

THE EFFECT OF DANCE THERAPY ON ACADEMIC STRESSRizki Wiji Nugroho¹, Suroso², Muhammad Farid³E-mail : rizkinugroho_s2@untag-sby.ac.id, suroso@untag-sby.ac.id,
muhfaridrochim@gmail.com.^{1,2} Faculty of Psychology, University of 17 August 1945 Surabaya³ Faculty of Psychology, Darul Ulum University Jombang**ABSTRACT**

School education can determine the quality of life of students in the future and meet some of their needs. However, when teaching, students often experience academic pressure because they cannot adapt to the school curriculum. The Taruna High School program is very good for training discipline, but there is something that needs to be considered because the Taruna High School, one of which is in East Java, uses a competency program, an independent curriculum, and is religiously based, so that the academic load also increases and causes academic stress. This study investigated the effects of dance therapy on academic stress. The type of research used is experimental method research, with a *One Group Pretest Posttest Design experimental design*. The subjects in this research were Taruna Madani High School students in East Java. The hypothesis proposed is the effect of dance therapy on academic stress. The population used was SMA Taruna Madani East Java students. The research sample consisted of 35 male and female students. The sample was taken using *purposive sampling method*. The measuring instrument uses the ESSA measuring instrument. Hypothesis testing using *the t-test repeated observations* obtained a value of $t = 12,957$ with significance = 0.000 ($p < 0.05$), for the *pretest mean* (50.00) it decreased during *the Posttest* (35.36). This shows that there is an effect of dance therapy on academic stress levels after being given dance therapy training, meaning that dance therapy is effective in reducing academic stress.

Keywords: Dance therapy, Academic Stress.

I. TRODUCTION

Stress in circles student has become symptom Which experienced a significant increase in recent years . Studies show that education is a major cause of student stress. One in four students experiences academic stress. Many factors cause academic stress, such as : Factors such as workload, too much subject matter to study, students' need for achievement, academic demands, and pressure from parents, school, and peers. Plus Again with condition class And lack of support from resources available to meet academic goals, as well as factor culture. "Due to academic demands, pressures and burdens that exceed their abilities, students must optimize their resources to overcome and cope with academic pressures, Which is effect positive," said Kartika Nur Fatahiyah on Tuesday, July 30. when registering for a doctoral degree at the Faculty of Psychology UGM (www.ugm.ac.id). Launching from CNN Indonesia -- The number of young people who choose to commit suicide continues to increase. The World Health Organization (WHO) reports that 800,000 people commit suicide each year, with most of these cases occurring among teenagers. Suicide among youth ages 10

to 24 in the United States has increased significantly. As reported by The Insider, it is now the second leading cause of death after accidents. South Korea's suicide rate ranks 10th globally. School-age children rank second in terms of suicides after adults.

According to Cohen et al (in Wade and Tarwis. 2007) the risk increases for those who experience conflict with friends or family, and is highest for the unemployed. When someone is a teenager, carrying out developmental tasks can sometimes cause stress problems. The appreciation of academic stress is characterized by four aspects, such as *perception of workload and examination, time retrains, pressure to perform and academic self-perception* (Badewy. 2015).

Every day, most individuals, including students, teachers, managers, employers, and society in general, have duties and responsibilities. The demands of work, family and society are increasing daily. The demands of life continue to increase and often make us so stressed so we are under pressure. Everyday life is full of stress. It is also an engine to become more productive, therefore everyone needs it and cannot avoid it

Students who experience stress at school will experience physical and psychological disorders (Santrock, 2007). Academic stress is one of the most common things students experience. (Taufik, et al. 2013). One source of stress at school is academic burden (Calaguas, 2011). According to Masruroh, & Nugroho (2021) the dance therapy method has a very important positive effect on adolescent stress levels, namely the use of dance therapy techniques in adolescents reduces adolescent stress levels. This suggests that dancing can help reduce stress.

According to Morgan (2014), symptoms often caused by stress include chest tightness, shortness of breath, Frequent headaches or stomachaches, trouble sleeping, excessively negative thoughts, loss of appetite, biting your nails or chewing on other body parts, mood swings, difficulty concentrating, anxiety and panic. Sun, et al. (2011) measured academic stress using the Educational Stress Scale for Adolescents (ESSA) Using 1627 students from grades 7-12 in China, it was shown that there are five ways to measure students' academic stress levels. The five aspects of academic stress are (1) academic pressure, including daily study pressure, pressure from parents, academic competition, and worries about the future, (2) workload, including pressure from school homework (PR), homework and exams, 3) anxiety. about grades, including feelings of and disappointment about academic grades, 4) unfulfilled self-expectations, including depression and suicide, 5) hopelessness, including disappointment and low self-esteem, and difficulties

"Academic stress is stress caused by *an academic stressor* ," said Desmita (2010). *Academic stressors* are stress experienced by students during the learning process or matters related to learning activities such as: exam anxiety, pressure to move up a grade, cheating, multitasking, test scores, decisions about majors or careers, and stress management. The academic responsibilities of teachers and parents include good learning outcomes and timely completion of assignments.

