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The effect of website-supported positive self-talk therapy on anxiety levels among eleventh-grade students

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Abstract

Background: Anxiety in adolescents is a mental health problem that can affect the learning process, psychological development, and social relationships. Academic pressure, emotional changes, and environmental demands are factors that contribute to the emergence of anxiety in adolescents. One non-pharmacological intervention that can be used to help reduce anxiety is Positive Self-Talk Therapy. The implementation of this intervention can be supported by website media, which facilitates access to independent, continuous practice.

Purpose: To find out the effect of Positive Self-Talk Therapy with the support of the website media on the anxiety level of eleventh-grade students.

Method: A pre-experimental design with a one-group pre-test-post-test approach by Positive Self-Talk Therapy with the support of the website media '*Suara Positifku*'. The research sample consisted of 33 respondents selected through purposive sampling, with proportional representation in each class. Anxiety levels were measured using a teenage anxiety questionnaire that had been adapted and modified by Ways AlQorny in 2023.

Results: The average level of student anxiety decreased from 21.42 before taking the intervention to 13.97 after taking the intervention. The results of the Wilcoxon Signed Rank Test showed a significance value of $p < 0.001$, ($p < 0.05$).

Conclusion: Positive Self-Talk Therapy with the support of the website media has a significant effect on the anxiety levels of eleventh-grade students.

Keywords: Anxiety; Positive Self-Talk Therapy; Teenagers; Website.

INTRODUCTION

Mental health issues in adolescents have become a global concern due to their increasing prevalence. The World Health Organization (WHO) reports that anxiety disorders are one of the most common mental disorders experienced by adolescents aged 10–19 years, with a prevalence of 3.6% worldwide (World Health Organization, 2025). Anxiety in adolescents can be influenced by academic pressure, emotional changes, and increasingly complex social demands, thus affecting adolescents' psychological, social, and academic functioning. Anxiety problems among adolescents have also become a concern at the national level. The Indonesia National Adolescent Mental Health

Survey (I-NAMHS) in 2022 reported that around 34.9% of adolescents experienced mental health problems in the past 12 months, with anxiety disorders being the most commonly found issue (Afrillah, 2022). In addition, the Indonesian Health Survey (IHS) in 2023 showed that academic and social pressures were dominant factors affecting adolescent mental health (Hermansyah, 2021). This condition aligns with the data from the Tangerang Regency Health Profile in 2024, which reported the prevalence of emotional and mental disorders in people aged over 15 years at 9.8%, with anxiety and academic stress being common complaints among

high school students (Dwimaulani, Mawarni, & Marzuki, 2026).

Adolescence is a developmental phase characterized by biological, psychological, and social changes that occur simultaneously. In this phase, teenagers begin to form their self-identity, increase the need for social acceptance, and face more complex academic demands. These conditions can increase vulnerability to anxiety if not balanced with emotional regulation abilities and adaptive coping mechanisms (Mirnayati, Trimadona, & Abadi, 2022). The results of a preliminary study at Senior High School 31 Tangerang indicate that eleventh-grade students experience anxiety related to academic demands, exam preparation, and pressure to achieve grades. Students also reported complaints such as restlessness, difficulty concentrating, emotional exhaustion, and feelings of being stressed. Efforts that have been made by the school to help students overcome emotional problems have been carried out through guidance and counselling services, but psychosocial interventions based on digital media to assist in self-managing anxiety have never been implemented (Azka, 2023).

One psychosocial approach that can be used to help reduce anxiety in adolescents is Positive Self-Talk Therapy. This intervention helps individuals change negative internal dialogue into more adaptive positive statements, thereby enhancing self-control and emotion regulation (Putri & Bachri, 2022). Previous research has shown that Positive Self-Talk Therapy is effective in reducing anxiety, stress, and depression in adolescents (Nurdiani, 2022). This intervention was able to increase students' self-confidence in facing academic demands (Syukur, Hastini, & Ma'ulah, 2025). The implementation of Positive Self-Talk Therapy in previous studies was generally conducted directly and limited to intervention sessions without ongoing media support. Therefore, this study utilizes the website as a supporting medium to help adolescents

access positive affirmation exercises independently and continuously.

