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- [7] M. Young, *The Technical Writer’s Handbook*. Mill Valley, CA: University Science, 1989.
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# THE EFFECT OF SOLVING PUZZLES AND LISTENING TO MUSIC TO REDUCE ANXIETY IN PRESCHOOL AGED CHILDREN IN EDELWEIS ROOM RSUD DR. M. YUNUS BENGKULU

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**Abstract** — Hospitalization is one of the stressors for children that causes discomfort and anxiety because of nursing actions that impact varies depending on the development of age, an experience of pain, *support system*, and coping skills in dealing with stress. Various activities can be used as alternatives to reduce children's anxiety such as Solving *Puzzless* and listening to music. This study aims to determine the therapeutic effect of Solving *Puzzless* and listening to music on the level of anxiety in children.

The design used is *quasi-experiment with one group pretest-posttest with the control group*. the subject group was observed before the intervention, then observed again after the intervention. Samples were taken using *Accidental Sampling* with 34 people in one group and the entire study sample was 68 people. The research instrument was a *Hamilton Anxiety Rating Scale (HARS) questionnaire*.

The analysis used a *T-paired test* to compare the anxiety variables in the group, while the *independent T-test* to compare the anxiety variables in the two groups. The results showed that there was a significant decrease in anxiety levels after being given therapy to play *Puzzless* and listen to music ( $p = 0.0001$ ). So it can be concluded that there is an effect of play therapy on anxiety in children before and after and after therapy Solving *Puzzless* and listening to music. When undergoing hospitalization a therapeutic play activity allows the child to express feelings including anxiety, fear and a feeling of losing control.

**Keywords** — *Solving Puzzles, Listening to Music, Anxiety*,

## I. INTRODUCTION

Hospitalization is one of the stressors for children that causes discomfort or anxiety, the child will experience anxiety because of the actions of nursing and the disease [1]. In preschool children this anxiety arises due to restrictions on activities that consider that treatment actions and procedures can threaten their body integrity [2].

Based on the data *Centers for Disease Control and Prevalence (CDC)* (2017) states that children who experience anxiety at age 3 -17 by 3%, depression 2.1% and autism spectrum 1.1% [3]. Data published by *Child Mind Institute (CHI)* 80% of children experience anxiety disorders [4]. Based on the 2015 National Health Survey (Susenas) children who have been hospitalized according to the age group 0-4 years are 5.11%, ages 5-9 years 2, 08%, 10-14 years 1.71%, ages 15-19 years 10-49% [5]. The impact of hospitalization on children varies depending on the development of age, the experience of pain and hospitalization, *support system*, and coping skills in dealing with stress. Children will experience disorders, such as somatic, emotional and disorders *psychomotor* [6].

Purwandi said that to overcome the worsening level of anxiety in children, nurses in providing interventions must pay attention to the needs of children according to their growth and development. Various activities that can be used as alternatives to reduce children's anxiety such as Solving *Puzzles* and listening to music [7]. The benefits of Solving *Puzzless* include helping to solve problems, improve children's cognitive, train children's emotions and help coordinate between the left eye and right eye [8].

Listening to music is expected to stimulate and attract sufferers to follow the rhythm flow which then creates a relaxed and happy atmosphere that in the end there is a positive change [9]. According to the results of preliminary studies conducted by researchers on October 10, 2017, in the Edelweiss Room of Dr. M. Yunus Bengkulu, the number of pediatric patients from January to October 2017 was 1390 people.

When observations in the room the number of children treated was 15 people, 11 of them showed anxiety reactions [10]. Based on the background above makes researchers interested in conducting research on the Effect of Solving Therapy *Puzzles* and Music Listening on Anxiety Levels in ChildrenPrasekolah in Edelweiss Room Dr. M. Yunus Bengkulu.

## II. RESEARCH METHOD

Type of research used was *quasi-experiment* using the design of *one group pretest-posttest with a control group*. This research was conducted in the Edelweiss room of Dr. M. Yunus Bengkulu from January to March 2018. The population is preschool children who are treated in the Edelweiss room of Dr. M. Yunus Bengkulu. Samples were taken using *Accidental Sampling*.

