**The Effectiveness of Progressive Muscle Relaxation Therapy and Music Therapy on Reducing Student Stress During Online Learning Methods during the COVID-19 Pandemic**

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**ABSTRACT**

During the Covid-19 pandemic, the government imposed restrictions on teaching and learning activities to suppress the spread of the virus so that these activities were carried out from home. The negative effect is that children become stressed because they feel limited and there are significant changes in social life. This study aims to see how the effect of progressive muscle relaxation therapy and music therapy on reducing student stress during the Covid-19 pandemic. The research method used is a scoping review where the author uses three databases, namely Google Scholar, Pubmed, and Science direct from 2019 to 2022. The results show that progressive muscle relaxation therapy and music therapy given to students can significantly reduce stress during the Covid pandemics. -19. The success of reducing stress levels in students can be optimized by increasing the time interval for giving therapy. Although there are 2 articles which state that there is no relationship between music therapy in reducing student stress. However, there are 22 other articles which state that there is a positive effect of the use of music therapy in reducing student stress. Progressive muscle relaxation therapy and music therapy can significantly reduce student stress during the Covid-19 pandemic.

Keywords: Stress, Music Therapy, Progressive Muscle Relaxation Therapy

**PRELIMINARY**

*Coronavirus Disease* 2019 (COVID-19) is disease type new not yet \_ once identified previously in humans . The virus that causes COVID-19 this called Sars-CoV-2. Corona virus is zoonotic ( transmitted ) Among animals and humans ). This Covid-19 start m appeared in Wuhan, China on December 8 , 2019 ago with \_ fast this virus creeping to various countries around the world until finally on March 12 , 2020 World Health *Organization* (WHO) or the World Health Organization states that this Covid-19 status Becomes global pandemic [1], [2] .

height COVID-19 cases in Indonesia have made the government publish Rules \_ Government Number 21 of 2020 in skeleton acceleration handling COVID-19 , government set protocol health and p behavior Restrictions Large-Scale Social Affairs (P SBB ) through circulars. This PSBB has several impacts, such as temporarily closing various public facilities and educational institutions from pre-school to tertiary levels. This makes workers have to implement a work from home system *and* students must take part in distance learning activities using the *e-learning method.* Online learning was assessed not yet max and show discomfort on students [3]. Discomfort because learning method not effective and obstacles internet network accompanied with pile Duty cause occurrence of stress during the COVID - 19 pandemic . Duty learning is factor main reason stress student During the COVID-19 pandemic , which is 70 %, followed by 57.8% of students feeling bored at home course , 55.8% of students feel the assessed online learning process start boring , 40.2% t no could meet with loved ones , 37.4% no could follow online learning because limitations the signal is l and 35.8% t is not could doing hobby like usually [4].

Stress is response body to all type changes that cause tension physical , mental or emotional , as well as psychological . Stress experienced by students is the result of from obstacles such as difficulties decipher learning by independent , difficult share time learn , lack coordination and equality perception Among student with the teacher [5]. Meanwhile, the stress experienced by students is usually caused by the many demands and assignments. The tiring and tedious learning process makes students frustrated and if it is prolonged it will give effect which is bad for health , lowers immunity body and affect the emotional state [6], [7]

Therapy method non-pharmacology that can be done by students to manage stress at home during the Covid-19 pandemic is therapy relaxation and music therapy [8], [9] . Effect from therapy relax a si muscle progressive capable give positive impact for students . Therapy this work through mechanism which make relax muscle motor k so that give impact on decreasing signs and symptoms worry or the stress caused from response stimulation system nerves sympathetic nervous system caused by stress and anxiety [10] .

In addition to progressive muscle therapy, music therapy can be used to therapy wave brain . One example of music therapy is with *binaural beats* . This type of music can stimulate wave brain to produce serotonin, norepinephrine and dopamine natural . The principle of this therapy is give stimulation of the ear right and ear left with different frequency so that brain will process return the frequency it receives [9] .

Advantages therapy this is easy done at home. These two therapies are only involve system body and don't need other tools , can conducted in all condition , no have effect side and get used for stress prevention . [11] .

Based on background behind above , then conducted a literature review for identify and analyze proof research before about the effectiveness of relaxation therapy on reducing student stress during online learning methods during the covid-19 pandemic .

