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The Implementation Of Emotional Freedom Technique (EFT) Within The Scope Of Education

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Abstract- The purpose of this study is analysing the application of Emotional Freedom Technique (EFT) in the scope of education. The research used a library research method. The data analyzed with content analysis techniques. Checking between libraries and re-reading libraries and paying attention to advisory comments is done to maintain eternity of the assessment process and prevent and overcome miss-information. The results of this study are: 1) Based on the results of studies of 20 journal counselling applications Emotional Freedom Technique (EFT) managed to overcome various problems, 2) The implementation of EFT starts with identifying problems, Set Up, Tune In, and Tapping on 9 gamut procedures, 3) The objectives of applying EFT are mostly schools, namely secondary schools to universities with application targets are individuals or groups in the span of school age, 5) suggest implementing EFT with different places, methods and objectives.

Keywords-Implementation, Emotional Freedom Technique, Education

I. INTRODUCTION

Guidance and Counseling aim to help students achieve optimal development through various forms of services both individual services and group services". Schools as educational institutions have an important role in the development of students/counselees. Counselling is a relationship between counsellors and counselees with the intention of encouraging the counselee's personal development and helping to solve the problems. Guidance and Counseling serve counselees to solve their own problems and trains students to be able to take choices and decisions in a healthy and responsible manner [1].

The problems solved in counselling can vary widely, ranging from personal problems to social problems. The problems of students are divided into four sections are the personal, social, learning, and careers. In the counselling process counsellors not only provide information to the counselee but also train certain skills both affective, cognitive, and behavioural so that counselees are finally able to solve their own problems and develop into a healthy person and can realize all its potential.

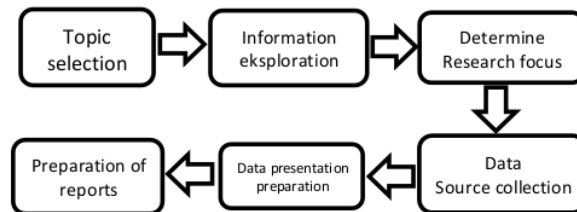
"Counseling is a process, goes through a series of stages. Each stage describes the counsellor's actions and what the counselee must do to achieve the goals.

Counselling has various strategies according to its approach. The counselling strategy chosen to solve counselee problems is an important component in the counselling process. Currently more than 300 counselling strategies from various theoretical orientations [2]. Some Counseling techniques that have begun to emerge include Emotional Freedom Technique (EFT), Solution Focus Brief Therapy

(SFBT), Family Therapy, Narrative Counseling, and Expressive Writing. Some problems with anxiety and stress can be overcome with a counselling. One of the counselling strategies that can be used is the Emotional Freedom Technique (EFT). EFT is one of the various services that are considered effective in the educational environment [3].

II. METHOD

The research method used in this research is library research method. Library research as a data collection technique by conducting study studies of books, literature, notes, and reports relating to the problem being solved [4]. This library research method is used to develop concepts about the Emotional Freedom Technique (EFT) which can then be used as a basis for developing practical steps as an alternative counselling approach. The steps in library research according to Kuhlthau are as follows [5]:



III. RESULTS AND DISCUSSION

The results of the study on the success of the Implementation of Emotional Freedom Technique Counseling (EFT) in the Scope of Education are summarized as follows:

- Journal 1: From the research, it is found that Emotional Freedom Technique can overcome the problem of student depression.
- Journal 2: The application of SEFT in this study has proven effective in reducing smoking behaviour in students [6].
- Journal 3: This study states that EFT plays a role in decreasing presentation anxiety in lectures [7].
- Journal 4: From this study, it was found that EFT and DB had the same influence to overcome anxiety [7].
- Journal 5: In this study, EFT was proven successful in reducing student anxiety in the face of UAN with the average value of student anxiety in the intervention group was significantly lower than in the control group [8].
- Journal 6: The results of this study are proven by SEFT effective group guidance to reduce anxiety facing the National Examination [9].