Based on Muhtadini's research (2018) , it was concluded that there are differences significantly based on the level of academic stress experienced by the experimental group that received the *expressive writing intervention*, with the inspection group . This study shows that *expressive writing* can reduce the academic stress of junior high school students who attend *full day school*

Based on the formulation of the previous problem, the researcher wanted to examine how dance therapy can reduce stress, so that the problem can be formulated, namely whether dance therapy affects academic stress in Taruna Al Madani High School students.

Results of research on *self-instruction techniques* that help students reduce academic stress, Nurmaliyah (2014) . This research finds *self-instruction* able to reduce the academic pressure of research subjects, all at once increase the subject's sensitivity to his thoughts, feelings, behavior, and physical reactions. So, after the subject becomes aware of their thoughts, they gradually correct their negative judgment by continuing to speak positively about themselves so that the individual is able to control it.

Dance is the embodiment of a concrete form of art and carries out a long process of learning and understanding. The beliefs of the people at that time greatly influenced the art of dance performed in prehistoric times. Dance as therapy has existed since dance and movement therapy (DMT) is a psychotherapeutic therapy that uses dance and movement. In this therapy, each person is given the opportunity to participate creatively in the process to encourage emotional, cognitive, physical and social integration (Setyoadi & Kushariyadi, 2011) .

Rahmawati, et al (2018) Dancing as a Media for Movement Dance Therapy (*DMT*) states that students can overcome personal stress problems by practicing dancing. Because students have many ways to interact socially and move around, stress is considered a Unpleasant emotional experiences are associated with biochemical processes, physiological changes, and behavior during adaptation . To increase the circulation of oxygenated blood to the muscles and brain, dance practice changes certain brain chemicals, such as how to control stress. Additionally it helps stimulate the release of endorphins, which contribute to the

formation of analgesia and a feeling of pleasure. Permata (2017) divides several dance methods, namely: 1) *Touch and moving* is a method that focuses on dead spots in body movements, 2) The cube body is targeting eight points of the cube by using the limbs to designate the points. point cube, 3) Complementary is where individuals complement each other's empty space when dancing, 4) *Introviet and Extroviet* are small movements that don't require long reach while *Extroviet* are large movements and far reach, 5) Visual stimulation This method uses members drawing, individuals also imagine that their limbs are substitutes for pencils to draw, 6) Audio stimulation is using music then the feelings in the heart are expressed in the form of movement.

Based on some of the research exposures that have been mentioned, there are several on previous research with this research. This research links academic stress with dance therapy, while the research above discusses several variables that can reduce academic stress. This is of course very interesting because there are still many Indonesian students who have not been able to cope with academic stress. Apart from that, the things that differentiate previous research are the subjects that will be studied in the research, where the subjects must carry out the fitness curriculum, the national curriculum that has been recommended by the government and the religious or religious curriculum and the aim of this research is to see whether dance therapy is effective in reducing academic stress

II. METHOD

This study uses the experimental method, and the experimental design is used, namely *the one group design*. The research subjects were 35 Taruna high school students who were boarding. The scale used in this study uses Sun's academic stress scale, et al (2011) *Educational Stress Scale for Adolescents* (ESSA), with the *Likert model* as a data collection method. the academic stress scale which has a total of 16 items is stated to be all valid. Items on the academic stress scale have a *corrected item total correlation index* ranging from 0.578 to 0.921. All items are valid on a scale where r table is greater than r count items (Sugiyono, 2011). In addition, the ESSA scale is considered reliable because of its Cronbach's alpha value of 0.812, which is higher than 0.700.

In this study, the assumption test shows that it is normal, so the normality test is carried out using the *Kolmogorov-Smirnov formula* with the SPSS 22 program for Windows. The decision-making method for the *Kolmogorov-Smirnov normality test* is if the p value > 0.05 Program Menu: Assumption Test. The results can be seen as follows: The results of the

normality test show that the *Kolmogorov-Smirnov coefficient* with a value of 0.139 and Sig. = 0.077 ($p > 0.05$). Calculation of statistical analysis using a computer with the SPSS program Program Menu: t-test Re-Observation.