**METHOD**

In study literature this , author use descriptive analysis method with approach *scoping review.* Writer use electronic / internet search with three databases namely *Google scholar, Pubmed ,* and *Science direct* from year 20 19 up to 202 2 with keywords and boolean operators (AND, OR NOT or AND NOT) used for make it easy search . The keywords used to search for journal articles are *“ (Student)) OR (College ) AND ( C ovid-19 P andemic )) OR ( Coronavirus I infection )) OR ( Infection of SARS COV-2) AND ( Progressive Muscle Relaxation Therapy ) OR ( Muscle Relaxation Therapy )) AND (Music Therapy) OR ( Relaxation Therapy )) AND (Stress Reduction ) OR ( Pressure Reduction) “ .*

Criteria defined inclusion In this literature review, the PICOS format is used , namely: *Population* ( students experiencing stress due to Covid-19 ), *Interventions* ( therapy ) progressive muscle relaxation and music therapy ), *Comparison* ( none ), *Outcomes* ( reduction in stress level ), *Study type (Cross Sectional Study* and *Retrospective observational), Publication type* ( articles published in the last 4 years 201 9 -202 2 ) and *Language* ( language ). English and Indonesian ). The results of the study are presented in the form of a data map extracted from the study and arranged in a summary table.

Results selection journal that have carried out , it was found that 5,781 publications were taken from database search . Publication duplicates and articles that are not in accordance with criteria inclusion deleted , so the total exists 40 article text complete and suitable for *scoping review* .

Articles that are ready to be screened

(n =5.781)

*Google Scholar*

*(n=3.170)*

*PubMed*

*(n=147)*

*Science Direct*

*(n=2.464)*

Irrelevant titles and abstracts

(n=5.737)

*(n= .400)*

Articles screened by title and abstract

(n=44)

Duplicate articles removed from search results *(n=4)*

Articles used

(n=40)

Articles selection based on full text

(n=40)