7. Journal 7: Based on research conducted EFT can reduce dysmenorrhoea pain with changes in the intensity of dysmenorrhoea before and after EFT therapy is given [10].
8. Journal 8: The results of this study say that EFT can be used to reduce anxiety when it comes to oral presentations or improves academic performance [11].
9. Journal 9: From this study SEFT therapy has proven effective in reducing smoking behaviour in adolescent students.
10. Journal 10: From the research that has been done shows that the Numerical Cognition and Emotional Freedom Technique (EFT) have a significant influence on the reduction of anxiety and Mathematics Achievement [12].
11. Journal 11: The results showed that the application of the EFT protocol and the beat of the determined acupressure point was an effective way to reduce stress [13].
12. Journal 12: From this study SEFT has been shown to reduce smoking intensity in students. [11]
13. Journal 13: From this study, it was proven that SEFT therapy can reduce the intensity of smoking addiction in students.
14. Journal 14: From the research conducted it can be concluded that Spiritual Emotional Freedom Technique (SEFT) therapy is effective in reducing stress due to the preparation of the thesis on the students of the Faculty of Ushuluddin, Adab and Da'wah of the IAIN Tulungagung in 2012 [14].
15. Journal 15: From the research that has been done it can be concluded that there is an effect of EFT therapy on decreasing dysmenorrhoea pain scale in adolescents [15]. [20]
16. Journal 16: From the research conducted showed a difference in academic stress levels between the experimental group and the control group, while the experimental group had lower academic stress scores than the control group. It was concluded that SEFT therapy was considered effective for reducing academic stress in high school students.
17. Journal 17: The results of [5] study say that EFT has succeeded in becoming a tool for stress management and helps overcome anxiety in nursing students [16].
18. Journal 18: In this journal, it is said that SEFT is one of the innovative counselling techniques that can be used in the realm of Guidance and Counseling.
19. Journal 19: From this study, it can be concluded that SEFT therapy affects smoking cessation.
20. Journal 20: From the research that has been carried out, it can be concluded that the Spiritual Emotional Freedom Technique (SEFT) training is effective in reducing depression in BBRSD students Prof. Dr. Soeharso Surakarta, so that the Spiritual Emotional Freedom Technique (SEFT) training can be used to overcome depression in diffables [17].

From the 20 journals above about the application of Emotional Freedom Technique (EFT), there are 2 studies on the application of EFT to overcome depression problems, 5 studies on the application of EFT can overcome smoking problems, 6 studies on the application of EFT can reduce anxiety, 2 studies of the application of EFT can reduce dysmenorrhoea pain, and 4 studies on EFT application can overcome stress problems. Of the 20 research journals that have been studied, all of them succeed in the application of EFT, especially in the scope of education.

Based on the results of the study of the success of the application of Emotional Freedom Technique (EFT), more EFT to overcome the problem of anxiety in students, in addition to overcoming depression, smoking problems, reduce pain, stress and general problems in counselling guidance.

The following are the results of studies on the implementation procedures of Emotional Freedom Technique (EFT) in the Scope of Education:

1. Journal 2: The procedure for carrying out this research was carried out with four sessions, namely: (1) Subjects were asked to smoke and feel the pleasure of smoking, (2) Subjects were asked to assess the level of enjoyment of smoking on a scale of 1-10, (3) Therapist conduct interviews to determine the factors that make the subject want to smoke, (4) The therapist gives the subject SEFT to reduce and eliminate the desire to smoke.
2. Journal 3: The implementation procedure begins with the training of participants for 45 minutes and then guided to do EFT which focus on their fear of public speaking. Participants were assessed using Distress Subjective Units (SUDs), Hospital Anxiety, and Depression Scale (HADS) Immediately after their presentation, students were invited to take part in short face-to-face interviews to explore their use and feelings about EFT.
3. Journal 6: In the experimental group the application of SEFT was carried out in Group Guidance given for three days and two meetings.
4. Journal 8: The procedure for implementing EFT in this study begins with giving participants 15-minute training. In these 15 minutes, participant learned about EFT and practice with a focus on fear of public speaking. Participants were assessed using a Subjective Units of Distress (SUDs), hospital anxiety, and depression scale (HADS) measuring tool, assessments carried out before and after EFT. Furthermore, participants were asked to conduct face-to-face interviews explaining how he implemented EFT and asking his feelings. In addition, it was also asked about the continuation regarding using EFT or not.
5. Journal 9: Participants conduct interviews to find out how high the smoking rate of participants in the day as a material for the pre-test. Then an explanation is made and participants practice to treat themselves. After