III. RESULT AND DISCUSSION.

Table 1
Results of Descriptive Stress Analysis (Pre-Test)

Category	Mark	Respondent	Percentage
Very low	16 – 31	0	0%
Low	32 – 42	5	14.28%
Currently	43–52	17	48.05%
Tall	53 – 64	8	22.08%
Lofty	64 – 80	5	14.28%

The results of calculating the hypothetical average, empirical average, standard deviation, number of respondents, and percentage of stress levels in the pre-test showed that as many as 48.05 percent of subjects were in the medium category and 22.08 % of subjects were in the high category,

Table 2
Results of Descriptive Stress Analysis (Post-Test)

Category	Mark	Respondent	Percentage
Very low	15 – 31	1	2.85%
Low	32 – 42	16	45.71%
Currently	43 – 52	11	31.42%
Tall	53–64	7	20%
Lofty	64 – 80	0	0%

Descriptive analysis results:

The results of calculating the hypothetical average, empirical average, standard deviation, number of respondents, and average percentage of stress levels in the posttest show that as many as 45.71% of subjects are in the low category, and 31.42% are in the medium category

Table 3

Results of t-test analysis of repeated observations

Source	Q	Sig	Conclusion	Significance
A1 – A2	12,957	0,000	p < 0.05	Very Significant

Table 4

Average

Source	Average	Conclusion
A1	50.00	A2 < A1
A2	35.36	

Information :

A1 : Before being given Dance Therapy (Pre-Test)

A2 : After being given Dance Therapy (Post-Test)

p : Opportunity Error

The results of the examination of the hypothesis test:

The results of the A1–A2 t-test show $t = 12.957$ and $\text{Sig} = 0.000$ ($p < 0.05$) mean $A1 = 50.00$ and mean $A2 = 35.36$ ($A2 < A1$). This shows that there is a significant difference in stress before dance therapy treatment (pre-test) and after dance therapy treatment (post-test) where academic stress after dance therapy treatment is lower than before dance therapy treatment. Based on this explanation There is evidence that dance therapy affects academic stress levels .

Discussion.

the results of this data analysis with repeated observations of the t-test analysis showed that the dance therapy method had a very important positive effect on the level of academic stress, namely the use of dance therapy techniques in adolescents reduced academic stress. This proves that *dance therapy* is effective for reducing academic stress.

As this study shows, dance therapy is successful in encouraging positive changes in students, because dance movements help reduce academic stress in students. Dance is a basic art that uses body movements to express thoughts. Dance has developed into a useful tool for sharing one another's feelings and for supporting others. Movement in dance may be a channel through which the mind releases tension.

The characteristic of dance therapy is the release of pressure caused by stress and to create relief. Movement or dance is a fun way to release energy, different from the usual movements, dance is relaxation and beauty. Also sometimes it can create different awareness situations, such as a whirl dance. There is a deep feeling after dancing that is recommended to improve things. This is based on the facts that there is a case of the form of training.

Participating in dance provides a distraction from situations that cause academic stress and worried thoughts. *Endorphins* produced by the brain and *pituitary gland* when the body is doing physical activity can reduce the perception of pain, functioning as a sedative. Vigorous activities and the resulting fatigue can reduce negative emotions.

Morgan (Susanto, 2004) stress reduction after exercise can last longer than meditation, dance also increases levels of the chemical *norepinephrine* which reduces depression caused by stress .

IV. CONCLUSION

The results of dance therapy are changes that cause the student's condition to improve . Students are more enthusiastic, never give up, strong, and don't get tired easily. Because mental health is indirectly correlated with fitness. Movement reflexes in dance therapy come from a person's emotions and thoughts . Researchers provide assistance develop and integrate emotional experiences and new flexible movement patterns that trigger many changes. Changes that occur in the physical, emotional, cognitive, and social can be seen clearly and formed from the participation of participants who were very enthusiastic about doing dance therapy. Previous research supports these findings (Melany 2014).

In addition, researchers conducted interviews with counseling teachers, homeroom teachers, and students . Mrs. Ayun as the BK conveyed that there is self-acceptance of the values that students have so that students are still able to compete without being burdened by fear of bad grades. During classical counseling, students were more enthusiastic in facing learning activities and more confident in being able to compete as cadets. Students themselves feel confident with the cadet school and believe they can compete. This dance therapy manifests what is in the mind and is released by moving so as to create relief in thinking so as to be able to think healthily by means of movement, audio and visual stimulation

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