**Picture. 1**

Flowchart *Literature Review*

**RESEARCH RESULT**

**Table 1. Summary of Analysis Results Content Article Chosen (n= 40 )**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **No.** | **Author Name , Title Study** | **Year** | **Objectives** | **Research design** | **Number of Respondents** | **Intervention Duration** | **Results** |
| 1. | Fayzun Fharunisa et al.,  Progressive Muscle Relaxation Therapy to Reduce Stress Levels in Final Year Students at the Nursing Academy Krida Husada Kudus . | 2019 | Describe application therapy relaxation muscle progressive for lower level stress | *Quasy Experiment Design (one group p retest postets design)* | 2 | 7 days | H result research shows that therapy relaxation muscle progressive could lower level stress on students level end in Academy Nursing Krida Holy Husada . Respondents \_ experience drop level stress from stress heavy with score 30 on the PSS-10 scale to stress currently with score 20 scale PSS-10 as well as a decrease from stress level currently with score 26 on the PSS-10 scale to stress light with score 8 on the PSS-10 scale . |
| 2. | Lengsi Viona Tri et al.,  *Relaxation Muscle Progressive , Therapy Music Classic To Decrease Stress Final Year Students* | 2021 | Knowing difference effectiveness relaxation muscle progressive and therapeutic music classic to drop stress on students level end at Poltekkes Bengkulu Ministry of Health. | *Quas y Experiment* *Design* ( *two groups pretest posttest t design)* | 60 | 42 days | H result study show that second group intervention , good intervention relaxation muscle progressive nor intervention therapy music classic take effect to drop stress level . Between the two methods used in the intervention relaxation muscle progressive more \_ Effectively reduce stress on students level end at Poltekkes Bengkulu Ministry of Health . |
| 3. | Asiah et al.,  *Influence Therapy Relaxation Muscle Progressive To Stress Final Year Students With System Online Learning* | 2021 | Analyze influence therapy relaxation muscle progressive to stress student level end with system online learning during the COVID-19 pandemic . | *Quasy Experiment Design (one group pretest postets design)* | 15 | 7 days | H result study shows that there is change level stress after given technique relaxation muscle progressive in students level end of Study Program Knowledge Nursing during the COVID-19 pandemic with h result analysis value (0.001) < value (0.05). |
| 4. | Pratiwi & Haryanto.,  *Influence Relaxation Muscle Progressive Against Stress Levels in Final Semester Undergraduate Students Faculty Economy Department of Financial Management University Pamulang* | 2019 | I know influence technique relaxation muscle progressive to stress level in final semester undergraduate students Faculty Economy Department of Financial Management University Pamulang . | *Quasy Experiment Design (one group pretest postets design)* | 127 | 31 days | The results showed that student stress level before given technique relaxation muscle progressive were in the category of mild stress (48.8%) and severe stress (48.8%), After being given progressive muscle relaxation therapy, almost whole respondents experienced drop stress level in category mild (95.3%). From statistical test obtained the result of p-value 0.000 which means there is difference mean before and after therapy relaxation muscle progressive . |
| 5. | Hanifah et al.,  *Influence Progressive Muscle Relaxation Therapy Against Anxiety Levels Student Nursing During Covid-19 Pandemic At National University* | 2022 | Knowing influence Progressive Muscle Relaxation therapy for lower level worry student nursing at the National University . | *Quasy Experiment Design (one group p retest postets design)* | 44 | 31 days | Research results showing that there is significant difference in scores \_ behavior before and after given therapy *Progressive Muscle Relaxation* with score p = 0.000 to level worry student nursing during the Covid-19 pandemic at National Universities . |
| 6. | Iqmah, MKB, PH, L., & Mulyani.,  *Decreased Stress Level Consequence Online Learning for Students During the Covid-19 Pandemic Through Therapy Relaxation Muscle Progressive* | 2021 | Knowing influence therapy relaxation muscle progressive in resolve stress consequence online learning for students during the Covid-19 pandemic | *Quasy Experiment Design ( p retest postets design with control group )* | 326 | 7 days | The results showed that the therapy relaxation muscle progressive given to students \_ for 7 days capable lower level stress by 72.4% in the group intervention and 12.3% in the group control . The results of the bivariate test showed there is difference level stress on students who get therapy relaxation muscle progressive compared group that doesn't get therapy with p value = 0.002. |
| 7. | *Rustam et al.,*  *Relaxation Muscle Progressive Take effect Lower Stress on Final Year Students in Study Programs Knowledge Nursing Indonesian Muslim University* | 2021 | Knowing is therapy relaxation muscle progressive can remove or lower stress levels in students level end . | *Quasy Experiment Design ( p retest postets design with control group )* | 30 | 30 days | Research results shows that from analysis statistics obtained value of = 0.001, where value more \_ small from value of = 0.05. This result prove that there is influence gift therapy relaxation muscle progressive to level stress on students level end in Study Program Knowledge Nursing Indonesian Muslim University . |
| 8. | Rahmawati,  *Relaxation Muscle Progressive To Decreased Stress Level Academic* | 2021 | Add knowledge and skills about application relaxation muscle progressive in order to lower stress academic . | *Quasy Experiment Design (one group p retest postets design)* | 30 | 1 day | The results showed that there were a significant difference in reducing stress in academic students with p value = 0.000) p <0.05) . difference \_ Among score before given training ( *pre-test* ) with after given training ( *post-test* ), looks there is a decrease stress the academic experience felt by the participants after follow training relaxation muscle progressive . |
