel guilt, an increase or decrease in appetite as well as sleep disturbances [31]. The high level of stress in adolescents is resulted from the feeling of stress experienced at school.

This pressure arises from the inability to do and understand assignments, a ridicule from friends when they are unable to answer questions in class and the pressure from parents to urge their children to achieve better grades. The demands from parents to their children to achieve high scores aimed to make their children have a successful career in the future and avoid them from inadequacy in handling a problem [32].

Based on all the research above, it showed that adolescence is one of the stages of development that is vulnerable to stress. The stress level experienced by adolescents, both the intervention group and the control group, has different levels due to several influencing factors, such as biological factors, behavior, and adolescent's ability to adapt to environment. The Effect of Al Fatihah on stress levels, it showed that the intervention Al Fatihah surah can reduce stress levels on adolescents. It can be seen in the average value in the intervention group that provided lower score than that of the control group. It indicated that the intervention group that was given the intervention of Al Fatihah recitation showed a decrease in the stress level more than the control group. It is in line with other research [30] showing that reciting the Qur'an is effective in reducing the level of academic stress experienced by students. It is evidenced by the difference in stress level in pre- and post-intervention. It is because the respondents followed the instruction conducted by researchers in the form of reading and understanding every sentence recited, so that the intervention of Al -Fatihah in the intervention group could reduce the stress level better than in the control group which was not given any intervention. Therefore, reciting surah Al Fatihah can reduce stress levels in adolescents.

Stress is the body's response that arises due to the demands that occur in everyday life. Stressors that usually appear in adolescents are the ones that arise from family problems, peers, and academic factors [33]. The stressor of academic factors includes the pressure of the examination, the number of tasks carried out, the pressure from parents to their children to achieve the higher score that makes them worry about the score [34]. The number of stressors will increase the level of stress experienced by a person. Stress is a trigger factor, cause and effect of a disorder or disease [35]. It will affect the physical and mental condition, such as headaches, digestive problems, sleep deprivation, itching, heartburn, heavy perspire, a decrease in sexual desire, the absence of contingencies menstruation, back pain, muscle tension, loss appetite, and weight. Stress can also affect mental states, namely, and increase in anger, frustration, depression, moodiness, anxiety, problems with memory, and fatigue [36]. It can be concluded that the stress could be due to a variety of stressors experienced by adolescents and several extracurricular activities participated.

Stress that is not overcome will raise a harmful effect for adolescents. Thus, it requires a strong effort to reduce stress. There are various ways that can be done, such as telling and sharing stories, implementing relaxation techniques, and arranging a schedule of activities [9]. In addition, the level of stress that a person experience can be reduced through spiritual activity. According to Rohim [37], spiritual activities can make a person feel calm in carrying out activities, and optimistic in carrying out daily activities. Spiritual

activities can also make a person closer to God [38]. It can be carried out by reciting the Qur'an to make the reader feel calm and easy. The therapeutic of the Quran Recitation with a slow and harmonic intonation can reduce the hormone of stress, activate the hormone of endorphins that can arise the relaxation and develop the immune body; thus, it can reduce the high blood pressure, slow down the respiration process, heart rate, and brain wave activity. In addition, reciting the Quran has been shown to stimulate the hypothalamus, which is proven to reduce the excessive release of the hormone adrenaline and will influence reducing blood pressure and stress [30]. The Qur'an contains 114 surah, each of which has its own virtues, such as surah Al Fatihah. The surah was selected based on the greatness and virtues which is the beginning surah in the Quran. Reciting Al Fatihah in a reflective and intuitive way can change the subject's perception of problems in life. Subjects began to see what was happening to them using the perspective of Allah's anchor. The experimental subjects who managed to hold on to Allah's anchor experienced a significant decrease in depression and an increase in immunity. The changes cannot be separated from the feeling of calm and relaxed upon reading the Qur'an [13].

Reciting Al Fatihah in an intuitive and reflective way means reciting the Qur'an which is reflected in the self of the readers repeatedly. It provides understanding and motivation for readers, regarding their perspectives of their life. When they recite Al Fatihah, they can return everything that happens in their life to Allah's provisions, and no longer feel hopeless and understand God's promises and provisions. Reading and reciting the Quran as well as praying can make a person act and behave based on the verses they have recited [39]. A repeated reading of surah Al Fatihah will make a person able to manage emotions as they are able to remember God in doing their daily activities; thus, they can avoid the feeling of worried, sad, restless, and tense [40].

The researchers concluded that the level of stress in adolescents can decrease by reciting Al Fatihah. It is in line with the study above that reading the surah Al Fatihah is effective in reducing stress levels.

5 Conclusion

Based on the explanation above, it can be concluded that the stress level in intervention group was in the mild category, while most of the control group was in the moderate category. The results of the research indicated that the Al Fatihah recitation intervention could reduce the students' stress level.

Furthermore, the implications of the result of this study can be used as basic data for the provision of nursing care by giving Al Fatihah interventions to adolescents who experience stress. Adolescents can perform effective stress management to reduce the stress level they are experiencing. In terms of the suggestion for further study, researchers can later continue this research by adding variables related to the factors that cause stress and interventions as a way of managing stress in adolescents.

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