The instrument is a *Hamilton Anxiety Rating Scale (HARS)* questionnaire that contains questions with zero to four intervals with 14 items of anxiety symptoms that describe the anxiety experienced by children. To test the value before and after Solving *Puzzles* and listening to music in each group using the *T-paired test*, while to compare the anxiety variables in the two intervention groups and the control used *T-test independent*.

## III. RESULT

**Table 1**  
**Characteristics of Respondents Based on Age, Gender, Experience of Care and Length of Care in the Edelweiss Room of Dr. M. Yunus Bengkulu**

Characteristics	Intervention (n=34)	Control (n=34)	P Value
<b>Age</b>			
Mean	4,00	3,79	0,331
Median	4,00	4,00	
SD	0,888	0,845	
Min-Maks	3-5	3-5	
CI for Mean 95%	3,69-4,31	3,50-4,09	
<b>Gender</b>			
Boys	18 (52,9%)	25(73,5%)	0,131
Girls	16 (47,1%)	9 (26,5%)	
<b>Experience Healthy</b>			
Ever	15 (44,1%)	18(52,9%)	0,474
Never	19 (55,9%)	13(47,1%)	
<b>Length of stay</b>			
Mean	2,38	2,74	0,081
Median	2,00	3,00	
SD	0,888	0,751	
Min-Maks	1-4	2-4	
CI for Mean 95%	2,07-2,69	2,47-3,00	

Based on table 1 the average age of the respondents in the intervention group was 4.00 with the lowest age is 3 years and the highest age is 5 years. While the average age in the control group is 3.79 years with the lowest age is 3 years and the highest is 5 years. Characteristics of respondents based on sex in the intervention group were the same as the control group, dominated by boys as many as 18 people (52.9%) girls 16 people (47.1%) while in the control group 25 people (73.5%) girls 9 people (26.5%). The category of experience treated beforehand for the intervention group was more than a part of those who had never been treated, namely

(44.1%) of 34 respondents, whereas for the control group more than some who had experienced a history of treatment, namely ( 52.9%) of 34 respondents. The length of stay in children based on the above table in the intervention group was 2.38 days with the lowest length of stay was 1 day and the maximum length of stay was 4 days. While the average length of stay in the control group was 2.74 days with the lowest length of stay is 2 days and the highest is 4 days. Homogeneity Test Results indicate age, sex, length of experience treated and similar between the control and intervention with  $p\text{-value} < 0,05$

**Table 2**  
**Average Differences in the Anxiety Value of Children in Intervention Groups and Control Groups Before and After Therapy for Solving Puzzles and Listening to Music in the Edelweiss Room Dr. M. Yunus Bengkulu**

Anxiety	Intervention Group (n=34)				Control Group (n=34)			
	Mean	$\Delta$ mean	SD	P value	Mean	$\Delta$ mean	SD	P value
<b>Before</b>	34,7059		5,2427		36,6176		4,2783	
		-13,2059		0,000		-7,8824		0,000
<b>After</b>	21,5000		5,4899		28,7353		3,3961	

Based on table 2, the results of the analysis for the intervention group before Solving *Puzzles and* listening to music was 34,7059, after being given therapy to play *Puzzless and* listen to music 21,5000. There is a difference in the difference of -13,2059. Statistical test results showed  $p = 0,000 < 0,05$  so it can be concluded that there was an average difference in anxiety in children before and after being given therapy to play

*Puzzless and* listen to music. While the average anxiety in the control group before being given therapy *medical play* 36,6176 and after being given therapy *medical play* 28,7353 with a difference of -7,8824 differences. Statistical test results show  $p\text{-value} = 0,000 < 0,05$  so it can be concluded that there is an average difference in anxiety in children before and after being given play therapy *medical play*.

