

Effectiveness of Spiritual Emotional Freedom Technique (SEFT) In Reducing Students' Anger

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Abstract

Because of unstable emotions, teenagers have sometimes fallen in a precarious situation, such as violating societal rules and religious norms. Managing emotion therefore is a pivotal aspect to nurture them towards maturity. This study aims to (1) determine the ability of controlling students' anger; (2) measure effectiveness of the use of Spiritual Emotional Freedom Technique (SEFT) in reducing students' anger, and (3) describe the applicability of Spiritual Emotional Freedom Technique (SEFT) in student learning. By using the qualitative approach, data collection methods are in-depth interviews, observations, and documentation. The results of this study show that the ability of students in controlling their anger is relatively low, and the applicability of the SEFT in student learning can be done through developing a Learning Implementation Plan (RPP) in supporting their spiritual aspects even though it is only a nurturing effect and not an instructional one because using only the SEFT in reducing students' angry emotions is considered ineffective.

Keywords: Effectiveness; Spiritual Emotional Freedom Technique; Anger.

Abstrak

Karena ketidakstabilan emosi, para remaja terkadang terjerembab dalam sebuah situasi berbahaya seperti melanggar aturan-aturan sosial dan norma-norma agama. Karena itu, mengatur emosi adalah aspek penting dalam memupuk kematangan mereka. Penelitian ini bertujuan untuk (1) menandai kemampuan dalam mengontrol emosi marah para siswa; (2) mengukur keefektifan penggunaan Spiritual Emotional Freedom Technique (SEFT) dalam mengurangi emosi marah para siswa, dan (3) mendeskripsikan penerapan Spiritual Emotional Freedom Technique (SEFT) dalam belajar. Dengan menggunakan pendekatan kualitatif, data diperoleh melalui interview mendalam, observasi, dan telaah dokumen. Hasil penelitian ini menunjukkan bahwa kemampuan para siswa dalam mengontrol emosi marah masih rendah, dan penerapan SEFT dalam belajar dapat dilakukan melalui pengembangan sebuah Rencana Program Pembelajaran (RPP) untuk mendukung aspek-aspek spiritual mereka meski hanyalah efek dari pemupukan (*nurture*) dan bukan efek pengajaran sebab kalau hanya menggunakan SEFT dalam mengurangi emosi marah para siswa, ini dirasa kurang efektif bahkan tidak efektif

Kata kunci: Efektifitas; Spiritual Emotional Freedom Technique; Marah

Quality schools are established in order to produce quality output, such as graduates with not only a scientific quotient but also social and psychological one, and the quality graduates are measured not only through cognitive maturity, but also positive emotion which they will be able to adapt into a new environment. The school can explore and develop the students' talents so they can meet their needs and reach self-objective independently. The most important is they can gain moral maturity. Quality students are those who have good morals, which are based on societal norms and religious teachings.

Students achieve their emotional maturity because they have been involved in services such as the emotion management, or receive guidance and counseling services during their studies. Their teachers also have prepared them with emotional management programs outside the guidance and counseling services at school. The teachers can conduct the programs via home visits and extracurricular activities. Students of 12 to 15 years old are generally classified as teenagers (Grinder, 1993). At this time, their emotion tends to be unstable, so they experience emotional turmoil and mental stress and thus easily deviate from societal rules and religious norms (Zulkifli, 2006).

Students are prone to emotional disorder experiences because their hormonal condition is developing, and this affects the way they talk, think, perceive and believe in a thing. Due to this development, you may see that at one time they may feel sad, and at another time they may be emotionally angry. Sometimes their emotion is more uncontrollable that determines their behavior and attitude, including their mind and thought. As a result of this emotional disturbance, they behave defiantly and tend to violate rules of society and the school. This of course results in a heavy burden for families and schools, especially parents and the teacher. In committing violation, we can recognize students from two perspectives, namely students as perpetrators and students as victims. But we often see delinquent students who commit violence as perpetrators, and this might be an unfair judgment because many aspects must be studied beyond their appearing phenomena and causes leading to such deviant behavior.

In maximizing emotional management, we should consider observing students holistically as they are soulful individuals because the practice of any punishment today is assumed to have a significant implication for either physical or psychological disorders. The

latter can appear in the form of negative emotion, such as frustration, fear, anger, or hatred. Based on this fact, there should be a paradigm shift in law enforcement, and particularly turning punishment into therapy or community learning is a wise method in this context because student violations can begin from a negative emotion.