RESEARCH METHOD

A pre-experimental design with a one-group pretest-post test approach. The research was conducted at Senior High School 31 Tangerang from March 2–5, 2026. The research activities began on March 2, 2026, with an explanation of the research objectives, the completion of informed consent, and the screening process of prospective respondents. The Positive Self-Talk Therapy intervention supported by the '*Suara Positifku*' website was conducted for three consecutive days, from March 3–5, 2026. The study sample consisted of 33 eleventh-grade students who experienced mild to moderate anxiety and were selected using a non-probability sampling technique, namely purposive sampling, with proportional sample distribution in each class. The research instrument used a questionnaire on adolescent anxiety levels adapted and modified by Ways AlQorny, consisting of 16 statement items with a Likert scale. Validity test results showed that all statement items were valid with the lowest Pearson Correlation value of 0.392, which is greater than the table r (0.361). Reliability test results showed a Cronbach's Alpha value of 0.911, so the instrument is considered highly reliable.

The intervention was conducted in three sessions with a duration of 20–30 minutes per session, covering the identification of negative self-talk, cognitive restructuring, and practice of reinforcing positive statements. Univariate analysis was used to describe the characteristics of the respondents and levels of anxiety before and after the intervention. The normality test using Shapiro-Wilk showed a pretest significance value of 0.008 ($p < 0.05$), whereas the post test was 0.764 ($p > 0.05$), indicating that one of the data sets was not normally distributed. Therefore, bivariate analysis used the nonparametric Wilcoxon Signed-Rank Test to determine the effect of Positive Self-Talk Therapy.

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RESEARCH RESULTS**Table 1. Univariate Analysis (N=33)**

Variable	Results
Age (n/%) (Mean±SD) (Range) (Year)	(16.6±0.6) (16-18)
16	15/45.5
17	17/51.5
18	1/3.0
Gender (n/%)	
Male	17/51.5
Female	16/48.5
Anxiety Levels (Pre-test) (n/%)	
Mild	22/66.7
Moderate	11/33.3
Anxiety Levels (Post-test) (n/%)	
Unanxiety	14/42.4
Mild	18/54.5
Moderate	1/3.0
Severe	0/0.0
Changes in Anxiety Scores (n/%)	
Decreased Anxiety Scores	27/81.8
Increased Anxiety Scores	2/6.1
No Change in Anxiety Scores	4/12.1

Table 1 shows the demographic characteristics and anxiety levels of the respondents. The mean age of the participants was 16.6 ± 0.6 years, with an age range of 16–18 years. Most respondents were 17 years old (51.5%), followed by 16 years old (45.5%), while only 3.0% were 18 years old. Regarding gender, the distribution was relatively balanced, with 51.5% male and 48.5% female participants. Before the intervention, the majority of respondents experienced mild anxiety (66.7%), while 33.3% reported moderate anxiety. After the intervention, anxiety levels improved, with 42.4% of respondents reporting no anxiety, 54.5% experiencing mild anxiety, and only 3.0% remaining in the moderate anxiety category. No respondents reported severe anxiety in the post-test assessment. Analysis of changes in anxiety scores revealed that most respondents (81.8%) experienced a decrease in anxiety scores following the intervention. Meanwhile, 12.1% showed no change in anxiety scores, and only 6.1% experienced an increase in anxiety scores.

Table 2 The Effect of Website-Supported Positive Self-Talk Therapy (N=33)

Mean Anxiety Score	Min-Max	SD	Mean	Mean Difference
Pre-Test	13-34	6.690	21.42	
Post-Test	4-25	5.388	13.97	7.45

Based on Table 2, it is known that the average anxiety level before the intervention was 21.42 with a standard deviation of 6.690 and a Min-Max value of 13–34. After the intervention, the average anxiety level decreased to

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13.97 with a standard deviation of 5.388 and a Min-Max value of 4–25. The difference in the average anxiety level before and after the intervention was 7.45. These results indicate a decrease in the average anxiety level after the intervention was given.

Table 3. Shapiro-Wilk Normality Test

Variable	Statistic	Sig
Pre-Test	0.907	0.008
Post-Test	0.979	0.764

Based on Table 3, which shows the results of the normality test using the Shapiro-Wilk, the significance value for the pre-test score is 0.008 ($p < 0.05$), indicating that the pre-test data is not normally distributed. Meanwhile, the significance value for the post-test score is 0.764 ($p > 0.05$), indicating that the post-test data is normally distributed.

Table 4. Wilcoxon Signed Rank Test

Variable	Mean	SD	Z	P-Value
Pre-Test	21.42	6.690	-4.589	<0.001
Post-Test	13.97	5.388		

Table 4 shows the comparison of anxiety scores before and after the intervention. The mean pre-test anxiety score was 21.42 ± 6.69 , which decreased to 13.97 ± 5.39 in the post-test assessment. The Wilcoxon signed-rank test revealed a Z value of -4.589 with a p-value < 0.001, indicating a statistically significant reduction in anxiety levels following the intervention. These findings suggest that the intervention was effective in decreasing anxiety among the participants.

