

EMDR : An Alternative Effective Tool for Reduction of Academic Stress?

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ABSTRACT

The stress often experienced by students is academic stress. Academic stress is a situation where students cannot face academic demands and the exception of the academic demands received as a disorder. If not handled properly, it will disrupt the effectiveness of learning and absorption of information on students. This study aims to reveal the effect of EMDR (Eye Movement Desensitization and Reprocessing) in reducing student academic stress. The research method is an experimental study conducted with a repeated measure pretest and multiple posttest design. The subjects in this study were 15 students. The instrument used was an adaptation of the Academic Stress Inventory of students at universities and colleges of technology from Lin and Chen. Analyze the data using the one-way ANOVA for repeated measures. The results showed that EMDR is proven to be one of the effective tools to reduce academic stress on students.

Keywords

EMDR; Academic stress

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Introduction

The student is one college of the colleges. Students are at the transition from late adolescence to early adulthood, demanding some adjustments in various aspects of life. Individuals who are attending college must complete the study load to graduate with at least 144 credits for a bachelor's degree (Nomor, 2015). Various tasks and roles and responsibilities that must be undertaken as students need time in adjusting from the habit in the previous education bench. However, many of the students are less understanding of the responsibilities and obligations that have to be holding in carrying out their roles. So many students are experiencing stress.

Stress is a human psychophysical phenomenon in the sense that stress is inherently inherent in every person in living his or her daily life. Stress occurs when there is an imbalance between the demands with the ability, the stress experienced by the student closely related to the source of stress (Lazarus & Folkman, 1984). The stress often experienced by students is academic stress (Simbolon, 2015). Academic stress is a situation where students cannot face academic demands and the exception of the academic demands received as a disorder (Barseli, Ahmad, & Ifdil,

2018). Academic stress occurs because of students unable to fulfill demands in carrying out their roles as students.

Based on research that has been conducted Akgun & Ciarrochi (Akgun & Ciarrochi, 2003), high academic stress can cause adverse effects on academic ability for low-value students, but has no effect on high-value students. Loads that are too heavy can also trigger memory impairment, impaired concentration, the decrease in the ability to solve problems and academic ability (Rusdi, 2015; Yuliasih & Akmal, 2017) (Risana & Kustanti, 2019). Academic stress not only poses a variety of negative impacts, but academic stress can also result in the act of suicide (Dony, 2015). In the research conducted about students who have experienced academic stress results of the incidence of stress, which is 40% of students experienced stress because of general academic process, 20% experienced stress for exams, 8% because of classroom activities, and 8% in the process Learn (Hurst, Baranik, & Daniel, 2013)). The academic stress experienced by the students of the final level is in the category of mild stress as much as 14.54 (8 people), moderate stress of 67.28% (37 people), and who suffered heavy stress as much as 18.18% (10 people) (Anwar, 2017). Several studies have been conducted,

found that stress levels will always increase at higher levels of education (Robotham, 2008).

Academic stress in students is caused by several factors, i.e. academic demands that are assessed severely, poor exam results, accumulated tasks, and social environment (Barseli, Ifdil, & Nikmarijal, 2017), too many tasks, competition between Students, failures, financial factors, poor relations between students and lecturers, and family problems at home (Husnar, Saniah, & Nashori, 2017). In addition, academic procrastination can also cause academic stress in students (Risdiantoro & Iswinarti, 2016). The factor of the academic stress is diverse which should be a concern for the students themselves and the surrounding people.

Academic stress is not a problem that students experience. Some ways to help students in reducing academic stress include Eye Moving Desensitization and Reprocessing (EMDR) (Henrikus, 2015), Self instruction Counselling techniques (Rachamayanie, Setiawan, & Fuadi, 2016), restructuring Cognitive (Nurmalasari, Yustiana, & Ilfiandra, 2016)), Spiritual Emotional treatment Freedom Technique (SEFT) (Adawiyah, 2016), systematic sensitised technique (Odiansyah, 2017), self affirmation Technique (Imamah, 2018), rational-emotive Behavior therapy (Fajar & Nursalim, 2018), music therapy (Prasetyo, Bakar, & Bustamam, 2018), expressive writing treatment (Hatmanti & Rusdianingseh, 2019), Relaxation progressive muscle (Hidayat & Ilyas, 2019), Cognitive-behavioral therapy (Fatimah, Suherman, & Rohaeti, 2019), and group counseling with self-management techniques (Vania, Supriatna, & Fatimah, 2019).