Students' negative emotions at certain times appear, and their anger at the teacher and parents is an example of the negative emotion. To handle this attitude, most of the time the teacher and the parents keep practicing the corporal punishment as a tool to ease their negativity so these teenagers do not repeat the violation. But there is a type of violation which can be rewarded with point punishment applied as a way of good communication between the guidance and counselor (BK) teacher, the class teacher, and the students. As far as we are concerned, however, there has not been found a structured therapy program or rewarded point for students.

Ideally, the enforcement of punishment does not result in negative effects, both physically and psychologically for students. In this case, *madrasas* (Islamic schools) can change the forms of handling student violations from corporal and psychological punishment to therapy or community learning in a boot camp. Theoretically, in handling student violations, experts have already proposed therapeutic approaches, such as behavior therapy, behavior modification, or behavioral approaches in counseling and psychotherapy, in which some experience rapid acceptance in the milieu of psychological knowledge and practices. Thus, there has been a shift from the practice of punishment to behavioral therapy (Gunarsa, 1992).

Nowadays, there is a method of therapy in addressing the prevalence of emotional disorders, such as Emotional Freedom Technique. This method is being further developed into Spiritual Emotional Freedom Technique (SEFT). Therefore, it is deemed necessary to examine the effectiveness of SEFT in reducing students' emotional disturbances, especially anger in their daily performance. Thus, punishment which has been the orientation into corporal punishment can be changed into a soft structured way of therapy.

In this study we used a psychological approach, which is in accordance with Gross' and John's opinion, stating that the emotional regulation is a process in which individuals exhibit certain emotions when experiencing an event and how they express it. Emotion is multi-

complexity that can unfold over time and involve changes in the emotional dynamics of the self. With the measurement of the Emotion Regulation Questionnaire based on cognitive reassessment and expressive emphasis, results show effects due to there are emotion regulation strategies (as acceptance or control of emotional states) both internally (e.g., cognitive changes) and externally (e.g., environmental changes) (Gross & John, 2003). In regard to Gross' and John's idea, Khodijah (2006) mentioned that emotion is one part of a person's psychological conditions which is an internal factor that can affect the person's learning success. Positive and negative emotions, and other types of emotion have a big influence on the quality and quantity of learning:

Positive Emotion

Positive emotions (pleasant emotions) are emotions that cause positive feelings in people who experience them, including love, affection, pleasure, joy, and admiration. When people experience positive emotions, they tend to look for other ways to maximize their emotions. Positive emotions can accelerate the learning process and achieve better learning outcomes. Therefore, successful learning must begin by creating positive emotions in the learner. Creating positive emotions of students can be done in various ways, including establishing a pleasant learning environment and the joy of learning.

According to Khodijah (2006), the joy of learning is often the main determinant of the quality and quantity of learning that can occur. Having fun does not mean creating a noisy and lively class atmosphere. However, joy means the emergence of understanding and happy values in the learner.

Negative Emotion

Negative emotions (unpleasant emotions) are emotions that cause negative feelings in people who experience them, including sadness, anger, hate, or fear. Accordingly, negative emotions such as one's fear are the result of conditioning (Djaali, 2013). Such fear may be the product of one's imagination. If the distress and anxiety is the result of something imaginary terrible, perhaps the emotional reaction that arises is more dangerous than the stimulus that

causes the actual fear. When a person experiences negative emotions, they tend to look for alternatives to interpret the event in order to reduce their emotions.

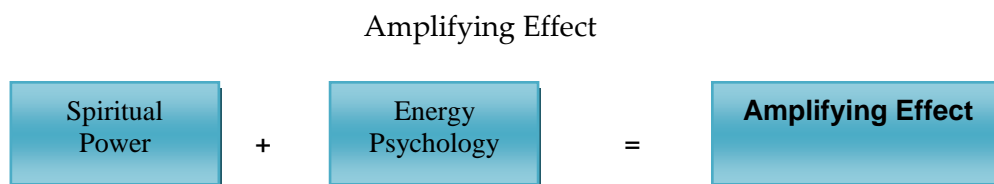
Negative emotions such as fear and anger can cause an individual's heart and heart to pound, the mouth feels dry, blood pressure and digestive system work can change during emotional stimulation (Djaali, 2013). Emotional disturbances like this can also cause tension in several nerves in the body that affect a person's performance, difficulty concentrating, resulting in difficulties in the learning process and finally negative emotions can slow down learning or even stop it altogether.