| 9. | *Gallego-Gomez et al.,*  *Effectiveness of music therapy and progressive muscle relaxation in reducing stress before exams and improving academic performance in nursing students: A randomized trial* | 2020 | Evaluating the effectiveness of a combination of progressive muscle relaxation therapy and music therapy on reducing stress during exams and improving academic outcomes. | *Randomize d controlled with clinical and biochemical parameters* | 112 | 2 days | The results showed that progressive muscle relaxation therapy and music effective in controlling and reducing stress before exam , and show enhancement in academic with p value < 0.05 |
| 10. | *Bostani et al.,*  *Comparing the effect of progressive muscle relaxation exercise and support group therapy on the happiness of nursing students: A randomized clinical trial study* | 2020 | M compare the effectiveness of progressive muscle relaxation therapy ( ROT ) and therapy supporter in reduce student stress nursing . | *Randomized e d controlled trial study ( three group p retest postets design)* | 150 | 30 days | The results of the study show significant difference \_ Among third group in reducing stress nursing students . To group progressive muscle relaxation therapy is more effective compared with group supporters of this is evidenced by the mean change student before and after intervention (t=-4.29,  p<0.001). |
| 11. | *Qodrunnisa,*  *Comparison \_ Effectiveness Therapy Relaxation Muscle Benson 's Progressive And Relaxation Against Stress Student As Impact Learning Online During the Covid-19 Pandemic* | 2021 | Knowing comparison effectiveness therapy relaxation muscle progressive and relaxing benson to stress student as impact online learning during the COVID -19 pandemic | *Quas y experimental design with nonrandomized control group pre-test post-test design.* | 31 | Not explained in research | The results showed the value of p = 0.000 (sig <0.05) . This thing means there is a difference significant Among third group ( group relaxation muscle progressive , group relaxation benson , and group control ) . Test analysis more further ( *post hoc* ) obtained results no there is mean difference between stress scores group relaxation muscle progressive and relaxing benson . Based on the average number , group relaxation muscle progressive more tall slightly (34.90) than the group average relaxation benson (33,82). This thing show by relaxation average benson more effective compared with relaxation muscle progressive . |
| 12. | *Wahyuni et al.,*  *Binaural Beats Music against Decrease Stress in Arrange Thesis on Students Bachelor Nursing Surakarta* | 2020 | Identify influence music *binaural beats* to drop stress in arrange thesis for students bachelor nursing Stickers ' Aisyiyah Surakarta | *Quas y experiment design ( one group pre-test and post-test design )* | 34 | 14 days | The results showed that the majority of respondent before given therapy music *binaural beats* experience stress currently as many as 30 respondents (88.2%) and the majority respondent after given therapy music *binaural beats* experience stress currently as many as 26 respondents (76.5%). Analysis result bivariate statistical test *Wilcoxon Signed Ranks Test* is known p value (0.000) < 0.05. It shows that of 34 respondents , level stress from all respondent after given therapy binaural beats music decreases |
| 13. | *Murdhiono et al.,*  *Meditation With Voice Natural Could Lower Stress on Students Nursing* | 2019 | Knowing influence meditation with voice nature in students nursing | *Quas y -experiment design ( pre test posttest non equivalent control groups.* | 60 | 17 days | The results of the study show that therapy meditation with voice natural have influence to score stress respondents indicated by the median value score stress on the group intervention of 11.00 on the *pre - test* and 7.00 on the *post-test.* In group control , median score stress *pre-test* of 10.00 and *post-test* of 9.50. Wilcoxon's test for analyze difference score stress *pre - test* and *post-test* produce p value = 0.000 in the group intervention and in groups control show p value 0.137. |
| 14. | *Hasina, Siti Nur., Siti Yumnah.,*  *Reducing Adolescent Anxiety With Relaxation Modification Therapy During the Covid-19 Pandemic* | 2022 | Analyze influence therapy modification relaxation in the form of think positive , *expressive writing therapy* , relaxation with therapy music , adaptation habit new and selective to information to level worry adolescents during the COVID-19 pandemic . | *Pre Experimental one group pre test - post test* | 103 | 28 days | Research results this shows that the use of therapy modification relaxation during the COVID-19 pandemic in the form of think positive , *expressive writing therapy,* relaxation with therapy music , adaptation habit new and selective to information this could lower level adolescent anxiety . T level anxiety was tested with t - paired and obtained anxiety average result \_ \_ adolescent 14.5 ( anxiety moderate ) with SD 6.87 before given therapy modification relaxation and after given therapy modification relaxation obtained the average level worry adolescent 6.1 ( normal anxiety ) with SD 2.78. Significance value level worry *pre test* t and *post test* obtained p value = 0.000 . |
| 15. | *[[1]](#footnote-1)Fajariyah, 2021*  *The Relationship between Listening to Music Therapy and Reducing Students' Anxiety Levels Against Covid- 19 Transmission in Jakarta* | 2021 | Knowing connection therapy listen music to worry student to Covid-19 virus transmission | *Chi Square* | 50 | Not explained in research | The results of the study indicate that there are connection therapy music for students with drop worry student to transmission Covid -19 where p value = 0.000 more small from alpha value (0.05). |
| 16. | *Romadhon, Nur., Anita Istiningtyas,*  *Difference Therapy Recitations and therapy Murrotal Against Stress Level Final Year Student of S ICT es Kusuma Husada Surakarta* | 2020 | Knowing difference therapy recitations and murrotal therapy against student stress reduction final level of STIKes Kusuma Husada Surakarta. | *Quas y experiment design ( two group pre test- post test without control design )* | 74 | Not explained in research | The results showed that therapy murrotal and therapy recitations same effective for lower level stress student level end STIKes Kusuma Husada Surakarta . Difference level stress before therapy murrotal and after therapy murrotal (p< 0.05), before therapy recitations and after recitations (p < 0.05), hal this show that therapy murrotal and recitations effective uktuk lower level stress student level end . Comparison of mean rate stress after therapy murrotal dan therapy tila wah ( 17.00:17,00) from similarity second mean value therapy show that no there is difference effectiveness therapy murrotal and therapy recitations for lower level stress . |