- completing the SEFT, the participants did a post-test knowing the number of cigarettes smoked in a day.
6. Journal 10: The study was conducted for 10 weeks with 4 stages in it namely randomization, pre-test, EFT implementation, evaluation after EFT.
 7. Journal 11: Participants are taught to knock acupuncture points according to the Basic Recipe in the Book *The EFT Manual* (Craig, 2008; Church, 2013b). A choice point above the head is also used. They follow orders, tap the specified point and repeat the sentence. The counsellor uses the same procedure tapping with the fingertips at the same point on different objects. This includes the upper part of the hand, elbows, shoulders, forehead, abdomen, knees and thighs.
 8. Journal 12: The implementation procedure begins by measuring the participants' smoking intensity first. After the measurement is continued with the implementation of SEFT. SEFT therapy is done in 9 sessions in 3 weeks, each session takes 20 minutes. After the implementation of the therapy, continued by measuring the intensity of smoking.
 9. Journal 13: Every participant was asked to smell some of the cigarettes, and suck them first. The next stage the participants are told the location of the points to be tapped and told if it feels sore it indicates a knock on the right point. After giving information the participants are directed to start tapping according to the point being exemplified, followed by muttering counting and playing the eyeball. After therapy participants were asked to smell the smell of cigarettes again and were asked to provide an assessment before and after therapy related to their desire to smoke.
 10. Journal 14: In the implementation of this study the application of SEFT therapy was carried out in 3 therapy sessions with details:
 - a. session therapy 1:
 - 1) Introduction
 - 2) Explanation of SEFT therapy
 - 3) Explanation of thesis stress
 - 4) Explanation of SEFT therapy relationship with thesis stress
 - 5) Forum contracts
 - 6) The counselling process
 - 7) SEFT therapy process
 - 8) Evaluation
 - b. Session 2 therapy:
 - 1) Review session therapy results in 1
 - 2) The counselling process
 - 3) SEFT therapy process
 - 4) Evaluation
 - c. Session 3 therapy:
 - 1) Post-test for the comparison group
 - 2) Review the results of session therapy 2
 - 3) The counselling process
 - 4) SEFT therapy process
 - 5) Evaluation
 - 6) Post-test for the experimental group
 11. Journal 16: This study consisted of 2 sessions with the implementation of SEFT therapy using a short method with 3 stages, namely the set-up, the tune-in, and the tapping.
 - a. Session 1: Opening, explanation of SEFT, play SEFT therapy which consists of 3 stages (the set-up, the tune in, and the tapping), the implementation of SEFT practices, discussion of obstacles perceived by the subject.
 - b. Session 2: Repeating the provision of SEFT to the subject, discussion of the perceived constraints of the subject, post-test.
 12. Journal 17: Procedures for implementing EFT using traditional acupressure beats on meridian points on the head, face, neck, chest, and hands accompanied by a verbal speech by participants. Participants were asked to say the phrase "even though I felt stressed and anxious, I fully accepted myself" while tapping the point. In the next round, the phrase is shortened to a "feeling of anxiety/stress" or other short phrases that focus on fear. Participants are encouraged to repeat this round continuously until they see their level of anxiety decreases.
 13. Journal 19: The implementation of SEFT is carried out with a time of 15-20 minutes consisting of 4 steps: The Set-Up, The Tune-In, The Tapping, and the Nine Gamut Procedure.
 14. Journal 20: Procedures for implementing EFT are based on the SEFT book proposed by Zainudin (2012) which consists of 3 stages: The set-up, The tune in, and The tapping.
- Of the 20 study materials, there were 14 studies which conveyed the procedures for implementing EFT in more detail. 6 other studies only write in general. In general, all studies used the same EFT implementation procedure, starting with identifying problems, Set Up, Tune In, and Tapping on 9 gamut procedures. In addition to this stage, each study has a different way by combining with interviews, pre-test and post-test to monitor the success rate of EFT implementation. The following are the results of a study on the scope and objectives of the application of Emotional Freedom Technique (EFT) in the Scope of Education:
1. Journal 1: The research objective is 238 first-year psychology students in the College of Science at the University of Santo Tomas
 2. Journal 2: Subjects or targets in this study are students of Counseling Guidance, Yogyakarta PGRI University 2009-2011 generation who smoke.
 3. Journal 3: The research subjects were 21 students who were completing college in the third year and were completing the task of module research practice.
 4. Journal 4: The subject of this study was 168 students from 3 universities in the Northwest American interior which were divided into 3 groups randomly. Group 1 studied EFT, Group 2 studied Diaphragmatic Breathing (DB), and Group 3 was treated without treatment.