Primary and Secondary Emotion

Judging from the appearance, human emotions are divided into two, namely primary emotions and secondary emotions. Primary emotions consist of six kinds of emotions, happiness joy, interest, anger, sadness, disgust and fear. The secondary emotions are a combination of various forms of primary emotions and are influenced by the cultural conditions in which the individual lives, for example shame, pride, anxiety, and various other emotional conditions.

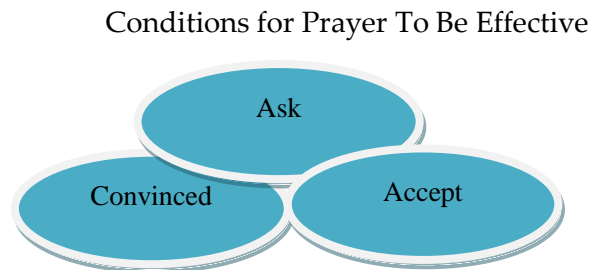
Spiritual Emotional Freedom Technique (SEFT) is a psychological therapy that was first intended to complement existing psychotherapy tools. SEFT is a variant of a new branch of science called energy psychology. Additionally, SEFT is a combination of spiritual power and energy psychology (Faiz, 2012).

So, SEFT is a combination of the power of prayer with spirituality in healing both physical and psychological ailments, which is then called the amplifying effect.



Spiritual Emotional Freedom Technique (SEFT) works on more or less the same principles as acupuncture and acupressure. These three techniques seek to stimulate key points along the body's 12 energy pathways (Energy Meridians) that greatly influence our health.

According to Sentanu (2007), there are three conditions that make prayer effective, including: (1) direction: asking with sincere intentions; (2) obedience: convincing the heart that prayers are answered, and (3) acceptance: accepting the feeling of answered prayer.



The SEFT technique, according to Faiz (2012), consists of three stages:

1. The Set-Up

The set-up aims to ensure that the flow of our body's energy is directed properly. This step is to neutralize the "psychological reversal" or "psychological resistance" (usually in the form of spontaneous negative thoughts or negative subconscious beliefs). Examples of psychological reversal are:

1. I can't achieve my dream
2. I can't speak in public
3. I can't get away from smoking addiction

If negative beliefs or thoughts like the example above occur, then: Pray sincerely, sincerely and surrender: "O Allah ... even though I can't speak in front of many people, I am sincere, I surrender to You completely."

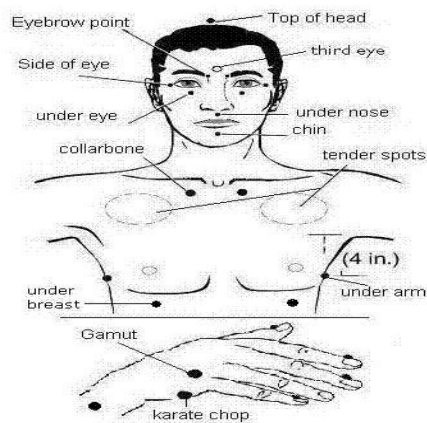
The Set-up consists of 2 activities, the first is to say the sentence as above with full sense of humility, sincerity and resignation 3 times. And the second is while speaking with feeling, we press our chest, precisely in the "Afternoon Spot" (pain point : the area around the upper chest which when pressed feels a bit painful) or tap with two fingertips on the "Karate Chop" section. After pressing the pain point or tapping the karate chop while saying the Set-Up sentence as above, we continue with the second step, "The Tune-In".

2. The Tune-In

Physical problems, we tune-in by feeling the pain we are experiencing, then directing our minds to the place of pain, accompanied by our hearts and mouths praying. Emotional problems, we do "Tune-In" by thinking about something or certain specific events that can evoke negative emotions that we want to eliminate. When there is a negative reaction (anger, sadness, fear, etc.) our hearts and mouths pray. Along with this Tune-In, we do the third step (Tapping). It is in this process that we neutralize negative emotions or physical pain.

3. The Tapping

Tapping is tapping lightly with two fingertips at certain points on our body while continuing to Tune-In. These points are the key points of "The Major Energy Meridians", which if we tap several times will have an impact on the neutralization of emotional disturbances or pain that we feel. Because the body's energy flow runs normally and is balanced again.