| 17. | *Jannah et al.,*  *Intervention 8-D Music For Reduce Anxiety in NESA U Students Moment Covid-19 pandemic* | 2021 | Knowing therapeutic effect 8-D music in reducing the anxiety of UNESA students . | *Quas y experiment design ( one group pre-test and post-test design )* | 77 | 4 days | The results of the study show that the 8-D music intervention can made therapy music for resolve anxiety . This is indicated by a decrease in score scale worry after intervention 8-D music by 69.2%. This show that intervention 8-D music delivers influence for lower level anxiety in U NESA students who experienced anxiety at the moment pandemic Covid -19 |
| 18. | *Usman,*  *Therapy Voice In Reducing Stress Levels in Students* | 2020 | Knowing influence therapy voice in lower level stress experienced by students of UIN Sunan Kaliga Yogyakarta . | *P retest-posttest control design* | 14 | Not explained in research | The results of the study indicate that there are influence from therapy voice listen letter Yasiin in drop level stress however no there is change category level stress ( subject permanent in category stress weight ). This is shown from the Wilcoxon test with a P value or Pv of 0.038. Whereas level significant (α) research of 0.05. So that P value < or 0.038 < 0.05 which means there is influence therapy voice listen letter Yasiin to drop level stress on UIN Sunan students Kalijaga . As for Mann Whitney Test results show that the P Value is 0.153 > 0.05 which means no there is difference meaningful influence \_ Among group intervention and group control . |
| 19. | *Goddess,*  *Islamic Music Therapy Through Shalawat Thibbil Quluub To Reduce*  *Anxiety in a student at the State Islamic University of Sunan Ampel Surabaya* | 2020 | Knowing results from counseling and therapy music k through blessings Thibbil Quluub for reduce anxiety . | M method qualitative | 1 | Not explained in research | The results of the study indicate that the application of therapy and counseling this declared enough succeed with percentage by 71% of which there are change in self respondent , previously feel anxious , often angry , thinking negativity , fear and inferiority have show change to more direction \_ good . |
| 20. | *Indriyati et al.,*  *Influence Therapy Complementary With Listen Murottal Al -Quran Against Anxiety Levels in Final Level Students Compiling Thesis on the Covid- 19 Pandemic Situation* | 2021 | Knowing influence therapy complementary with listen murottal Al-Quran against level anxiety in students level the end that composes script on situation COVID - 19 pandemic | *Pre-experimental design ( one group pretest-posttest design )* | 33 | 31 days | the study indicate that there is an influence significant to murottal al - quran on decreasing level anxiety in students level end as seen from the results of the Paired *sample* test obtained p value = 0.000. Anxiety Level respondent before listen murottal Al-Quran as many as 25 people (75.8%) category medium and after listen murottal Al-Quran level worry in category light as many as 18 people (54.5%). |
| 21. | *Nugroho & Kusrohmaniah,*  *Influence Murattal Al-Qur'an Against Stress Level Muslim Students in Yogyakarta* | 2019 | Knowing the influence murattal Al-Qur'an to level stress experienced \_ individual healthy by medicine , especially for students in Yogyakarta. | *Randomized pretest and posttest control group design* | 45 | 3 days | The results of the study show F value = 10.386 (p < 0.05). That is , there is significant change \_ after listen murattal the Koran . Besides In addition , there was a change in the *pretest* and *posttest scores* in the intervention group showed with F value = -5.957 (p < 0.05) and in the group control have the value of F= - 1.136 (p > 0.05), it means there is difference significant on the decrease score level stress second group . Murattal The Koran also has influence to change level stress on the subject with donation effective 19.4% (ETA2 = 0.194). |
| 22. | *Betsy & Dwiana,*  *Influence music classic to level worry student block System Musculoskeletal Faculty Medical University Tarumanagar a* | 2019 | Knowing influence k music classic to level anxiety . | *Randomized controlled-tria l* | 60 | 1 day | The results showed that classical music by statistics no have influence to level worry n because the p -value is statistics no significant (p > 0.05). |
| 23. | *Damayanti et al.,*  *Influence Therapy Relaxation Muscle Progressive To Stress Young Women During Premenstrual Syndrome* | 2020 | Knowing the effect of progressive muscle relaxation therapy on reducing stress during *premenstrual syndrome* | *Quas y ex experiment design ( pre test and post test Non equivalent control group )* | 30 | 3 days | The results showed that there were influence therapy relaxation muscle progressive to stress teenager Princess moment *premenstrual syndrome.* A Paired T Test analysis was obtained result p = 0.000 ( p < 0.05) . This proves there is influence therapy relaxation muscle progressive to stress teenager Princess moment *premenstrual syndrome.* The results of the independent sample test analysis show that p value = 0.000 (p value < 0.05). This proves there is difference significant between stress variables before and after given therapy music relaxation muscle progressive in adolescents daughter . |
| 24. | *Rahmayanti, Yeni Nur., Dwi Surya Supriyana.,*  *Influence Combination of Guided Imagery and Music Classic Against Anxiety Levels Student Ahead of the Objective Structured Clinical Examination (OSCE)* | 2021 | knowing influence *Guided Imagery* and music therapy against level worry student ahead of the OSCE. | *Pretest-posttest control group design* | 32 | 5 days | Research results shows that there is influence significant gift combination *guided imagery* with music classic to drop level worry student . The mean difference between level anxiety in the intervention group *pretest* 62.19±1.83 and *posttest* 54.88±1.78. Group control mean *pretest* 62.50±2.22 and *posttest* 63.00±1.93. P value (CI 95%) < 0.05 (p=0.00) which indicates existence influence significant *Guided Imagery* and music therapy to drop level anxiety . |