5. Journal 5: High School 1 Pakem students who will face the National Final Examination in 2011.
6. Journal 6: High school students with research subjects amounted to 8 students from class XII IPS which was made into the experimental group and 7 students from class XII IPA were made into the control group.
7. Journal 7: Student of VIII PSIK semester at STIKES 'Aisyiyah Yogyakarta totalled 85 people.
8. Journal 8: The target of this study is 52 third-year students who are taking courses in research method modules.
9. Journal 9: The target of this study was students in SMAN 1 Taman Sidoarjo who had smoked in schools, with 24 students who were smokers.
10. Journal 10: The target of this study was 120 high school students in three selected schools in Ibadan who had a low mathematics achievement record.
11. Journal 11: Participants are 56 students with an age range of 20 to 50 years who attend Fort Lewis College in Colorado.
12. Journal 12: The target of this study is 14 students of SMA 5 Kediri in 2015.
13. Journal 13: The target of this study is 5 students from Pesantren London Darul Qur'an Kampar who are addicted to 24 cigarettes.
14. Journal 14: The population in this study were all students of the Faculty of Islamic Law, Adab and Da'wah of the year 2012 who were preparing a thesis totaling 23 students from 3 majors, namely 8 students from the Department of Al Qur'an and Tafsir Sciences, 5 students from Department of Religion Philosophy and 10 students from the Department of Sufism and Psychotherapy.
15. Journal 15: The population in this study were female adolescents of SMAN 12 Padang City who experienced dysmenorrhoea which amounted to 70 people.
16. Journal 16: Senior high school students at Darul Aman Islamic boarding school number 14 people.
17. Journal 17: The application target or participant is 250 nursing students enrolled in a nursing program at a college in the 24 southeastern United States.
18. Journal 19: The population in this study were grade 1 and 2 students of Kasihan 1 Public Middle School, Bantul, Yogyakarta.
19. Journal 20: Students with disabilities who take part in vocational skills training at BBRSD (Balai Besar Social Rehabilitation Bina Daksa) and are aged between 16-30 years.

From the results of the target study, the application of Emotional Freedom Technique (EFT) in the Scope of Education above shows that the goal of EFT implementation is at the school level, both high school and college. Of the 20 studies more aimed at secondary school students with details 12 aimed at students and 8 aimed at students. The objectives of EFT implementation are various: students or students who smoke, experience anxiety, stress and others of various ages and genders.

The following are the results of a study regarding suggestions or recommendations for the application of Emotional Freedom Technique (EFT) in the Scope of Education:

1. Journal 4: Research will be continued and further research will be modified and suggested to conduct research in a different place.
2. Journal 5: In this study researchers provide suggestions to make EFT a psychological therapy option to reduce anxiety.
3. Journal 6:
 - a. School counsellors must be sensitive to the pressure felt by students so that the anxiety felt by students can be overcome with Spiritual Emotional Freedom Technique (SEFT) therapy.
 - b. Further researchers are expected to be able to use SEFT in Group Guidance.
4. Journal 7:
 - a. For STIKES "Aisyiyah Yogyakarta institutions this research can be used as reading material for students about non-pharmacological treatment namely Emotional Freedom Technique (EFT) therapy to reduce menstrual pain.
 - b. For respondents, this study can be used as an alternative action to reduce dysmenorrhoea by Emotional Freedom Technique (EFT) therapy.
 - c. For further research, it is recommended to use the control group as a comparison group and control confounding variables namely nutritional and anxiety variables which in this study were not controlled to determine the effectiveness of Emotional Freedom Technique (EFT) therapy.
5. Journal 9:
 - a. This research can contribute knowledge in the fields of science, especially Developmental Psychology and Clinical Psychology.
 - b. For schools, the results of this research can be used as a reference for making policies dealing with students who have smoking habits.
 - c. For teachers or parents as SEFT counsellors can be used as an alternative way of solving physical and psychological problems of students who smoke.
 - d. For Guidance and Counseling teachers or school counsellors, it is advisable to be able to master SEFT as a complement for a counsellor in implementing the counselling program.
6. Journal 10:
 - a. The strategy in this study is recommended for use by educational psychologists, counsellors, teachers and principals.
 - b. This strategy provides personnel with educational diagnoses aimed at improving the education system in Nigeria
 - c. This study is recommended for policy makers in the field of education to be an input on educational issues related to improving learning.
 - d. This study has revealed that Mathematics is not only an intellectual problem but comes from