Pic. 1. Key Points of the Major Energy Meridians (Zainuddin, 2013)

The following are the points:

1. Cr : Crown, at the point on the top of the head
2. EB : Eye Brow, at the starting point of the eyebrows
3. SE : Side of the Eye, above the bone beside the eye

4. UE : Under the Eyes, 2 cm below the eyelid
5. UN : Under the Nose, right under the nose
6. Ch : Chin, between the chin and the bottom of the lip
7. CB : Collar Bone, at the end where the sternum, collarbone and first rib meet
8. UA : Under the Arm, under the armpit in line with the nipple (men) or right in the middle of the bra strap (women).
9. BN : Bellow Nipple, 2.5 cm below the nipple (men) or at the border between the breastbone and the bottom of the breast
10. IH : Inside of Hand, on the inside of the hand that borders the palm
11. OH : Outside of Hand, on the outside of the hand that borders the palm
12. Th : Thumbs, thumb on the outside of the bottom of the nail
13. IF : Index Finger, the index finger on the outside of the bottom of the nail
14. MF : Middle Finger, middle finger outside the bottom of the nail
15. RF : Ring Finger, ring finger on the outside of the bottom of the nail
16. BF : Baby Finger, on the little finger on the outside of the bottom of the nail
17. KC : Karate Chop, next to the palm, the part we use to break blocks during karate
18. GS : Spot Gamut, in the part between the extension of the ring finger bone and little finger bone

Meanwhile there are nine gamut procedures (movements to stimulate the brain listed as: close your eyes, eye opening, eyes are moved strongly to the lower right, eyes are moved strongly to the lower left, rotate the eyeball clockwise, rotate the eyeball counterclockwise, mutters rhythmically for three seconds, counting 1, 2, 3, 4, and 5, and mumble again for three seconds.

After completing these nine gamut procedures, the last step is to repeat tapping again from the first point to the 17th (ends in the *karate chop*). Finally. This ends by taking a deep breath and exhaling, while giving thanks (*alhamdulillah*).

Methods

This type of research uses descriptive qualitative. It aims to explain deep phenomena through collecting as much data as possible. The specification of the research used is descriptive analysis which aims to make a description or description of the facts, characteristics and relationships between the phenomena being investigated (Creswell, 2017; Yegidis & Weinbach, 2012). This descriptive research is a research that is not intended to test certain hypotheses but only describes what it is about a variable, symptom, or situation (Charles & Mertler, 2012; Rubin & Babbie, 2003).

The steps of research which were carried out are, first, preparation, which began by choosing students from the list recommended by the guidance and counseling teacher. We then did a confirmation by interviewing the teachers and the parents. Furthermore, we oriented the consciousness of the students to be aware of their feeling and of the events they experienced. After this, both the respondents and the researchers came into an agreement that the respondents would involve in receiving SEFT technique training. In order to conduct the activities, a comfortable place was chosen for the SEFT therapy which was the hall of *madrassa*.

The second step of the SEFT therapy is to condition self-acceptance of the respondents to believe in the Almighty God of Allah, that is, if He interferes in human affairs, there will be no impossibility, and if He does not want to be willing, there is nothing to be achieved. To tame heart of the respondents, the researchers gave a stimulus to motivate the presence of feelings such as solemnity, sincerity, resignation, and gratitude. The next phase is the *set up*, where in this phase, the researchers clarified the anger and its intensity. Still in the *set up* phase, the researchers guided the respondents to drink mineral water, bring the feeling of love and gratitude by saying *basmalah* and *hamdalah*, and tapping the spot while saying the word 'set up'. Then the respondents proceeded a *Tune In*. In this phase, the researchers guided the respondents to exhibit the events which can generate anger. And when the anger is reawaken, oral and heart of the respondents are guided to accept and embrace the Almighty God of Allah.

Furthermore, the therapist is conducting a tapping. In this phase, tune in is kept, and the therapist is tuning in while doing a lighter tapping with his/her two tips of pointing fingers and the middle fingers on the key points of the Major Energy Meridians with nine points of the

short version. After each lap of tapping, the students would terminate the session with a deep breath while saying thank Allah (*alhamdulillah*). Last is they would do Nine Gamut Procedures through eye movement desensitization reprocessing (Zainuddin, 2013). In this phase, the patient is suggested to close eyes, widely open the eyes, turn to the left and the right, turn the eye balls and murmur with a rhythm for three seconds.