| 25. | *Gayatri et al.,*  *Influence Therapy Mozart's Music Against Decrease Stress Student In Face Thesis at the Institute Knowledge Health Bhakti Wiyata Kediri* | 2022 | Knowing influence therapy music mozart to student stress reduction in face script . | *Pre -experimental ( pre test and post test design)* | 61 | 7 days | The results showed that giving therapy music Mozart's classic influential in lower level stress on students Institute Knowledge Health Bhakti Wiyata Kediri . Wilcoxon test study this shows the value of p = 0.008 where p < (0.05) which means gift therapy Mozart's music has an effect on decline stress levels in students . |
| 26. | *Jatmiko,*  *Influence \_ music and imagery techniques in therapy music to drop academic stress on i . students* | 2021 | Knowing influence gift therapy music with *Imagery* to drop stress academic for students | *One group pretest-posttest design using a double pretest* | 5 | 1 day | Research results show that there is drop level stress academics on students . This thing could seen from the average value of the respondent 's *pre test* of 111.40 and the average *value* of posttest of 73.40. Based on category level stress before and after given therapy music with technique *Music and Imagery,* there is 1 person experience drop stress academic from category tall to moderate , 2 people experienced drop from category currently to low , 1 person experienced drop stress from category tall to low , and 1 person experienced drop stress from category tall to very low . Analysis result with Wilcoxon *Signed Ranks Test* technique produce Z value = - 2.023 with p = 0.043 (p < 0.05) |
| 27. | *Son et al.,*  *Effects of Aromatherapy Combined with Music Therapy on Anxiety, Stress, and Fundamental Nursing Skills in Nursing Students: A Randomized Controlled Trial* | 2019 | Knowing the effect of the combination of aromatherapy and music therapy on anxiety levels  nursing students in Korea. | *Double-blinded, randomized, controlled trial design* | 98 | 1 day | The results showed that the combination of aromatherapy with therapy music influential h significant to worry  (F = 4.29, p = 0.016), anxiety state  (F = 4.77, p = 0.011),  stress (F = 4.62, p = 0.012), and performance Skills base nursing (F = 8.04, p = 0.001) compared with aromatherapy and therapy music as intervention separate . |
| 28. | *Zamanifar et al.,*  *The effect of Music Therapy and Aromatherapy with Chamomile-Lavender Essential Oil on the Anxiety of Clinical Nurses: A Randomized and Double-Blind Clinical Trial* | 2020 | *chamomile-lavender* aromatherapy *essential oil* on the anxiety of nursing students. | *Randomized, double-blind clinical trial.* | 120 | 1 day | The results showed that the intervention of music therapy and aromatherapy with chamomile-lavender essential oil could reduce  nurse anxiety. This is evidenced by the average value of nurses' anxiety after the intervention in the three groups (music therapy intervention group, aromatherapy intervention group and the combination intervention group of music therapy and aromatherapy), respectively (39.28), (37.82) and (40, 03). Thus, the mean score of each group was significantly lower than the control group (56.08) (p < 0.0001). |
| 29. | *Eyüboğlu et al.,*  *Effect Of Music Therapy On Nursing Students' First Objective Structured Clinical Exams, Anxiety Levels And Vital Signs: A Randomized Controlled Study* | 2021 | Knowing the effect of music therapy on nursing students. | *Mixed-pattern single-blind randomized controlled qualitative* | 132 | 1 day | The results showed that the therapy music have effect positive on pressure blood but no affect the test results or level anxiety .  Pressure value blood group intervention before and after exam by significant more low compared with group control (p < 0.05) but not there is difference significant observed \_ Among success exam and  level worry Among second group . |
| 30. | H. So,*Korean Music Therapy Students' Experience of Group Music Therapy: A Qualitative Case Study* | 2019 | Knowing the description of the experiences of Korean students undergoing music therapy. | Triangulated three data sources: individual interview transcripts, participant journals,  and recording sessions. | 7 | 56 days | The results of the study show that experience therapist student related development their personality increases. |
| 31. | *Inangil, et al.,*  *The Effect of Music Therapy and Progressive Muscle Relaxation Exercise on Anxiety Before the First Clinical Practice in Nursing Students: A Randomized Controlled Study* | 2020 | To determine the effect of music therapy and progressive muscle relaxation therapy on the state and level of anxiety before clinical practice of nursing students. | *Randomized controlled experimental study* | 86 | 48 days | The results showed that the therapy music and relaxation muscle progressive can used for lower level anxiety in students nursing .  After therapeutic intervention , there difference statistics between r group , namely (p<0.05).  Comparison h result *pre-test* and *post-test* in the group intervention , experience drop level anxiety (p<0.05) but no there is difference significant to the level worry nature Among group (p>0.05). |
| 32. | *Ogba et al.,*  *Effectiveness Of Music Therapy With Relaxation Technique On Stress Management As Measured By Perceived Stress Scale* | 2019 | Knowing the effect of music therapy with relaxation techniques on stress management among university students in Nigeria. | *Pretest-posttest control group design* | 142 | 90 days | The results of the study show that no there is difference in management stress Among intervention group and control group but there was a significant increase to therapy music with technique relaxation  F( 1, 140)=167,636, P=.000; |