One of the psychotherapy in counseling known as Eye Movement Desensitization and Reprocessing (EMDR) is a well-validated, psychotherapeutic approach that is integrative based on the theory of the Psychopathology caused by traumatic experiences or events that interfere with the journey of Life (Rahmania, 2012). EMDR is also known to be beneficial in improving sleep quality, quality of life and perception of stress (Susanty, 2014). EMDR is a treatment that can apply to

clients in helping to deal with certain problems (Astuti, Kep, Amin, & Purborini, 2018).

EMDR therapy is a therapeutic paradigm that includes neurological sensitivity and psychological sensitivity to relieve stress related to experience or traumatic memory (Susanty & Sari, 2017). EMDR is also known to be beneficial in improving sleep quality, quality of life and perception of stress (Susanty, 2014). EMDR combines eye movements, recollection of traumatic events, and Verbalization (Rizki, 2017). The client follows the movement of hand or object by the counselor, meaning that the counselor facilitates the client in this EMDR therapy (Susanty & Sari, 2017). Thus, there is no excess activity that deviates from the general counseling rules. In addition, EMDR in its implementation only takes a short time, and the results got is also effective (Rahmania, 2012). EMDR's own in practice helps clients to lift the mind pile load and stress triggers then replace it with new thinking and more fun and adaptive (Henrikus, 2015).

Method

In this research researchers used repeated measure design with pretests and multiple posttest design. In this draft, all participants in a single group took part in all experimental treatments, with each group being the controls themselves. The research samples were chosen in purposive, which are 15 semesters of final-level study Program and counseling studies Faculty of Education in Padang State University which has a high level of academic stress and has never been given EMDR Previous. The intervention used is Eye Movement Desensitization and Reprocessing (EMDR). Here researchers tried to explore and elaborate the stages expressed by Shapiro (Brown & Shapiro, 2006; Shapiro, 2002) (2002): (1) Client history and treatment planning, (2) Preparation, (3) Assessment, (4) Desensitization, (5) installation, (6) Body Scan, (7) Closures, and (8) reevaluation. EMDR is held 2 meetings for each sample.

Data collection is conducted using instruments adapted from Academic Stress Inventory of Students at Universities and Colleges of Technology developed by Lin & Chen (Lin & Chen, 2009), comprising stress from teachers, stress from results, Stress from tests, studying in

group stress, peer stress, time management stress, and self-inflicted stress. The instrument has five subscales, namely highly compliant (SS), corresponding (S), neutral (N), unsuitable (TS) and highly inappropriate (STS) with ranges from 5 completely agree to 1 completely disagree comprising 34 items. The Data obtained is further analyzed using the one-way test of ANOVA for repeated measures (Huck & McLean, 1975).

Result and Discussion

Results of analysis using repeated measures there are differences before and after treatment ($F = 274.317$; $p = 0.000$). The average value of student

academic stress has decreased on the pretest, Posttest1 and Posttest2. The explanation can be concluded that Eye Movement Desensitization and Reprocessing is effective in reducing academic stress on students. For more details can be seen in table 1

From table 1. Test Result it is known that the results obtained from pretest, posttest 1 and posttest 2 experience changes in academic stress scores. The results of the pretest illustrate the academic stress conditions of students who have not received any treatment.

Table 1. Test result

	Pretest	Posttest1	Posttest2	F	P
Mean	144.467	112.267	85.200	274.317	0.000
SD	2.635	6.120	5.573		

It is known that the mean and standard deviation based on the results of data collection that has been done at the pretest has a value of 114, 467 with an SD of 2,635. In the posttest 1 results there was a decrease in the mean value to 112,267 with SD of 6,120 and in the posttest 2 result which was the result after 2 treatments, the Mean value showed a decrease back to 85,200 with an SD value of 5,573. Furthermore, a description of the reduction in mean scores from pretest to posttest 2 can be seen in the following diagram.