Third is observation. After treatments were done, the students would do a reflection and was asked about the intensity of their negative emotion. Furthermore, the researchers would make an observation after a week from the the last treatment as well as interview the patient, the guidance and counseling teachers, the madrasa teachers, the parents, and peers.

Fourth is evaluation of SEFT, in which results of the observation and interviews were analyzed and interpreted to know the effectiveness of the SEFT in reducing the students' anger. Examining levels of success of the SEFT is dependent on the students as well as the results of follow up observations. Aspects which are observed in this phase is the intensity of emotion, reduction of emotion, levels spirituality, and power of self-devotion, such as acceptance, embrace, and gratitude. To learn more about the levels of success of the SEFT, the researchers provided the setting of Personal Peace Procedure to help reduce the anger so that the students will further be clam, have high achievement and meaningful life.

Result

The SEFT therapy which is applied to research subjects, is an intervention in reducing students' angry emotions. The results of the SEFT guidance that have been carried out are as follows:

1. Group SEFT

SEFT is applied to students, some are applied classically from the entire sample studied.

Table 1. Group SEFT Therapy Results

SEFT Effect	Frequency	Description
Decreased	17	Group
No effect	13	Group

The results of the use of SEFT in the table above show 56.6% who feel a decrease in the angry emotions they feel. Meanwhile, 43.4% of students did not feel the effect of SEFT. These figures have answered a question about the level at which they feel the emotion of anger that they have as a sense of revenge against others (Interview, 2017).

2. SEFT Individually

The individual in question is a subject who has more angry emotions than other subjects. This was revealed from cases of fights or arguments between him and his friends at the madrasa. In the application of SEFT to reduce anger individually, more seriousness is felt because they do not influence each other and do not think they are playing games anymore. There are two subjects sampled in this SEFT individually. The results can be seen in Table 2 (Interviews in 2017)

Table 2. Individual SEFT Therapy Results

Subject	Entry Level	Result
A1	3	Decrease
A2	4	Decrease

Table 2 shows that since before experiencing SEFT individually, A1 experienced a decrease in angry emotions compared to when he received SEFT in a group or class. In the end, angry emotions had already decreased to level one. Likewise with subject A2 who felt a decrease in angry emotions with a lower emotional intensity compared to before he received SEFT. Although all of them have different unstable emotion over a long period of time, the final results show that they get 100% of the high reduction in angry emotions from all research samples.

The level of anger that is used as a measure is level 1 to level 10. The level of mild anger is in the range of level 1 to 3. The level of moderate anger is in the range of level 4 to level 7. The level of severe anger is at level 8 to 10.

Research conducted can be successful in the application of SEFT individually. This is supported by the following factors:

a. Spiritual Student Problem Handling Needs

The emotional conditions of these students vary, such as anger, sadness, fear after receiving punishment, and so on. Basically they have a pile of negative emotions that are felt from their past. Conditions like this require handling cases spiritually oriented to the release of negative emotions, especially angry emotions. This need supports the application of the SEFT technique.

b. SEFT Easy to learn and apply

According to experienced sources, they explained that SEFT does not require a certain educational background. It is more directed to stimulation in a position of resignation and belief in the existence and help of Allah. Students are able to set up, tune in, and tap. That is, it does not face much difficulty in using it.

c. Guidance and Counseling Service

Another supporting factor is the Guidance and Counseling service in schools. Guidance and Counseling teachers are usually part of functional positions in schools that students fear, because a counselor usually calls students with problems. The mindset of students still assumes that students who are called by the counselor are students with problems. However, Guidance and Counselor services are basically to optimize the potential that exists within him.

d. Spiritual Case Handling

Students' personal cases are not only resolved with the weight of the violation points in the context of punishment, but also a spiritual approach is used. In the case of students who are angry or have physical fights and verbal wars with their friends, then emotional suppression has been done by means of ablution.

However, this success does not mean without inhibiting factors. There are obstacles that occur, some are predictable, but some occur naturally and spontaneously occur. Some of the subjects sampled in this study did not appear to be serious about participating in SEFT training. Many of them find this technique strange and funny. This lack of seriousness occurs especially when SEFT is administered in a group system.