| 33. | *yin,*  *Effect of Acceptance and Commitment Therapy Combined with Music Relaxation Therapy on the Self-Identity of College Students* | 2022 | Knowing the effect of the combination of commitment therapy with music relaxation therapy on student self-identity | Observation of conventional self-identity interventions (health education, communication, and continuation) and music therapy | 80 | 60 days | The results showed that before interve re nsi , no there is significant difference \_ in SAS and SDS scores between second group (P > 0.05). After the interve re nsi , SAS  and SDS scores \_ significant more tall than control group . The comparison before and after the intervention is significant by statistics (P < 0.05).  Before intervention , no there is significant difference \_ in score toughness , strength , and  optimism Among second group (P > 0.05). After the intervention , the score toughness , strength , and optimism in both all group increase , and score mental resilience in the group observation more tall than group control (P < 0.05). Before intervention , no there is significant difference \_ in score quality life Among  group observation and group control (P > 0.05). After the intervention , the score quality life group observation Becomes  more tall from group control , and difference Among second group significant by statistics  (P < 0.05). |
| 34. | *Zhang et al.,*  *Effect of Group Impromptu Music Therapy on Emotional Regulation and Depressive Symptoms of College Students: A Randomized Controlled Study* | 2022 | Knowing the effect of music therapy in controlling emotions  and reduce symptoms of depression in college students | *Randomized controlled tria l* | 71 | 90 days | The results showed that the intervention group's emotion regulation,  DERS scale there is a significant difference before and after therapy. This means that there is an improvement in emotion regulation but no significant improvement  in the control group. In addition, the depression symptoms of the intervention group students felt a sense of relief. This matter  demonstrated that music therapy can effectively improve  emotion regulation and reduce depressive symptoms. |
| 35. | *[[2]](#footnote-2)nangil et al.,*  *Effectiveness of Music Therapy and Emotional Freedom Technique on Test Anxiety in Turkish Nursing Students: A Randomized Controlled Trial* | 2020 | Knowing the effect of music therapy and EFT ( *Emotional Freedom Technique* ) on situational anxiety and vital signs in nursing students before taking the OSCE ( *Objective Structured Clinical Exam* ) | *Randomi z ed controlled trial* | 90 | 1 day | The results showed that music therapy and EFT can reduce depression. This is indicated by the score worry before therapy, the average student is the same. After intervention , score average anxiety of second group intervention by significant more low (p < .05). difference \_ vital signs , group average \_ no significant by statistics , only visible from the pulse pulse in EFT and saturation oxygen capillary peripheral (SpO2) in group music . |
| 36. | *Aalbers et al.,*  *Efficacy Of Emotion-Regulating Improvisational Music Therapy To Reduce Depressive Symptoms In Young Adult Students: A Multiple-Case Study Design* | 2020 | Knowing the effect of EIMT ( *Emotion-regulating Improvisational Music Therapy* ) in reducing symptoms of depression in college students. | *Multiple case study design pre-test, post-test and follow-up assessment* | 11 | 30 days | The results showed that EIMT had an effect in reducing depressive symptoms and improving emotion regulation. |
| 37. | *Anuar et al.,*  *Effects of Progressive Muscle Relaxation on Academic Stress in Student* | 2019 | I know influence technique relaxation muscle progressive to stress study student | *Q uas y -experimental design and a non- equivalent control groups design.* | 40 | Not explained in the research | The results showed that the level of learning stress student before given technique relaxation muscle progressive is in category height , and after given technique relaxation muscle progressive learning stress level student is in category low p= <0.05. |
| 38. | *Luciana,*  *Influence Relaxation Muscle Progressive To Decrease Stress Academic in S MP . Students* | 2019 | Knowing influence relaxation muscle progressive to drop stress academic in students School Intermediate First | *Non randomized pretest posttest with control group design.* | 20 | 7 days | Research results show that relaxation muscle progressive capable lower stress academic in students School Intermediate First . N value significance of 0.005 (0.005 < 0.05) followed by drop the average score of academic stress in the group experiment . Meanwhile , in the group control that doesn't given relaxation muscle progressive experience increase score |
| 39. | *Aji & Rizkasari,*  *Effectiveness Therapy Affirmation Positive And Relaxation To Reducing Stress Levels in Students Elementary School* | 2021 | I know effectiveness gift therapy to level stress in elementary students . | *Quasy Experiment Design ( p retest postets design with control group )* | 62 | 16 days | Research results showing that majority stress level before in the group therapy affirmation positive is stress medium and majority stress level before in the group relaxation muscle progressive is moderate stress . M majority stress level after in the group therapy affirmation positive is normal and majority level stress after in the group relaxation muscle progressive is normal.  H Mann *Whitney* test *results* stress levels in the group therapy affirmation positive and relaxing muscle progressive with score  p 0.733 > 0.05, which means no there is difference Among group gift therapy affirmation positive and relaxing muscle progressive . |
| 40. | *elmiyati,*  *The Effect of Music Therapy and Progressive Muscle Relaxation (Pmr) on Stress Levels*  *Youth Academics at Mts Muhammadiyah Kalibening Dukun Magelang* | 2019 | Knowing influence gift therapy music and *progressive muscle relaxation* (PMR) on academic stress level youth at MTS Muhammadiyah | *Quasi experiment design ( Random Sampling , one group pre and post test with control group )* | 60 | 14 days | The results of the study indicate that there is an influence Therapy Music and *Progressive Muscle Relaxation* to academic stress level youth at MTS Muhammadiyah with value (p < 0.05) is 0.00 and the mean 3.15 drop |