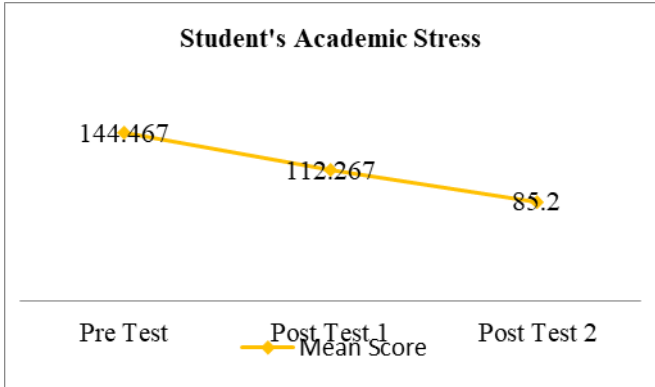


Table 2. Student Academic Stress

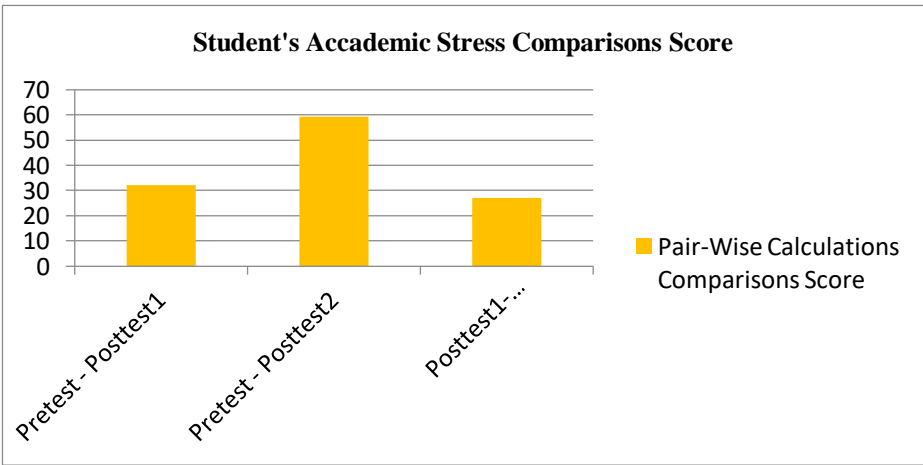
This also explains that giving EMDR basically helps reduce the level of academic stress that occurs in students who are known through the Mean value which has decreased from Pretest, posttest1 and posttest 2. Obviously this also shows that the more intense the treatment is given to students, the less the level perceived academic stress.

The effectiveness of Eye Movement Desensitization and Reprocessing can be seen in table 2. The results of the pair-wise calculations comparisons academic stress of students show the difference in the average value of pretest-Posttest2 is greater than that of pretest-posttest1, while the average value difference of posttest1-Posttest2 is significant.

Comparison	MD	SE
Pretest - Posttest1	32.200*	7.588
Pretest - Posttest2	59.267*	5.741
Posttest1 - Posttest2	27.067*	9.149

Based on table 2. It is known that the value of the comparison between the score pretest and posttest 2 has the greatest value among other comparative values that also exist in the table (pretest-posttest 1 and posttest 1-posttest 2). In line with the

previous explanation, this condition certainly shows a decrease in academic stress scores experienced by students after undergoing two treatments. The comparison can also be seen in the following diagram.



Referring to the research results above, then what is found in this study in line with the opinions of Beer & Bronner (Beer & Bronner, 2010) who mentioned that with EMDR various stress reactions, the resulting stress from memories disrupting the life experience can reduced. The results of the study also correspond to the research of Henrikus (Henrikus, 2015) that implementing EMDR can lower the level of academic stress in students. Research conducted earlier by Hyer & Brandsma (Hyer & Brandsma, 1997) that EMDR is a therapy roughly equal in efficacy to others available. It is argued that this treatment method is efficacious independent of the value of its parts (e.g., eye movements) and is successful because it applies common and accepted principles of psychotherapy. While Wilson, Tinker, Becker & Logan (Wilson, Tinker, Becker, & Logan, 2001) in his article reviewing the effects of EMDR were maintained at the 6 month follow-up, showing enduring gains from a relatively brief treatment regimen for this subclinical sample of officers

who were Experiencing some level of stress from their job.

Conclusion

Eye Movement Desensitization and Reprocessing (EMDR) are implemented as well as the implementation of counseling. This research was conducted to see the effectiveness of EMDR in reducing academic stress to students. The results of the research that has been done show EMDR effectively significantly in the reduction of academic stress on students. It is based on the results of pretests and posttest students before and after the treatment is given. Further results from pair-wise comparisons academic stress of students also show its effectiveness significance. Therefore, this therapy can be used as an alternative therapy to reduce academic stress. EMDR is implemented with a simple but effective enough to support the client to effectively implement daily life.

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