- emotional problems. Rather than just concentrating on cognitive distortion in the subject, the researchers recommend that other techniques that can solve the emotional crisis in Mathematics should be sought to improve student performance in the subject.
- e. There is a need to reorient teachers with the contents of training packages to enable them to convey the same to their students regularly. This will make students help themselves.
 - f. Training packages can be used by counsellors in schools to give students a new orientation to improve positive thinking patterns and new beliefs in their abilities.
 - g. Counsellors and teachers must assist students in building their abilities in mathematics because mathematics has found a moderation technique used to solve mathematical anxiety problems.
7. Journal 13:
- a. Guidance and Counseling teachers can use SEFT therapy through individual counselling to deal with the problems of students who experience smoking addiction problems
 - b. For students who are addicted to smoking can use SEFT therapy to overcome the problem.
 - c. In parents should use SEFT therapy to deal with smoking problems in children or families.
 - d. For further researchers to continue research on the influence of SEFT through individual counselling on online game addiction, pornographic addiction, phobias or finger sucking habits, and soon.
8. Journal 14:
- a. Institutions are advised to provide psychological services, one of them is the Spiritual Emotional Freedom Technique (SEFT) therapy to reduce stress levels due to thesis preparation.
 - b. For students can use Spiritual Emotional Freedom Technique (SEFT) when facing stress due to the preparation of the thesis.
 - c. For the development of science is expected to be able to add to the treasure of science by enriching the results of existing research and can provide an overview of the conditions of stress due to the preparation of the thesis and how to reduce stress with Spiritual Emotional Freedom Technique (SEFT) therapy.
 - d. For further research, it is recommended to pay more attention to things outside the research that can reduce the effectiveness level of Spiritual Emotional Freedom Technique (SEFT) therapy in reducing stress due to thesis preparation.
9. Journal 19:
- a. For students who smoke can apply SEFT to reduce smoking addiction.
 - b. For further researchers, it is expected to conduct further research related to the effectiveness of the

SEFT method in reducing the level of smoking addiction in junior high school students.

- c. This research can be used as a reference for developing other research.
10. Journal 20: Emotional Freedom Technique (SEFT) Spiritual Training can be used to overcome depression in di ffables.

Suggestions and recommendations related to the application of Emotional Freedom Technique (EFT) in the Scope of Education are very diverse. Some suggest implementing EFT with different places, methods and objectives. In addition, there are also suggestions for making research results as reference material for policy making within the school. As well as more advising to use EFT in solving problems in the education environment. Several studies did not provide suggestions or recommendations for the adoption of the next Emotional Freedom Technique (EFT) [18].

IV. CONCLUSION

From the results of the literature study, the application of Emotional Freedom Technique (EFT) in the Scope of Education, the following conclusions can be drawn:

1. Based on the results of studies conducted from 20 existing research journals, it can be concluded that Emotional Freedom Technique (EFT) can overcome various problems including depression, problems about behaviour or smoking habits, anxiety facing UAN or public speaking, reduce dysmenorrhea pain in women, and reduce symptoms of stress.
2. The procedures for implementing Emotional Freedom Technique (EFT) in each study have different ways according to needs but at the core stage of EFT implementation, all the same, is done, starting from identifying problems, Set Up, Tune In, and Tapping on 9 gamut procedures. Some modification procedures that are carried out are an interview, pre and post-test as a tool to monitor the success rate of EFT implementation.
3. The objectives of the application of Emotional Freedom Technique (EFT) of 20 journals that have been studied are mostly within the scope of schools, namely secondary schools to universities with the target of application are individuals or groups in the span of school age. The research sample was a mixed-sex of men and women with various problems such as smoking, anxiety, stress, dysmenorrhoea pain, and others.
4. Suggestions and recommendations for the Emotional Freedom Technique (EFT) vary. Some suggest implementing EFT with different places, methods and objectives. In addition, there are also suggestions for making research results as reference material for policy making within the school. As well as more advising to use EFT in solving problems in the education environment.

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