Table 1 show that there is 40 Selected articles on therapeutic effectiveness progressive muscle relaxation and music therapy to reduce student stress during online learning methods during the Covid-19 pandemic which consists of: from 24 articles discuss music therapy and 16 articles discuss progressive muscle relaxation therapy. Of all articles 25 article use design study *Quasy Experiment Design* with or without group k control and 11 article with design study *Randomized Controlled Trial Study* and 1 *Chi Square* and other methods with qualitative observations. As for amount overall respondents who participated in study this is 2,624 respondents.

**DISCUSSION**

Based on results study article found that therapy Effective progressive muscle relaxation and music therapy can reduce the stress experienced by students due to online learning during the Covid-19 pandemic. Progressive muscle relaxation therapy can reduce tension muscle , reduce anxiety , pain neck and back , reduce activity frequency heart and improve a sense of fitness , concentration and repair ability for Overcome stress, fatigue , spasm muscle and build good quality of life positive . [5], [8], [18], [19], [30], [44]–[46], [10]–[17] .

While listening to music therapy through ear effective for relaxation , meditation until help the healing process disease physique nor physiological because system music therapy using wave brain . Customized shaped brain waves with needs each individual so that could make it easy cope disturbance health caused by stress [9], [20], [29], [31]–[39], [21], [40]–[43], [22]–[28]

Article review results in study this , there is 2 ( two ) articles that report that music therapy no have influence significant in lower stress experienced student. This is because not all classical music can provide peace. Existence other factors that can influence level worry respondents , namely factor preference and variant individual . Respondent no used to listen music classic so will cause no happening stimulation emotion from music classic [29], [39] . Though there is two article that states that no there is linkages Among music therapy in reducing student stress . However , there are 22 article others who state that there is influence positive from use music therapy in reducing student stress.

Research designs that are often used in this study is *Quas y Experiment Design* with design study without control . This means that this design does not use comparisons with respondents who are not given therapy. In addition, there is a *Randomized Controlled Trial Study study design .* This design is done by randomizing the respondents who will be given progressive muscle relaxation therapy. Respondents in this study referred to students aged between 11-22 years. At this age there is a transition period that you want social more high , sensitive times so that easy experience excessive anxiety and stress.

Management stress with technique relaxation is one of many technique self management with system nerve sympathetic and parasympathetic . Form therapy relaxation in muscles through two step , that is with give voltage on a activity muscle and stop voltage the so that the muscles become relax . C etiquette muscles already relax so the body will automatically normalize return body organ functions . The changes that occur During nor after relaxation influence work nerve autonomous . Response emotions and effects calming caused by relaxation change physiology dominant system sympathetic from response stress Becomes dominant system parasympathetic . Hypersecretion corticosteroids and cortisol in the stress lowered and increased hormone parasympathetic as well as neurotransmitters such as DHEA ( Dehydroepinandrosterone ) and dopamine or endorphins that cause effect serenity . [12], [47] .

In contrast to muscle relaxation therapy, music therapy provides a relaxing effect by listening to music through the ear and then stimulating and activating hypothalamus so that will hinder expenditure hormone *corticotrophinrealising factor* (CRF). Obstacle expenditure the CRF hormone will result in anterior pituitary gland hampered for Secrete *adrenocorticotrophic hormone* (ACTH). The hormone ACTH is inhibited will result in blockage adrenal glands for Secrete hormone cortisol , adrenaline, and noradrenaline stress ) [9] . There are various types of music that can be used as relaxation therapy, namely classical music, binaural beats, murrotal Al-Qur'an, natural sounds such as the sound of fire, wind, water, animals.

**CONCLUSION**

Therapy relaxation muscle progressive and music therapy given to students significant could be reduce student stress during Covid-19 pandemic . Success drop level stress on students could optimized with add interval time gift therapy .

**SUGGESTION**

In future research , will also interesting for compare stress reduction with other relaxation therapies in the community with various stress level.

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