**Table 3**  
**Differences in the average value of Anxiety Children in the Intervention Group And the Control Group After Doing Therapy Solving *Puzzles and* Listening to Music Edelweiss**

Group (n=68)	Anxiety				
	Mean	SD	SE	95 % CI	P value
Intervention	21,5000	5,489	0,941	19,58-23,41	0,000
Control	28,7353	3,396	0,582	27,55-29,92	0,000

In table 5.5 the results of the analysis of the value of  $p = 0.000 < 0.05$ ,  $H_0$  was rejected so it can be concluded that

there is a therapeutic effect of Solving *Puzzless and* listening to music on preschoolers' anxiety.

#### IV. DISCUSSION

##### 1. Characteristics of research respondents in the Edelweiss Room of Dr. RSUD M Yunus Bengkulu

The results of this study indicate that respondents were mostly 4 years old in the intervention group and 3.79 years in the control group. In line with the research of Novera et al (2017) that the age of children who were hospitalized with age 3 years (48%) and age 4 years (17.3%). The results of the analysis in this study most of the respondents were male, with the percentage in the intervention group 18 (52.9%) and in the control group 25 (73.5%).

This study was supported by the study of Hale [11]. that children who hospitalized more than half of the male sex (67%). The results of this study also showed that the experience had been treated before in the intervention group 15 (44.1%) and in the control group 21 (18.52%). The experience of children who have never been hospitalized makes children unable to express themselves with their environment so that children will tend to experience anxiety (Rosa 1996).

The results of the analysis in this study found that the average length of stay in the intervention group for 2 days and the most control group was treated 3 days. Based on the results of measurements of anxiety obtained results that children who were treated on the first or second day tend to have higher anxiety scores than children who had been treated for three days.

##### 2. The difference in the average anxiety score in preschool children between before and after being given therapy to play in the intervention group (*Puzzles and* listening to music) and the medical playgroup.

The results of the analysis of the average anxiety value of the respondents in the intervention group before the therapeutic action is Solving *Puzzles and* listening to music is 34.70, and given therapy to play *Puzzless and* listen to music is 21.50 with a difference of -13.20.

The average value of anxiety in the control group before being given therapy to play *medical play* was 36.61, after being given medical play therapy was 28.73, with a difference of -7.882. obtained  $p\text{-value} < 0.05$ . From the results of this analysis, it can be concluded that there are significant differences in anxiety in the intervention group (*Puzzles and* listening to music) and the control group (*medical play*) between before and after given play therapy.

##### 3. Effect of Therapy on Solving *Puzzless and* Listening to Music on Anxiety Children undergoing treatment.

From the results of research that has been done to find out the difference in the average knowledge about anxiety between the intervention group (*Puzzles and* listening to music) and the control group (*medical play*) after being given play therapy in the Edelweiss Room of Dr. M. Yunus Bengkulu, and obtained a  $p\text{-value} < < 0.05$ , meaning that there were significant differences between the

intervention group (*Puzzles* and listening to music) and the control group (*medical play*) after being given play therapy in the *Edelweiss Room* of Dr. M. Yunus Bengkulu.

#### IV. CONCLUSION

Distribution of respondents based on the average age of 4 years, the average sex of children treated male, while the experience of long-term care more than part has never been treated (61.8%) and length of stay in children an average of 3 days  $p\text{ value} > 0.05$  Average level of anxiety in children before being given therapy to play *Puzzless* and listening to music 32.61 and 37.76 in the control group ( $p = 0,000$ ).

The average level of anxiety in children after being given therapy Solving *Puzzles* and listening to music 19.76 and 28.50 with the control group ( $p = 0,000$ ). There is an effect of Solving therapy on anxiety in children before and after and after therapy is Solving *Puzzles* and listening to music in the intervention group.

#### ACKNOWLEDGMENT

It is expected that room nurses schedule a play program to reduce anxiety in children. For Educational Institutions are expected to be included as learning material and teach it to students in play therapy courses, especially Solving *Puzzless* and applying them to community service activities to reduce anxiety in children undergoing hospitalization. Other

researchers can review other Solving methods to be used (pictorial plaster, Solving audiovisual and others).

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