In addition to the subject is not serious, there are also rejections. Some subjects feel afraid to get treatment or intervention. This resulted in them not wholeheartedly carrying out the instructions of the researcher. Another obstacle, the appreciation of the subject is very weak. Appreciation of what they say should be a supporter of success in the stage of set up and tune in. This appreciation is a matter of the subject's heart that has not been allowed to accept angry emotions and release them as far as possible. An unfavorable room is also an obstacle to SEFT's success. Besides not being soundproof, the room's windows were too low, so other students could watch what was going on. As a result, some subjects become unfocused and not serious.

Another obstacle is that SEFTER who works as a teacher is rarely found. During the training, the average SEFT alumni met were in business and health or acupuncture. Because indeed one of the goals of SEFT is to reach the magnets of success and healing. SEFT books are also not free to sell. It is not easy to find SEFT books in the field. Usually the book is only owned by alumni or SEFTER who have become trainers or stockists. This becomes an obstacle for who will study SEFT. Including BK teachers also do not have the book.

Another inhibiting factor, there is no allocation of time and special programs. The allocation of time in handling personal cases of students who have angry emotions is not specifically positioned. The BK teacher's approach in reducing or reducing angry emotions leads to punishment or punishment. Students will obey and do not appear angry emotions because there is an element of fear of being punished.

Answering about effectiveness in this research is result oriented or the final condition after the research. If it is associated with SEFT, then effectiveness in this case means a situation that describes the extent to which the results obtained after the Spiritual Emotional Freedom Technique treatment for students. The indicator of effectiveness in this study is the change in

the intensity of angry emotions. From the research conducted, it resulted in 56.6% data in SEFT treatment of groups and 100% of individuals with high intensity of angry emotions.

The range used to determine the effectiveness or not of the SEFT intervention in reducing angry emotions is as follows:

Table 3. SEFT Effectiveness Range

Percentage	Category
0 – 70 %	Ineffective
71 – 80 %	Less effective
81 – 90 %	Quite effective
91 – 100 %	Very effective

From the research data obtained is 56.6% for SEFT treatment of groups and 100% of SEFT treatment of individuals with high intensity of angry emotions. This shows that SEFT to reduce students' angry emotions is not effectively used in groups. As for SEFT treatment for individuals with high angry emotions, it is very effective to do (Interview in 2017).

Discussion

SEFT is a mind and body healing technique that combines the physical effects of meridian treatments and the mental effects of focusing on the pain or problem at the same time. Knocking on the meridian points sends kinetic energy to the energy system and frees obstacles that block the flow of energy, the key to SEFT's success cannot be separated from belief, solemnity, sincerity, resignation, and gratitude. The researcher found that the SEFT in reducing students' angry emotions was classically ineffective, this was caused by several factors, one of which was the subject not concentrating and not being serious.

Similar research by Zainuddin (2009) also reveals the same thing about the success of SEFT, there are five things that we must pay attention to so that our SEFT is effective. We must do these five things during the therapy process (belief, solemnity, sincerity, resignation, and gratitude), from Set-Up, Tune-In, to Tapping. Many of the major causes of treatment failure are ignoring one or all of these three things.

The purpose of this therapy is to restore balance and harmony of energy in the body. In this study, which is related to emotions, the balance is disturbed because the regulation of negative emotions (anger) dominates. Therefore, using SEFT therapy will restore balance and harmony of energy in the body again.

Conclusion

From the results of research on the effectiveness of SEFT in reducing students' angry emotions, it can be concluded that the ability to control angry emotions in students is still relatively low. They still have an interest in showing individual power with angry emotions.

Suggestion

Furthermore, the design and application of Spiritual Emotional Freedom Technique (SEFT) in student learning can be done by developing a Learning Implementation Plan (RPP) that supports spiritual aspects, even though it is only a nurturant effect, not an instructional effect. In addition, in counseling services, SEFT is accommodated with methods of handling personal cases that are oriented towards therapy, not merely punishment. Additionally, spiritual Emotional Freedom Technique (SEFT) in reducing students' anger is traditionally ineffective. This is caused by the discovery of inhibiting factors, such as rooms that are not conducive, there is no SEFT program in handling student cases, SEFT books are also not sold freely so that BK cannot access them. From the research data obtained is 56.6% for SEFT treatment of groups and 100% of SEFT treatment of individuals with high intensity of angry emotions. This shows that SEFT to reduce students' angry emotions is not effectively used in groups. As for the SEFT treatment for individuals with high angry emotions, it is very effective to do.

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