DISCUSSION

The research results show that the distribution of respondents based on gender is relatively balanced, namely 17 male respondents (51.5%) and 16 female respondents (48.5%). Anxiety in adolescents can be influenced by various factors, such as academic pressure, social environment, emotion regulation, and individual coping abilities. Although some studies indicate that female adolescents tend to have higher levels of anxiety, gender differences are not always consistent because they are also influenced by contextual and psychosocial factors (Anderson, Valiauga, Tallo, Hong, Manoranjithan, Domingo, & Goldhaber, 2025; Marini, Farmakopoulou, Dritsas, & Gkintoni, 2024). Most respondents were in the mid-adolescent age range,

namely 16–17 years old. This developmental phase is characterized by emotional changes, the search for self-identity, increased academic demands, and increasingly complex social relationships, which can increase adolescents' vulnerability to anxiety (Prastiwi, 2025). In addition, adolescents at this stage have the ability for reflective thinking and cognitive restructuring, so Positive Self-Talk Therapy supported website is considered suitable to be applied to this age group.

The research results indicate that before being given the intervention, most respondents experienced mild anxiety, with 22 respondents (66.7%), while 11 respondents (33.3%) experienced moderate anxiety. This condition shows that adolescents are vulnerable to anxiety due to academic demands, social pressure, and emotional changes during developmental stages (Winda Sari, 2024). In addition, anxiety in adolescents is also related to tendencies of overthinking and negative self-talk, which can worsen emotional responses to stressors (Indari & Surbakti, 2022).

These findings are in line with previous research indicating that adolescents often have difficulty managing stress and adapting to developmental demands (Azka, Ambarini, & Wahyuni, 2023). The predominance of mild to moderate anxiety levels

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shows that the respondents are in a condition suitable for being given Positive Self-Talk Therapy as a psychosocial intervention. Research results show that after being given Positive Self-Talk Therapy intervention with the support of the website, most respondents were in the mild anxiety category, with 18 respondents (54.5%), while 14 respondents (42.4%) were in the non-anxious category, and 1 respondent (3.0%) still experienced moderate anxiety. These findings indicate a decrease in anxiety levels after the intervention was given.

Positive Self-Talk Therapy helps individuals change negative thought patterns into more positive and adaptive ones, thereby enhancing emotional regulation when facing stressors (Hidayah, Maulidiyah, & Elfina, 2022). The support from the website media also enables respondents to practice positive affirmations independently and repeatedly, thus helping to strengthen the internalization process of positive self-talk. The results of this study are in line with previous research, which shows that positive self-talk effectively helps reduce anxiety in adolescents (Azari, Lestari, & Fadilah, 2024).

The research results showed a decrease in anxiety levels after taking Positive Self-Talk Therapy with the support of the website. The average anxiety score decreased from 21.42 in the pretest to 13.97 in the post test with a reduction of 7.45 points. In addition, the number of respondents in the non-anxious category increased to 14 respondents (42.4%), while respondents with moderate anxiety decreased to 1 respondent (3.0%). The Wilcoxon Signed Rank Test results showed a p -value < 0.001 , which means there is a significant effect of Positive Self-Talk Therapy with the support of the website on the anxiety levels of eleventh-grade students (Rakhmadiyah, 2023).

Anxiety levels decrease because Positive Self-Talk Therapy helps adolescents transform negative self-talk into more positive and adaptive thoughts, thereby enhancing emotional regulation and coping skills for academic and social stressors (Purba & Sihombing, 2018). Support from website media also facilitates respondents in independently and repeatedly accessing positive affirmation exercises, making the internalization process of positive self-talk more optimal. Positive self-talk is effective in reducing anxiety in adolescents. Thus, Positive Self-Talk Therapy with the support of the website can be one of the effective digital-based psychosocial

interventions to help manage anxiety in adolescents (Humairoh, 2022).

CONCLUSION

The influence of Positive Self-Talk Therapy with the support of the website on the anxiety levels of eleventh-grade students, it was found that most respondents before the intervention experienced mild anxiety, with 22 respondents (66.7%) and moderate anxiety with 11 respondents (33.3%), with an average anxiety score of 21.42. After the intervention was provided, there was a decrease in anxiety levels, where 14 respondents (42.4%) were in the not anxious category, 18 respondents (54.5%) experienced mild anxiety, and only 1 respondent (3.0%) still experienced moderate anxiety, with the average score decreasing to 13.97. The results of the Wilcoxon Signed Rank Test showed a p -value < 0.001 , so it can be concluded that Positive Self-Talk Therapy with the support of the website has a significant effect on reducing anxiety levels in eleventh-grade students.

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