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**Implementation of Expressive Writing Therapy
Through Writing Diary Coping Anxiety in Children Victims of Covid-19
(Islamic Educational Psychology Approach)**

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ABSTRACT: *Anxiety experienced by the child can be caused by bad life experiences, like the Covid-19 pandemic. This outbreak leads to the children's mental disorders seen from their changing behaviour. This study examines the implementation of Expressive Writing Therapy through diary writing to cope with the child's anxiety of the victims of covid-19. The research method used was a literature study to discuss Expressive Writing Therapy through writing a diary. The data collection technique for this study was documentation through inanimate data sources, like the book of child anxiety, journal of expressive writing, and google scholar. The research showed that Expressive Writing Therapy through diary writing could decrease the level of child's anxiety since their parents passed away due to covid-19. Writing a diary can allow the child to channel their emotions into being more positive and sharpen their brain to be more active. Expressive writing is the way for the child to write freely, so there is no need to be afraid of it. Everything that is felt by the child, like the feeling of mad, happiness, and emotion due to the unpleasant incident, can be distributed into expressive writing. Thus, the child's anxiety can be tackled. Implementation of writing therapy with Islamic psychology becomes self-therapy to improve mental health.*

Kecemasan yang dialami anak bisa disebabkan oleh pengalaman hidup yang buruk, seperti pandemi Covid-19. Wabah ini menyebabkan gangguan jiwa pada anak dilihat dari perubahan perilakunya. Penelitian ini mengkaji implementasi Expressive Writing Therapy melalui penulisan buku harian untuk mengatasi kecemasan anak korban covid-19. Metode penelitian yang digunakan adalah studi kepustakaan untuk membahas Expressive Writing Therapy melalui penulisan diary. Teknik pengumpulan data dalam penelitian ini adalah dokumentasi melalui sumber data mati, seperti buku kecemasan anak, jurnal penulisan ekspresif, dan google sarjana. Hasil penelitian menunjukkan bahwa Expressive Writing Therapy melalui penulisan diary dapat menurunkan tingkat kecemasan anak sejak orang tuanya meninggal dunia akibat covid-19. Menulis buku harian dapat membuat anak menyalurkan emosinya menjadi lebih positif dan mengasah otaknya untuk lebih aktif. Menulis ekspresif adalah cara anak bebas menulis, jadi tidak perlu takut. Segala sesuatu yang dirasakan anak, seperti perasaan marah, senang, dan emosi akibat kejadian yang tidak menyenangkan, dapat disalurkan ke dalam tulisan ekspresif. Dengan demikian, kecemasan anak dapat teratasi. Implementasi terapi menulis

dengan psikologi Islam menjadi terapi diri untuk meningkatkan kesehatan mental.

Keywords: *Expressive Writing, Diary Writing, Child Anxiety.*

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I. INTRODUCTION

The existence of the covid-19 outbreak pandemic has threatened child's mental health. This outbreak leads to more alteration to anxiety for children while they remember this pandemic. Due to the covid-19 pandemic, more children currently experience psychological disorders. Over 2.2 billion children worldwide, it is estimated that around 28% of children have experienced mental health caused by the covid-19 pandemic. Furthermore, this requires a particular treatment (Sonartra, 2021). Children are more susceptible to harmful impacts based on bad experiences that cause trauma. The covid-19 pandemic disturbed the feeling and impacted behaviour change leading to stress, depression, and anxiety. UNICEF stated that the impact of the trauma remains stayed and long. Several symptoms seen in the evolution of child behaviour are as follows: feeling anxious, delirious, and frightened, such as fear of losing, being alone, difficulty concentrating and feeling restless (Meutia, 2020).

Agung said that the Coronavirus outbreak causes several impacts, either the psychological changes that alter the paradigm, emotional changes like fear, the feeling of anxiety, worrying, physiological and biological changes or even the emergence of social behaviour changes (Zalukhu, A., & Rantung, 2020). According to Huremovic, the presence of the coronavirus affects the alteration in someone's actions or behaviour that is medically signed by insomnia, disrupting sleep patterns, high-functioning anxiety, stress, and even depression (Polšek & D., 2020). Mental health is one of the neglected impacts of the covid-19 pandemic, so this requires emphasizing prevention with government and health professionals. Children's anxiety, depression, and trauma tend to be high, but mental health services are still inadequate. Indonesian Psychiatrists Association (PDSKJI) researched the mental health issues that resulted in 63% of people having anxiety disorders and 66% of people having depression after spreading the Coronavirus (PDSKJI, 2022).

One of the factors that cause anxiety disorder and depression in children is the death of their parents caused by the coronavirus, so several children suddenly become an orphan. The children losing their parents due to covid-19 cannot be abandoned or neglected because it increases childhood psychological disorders. Anxiety, stress, and depression are among the factors that interfere with children's mental health because they feel alone or lonely to continue life without their parents (Sonartra, 2021). Anxiety defines a feeling in which someone fears something until losing self-confidence or even occurs to unknown causes. Anxiety is a feeling that causes mental tension, so people feel unsafe. Usually, this anxiety begins from perceiving a phenomenon, like the covid-19 pandemic outbreak, that causes people to focus unconsciously on uncontrollable actions (Vibriyanti, 2020). *American Psychological Association* (APA) stated that anxiety is a condition picturing emotion. At the same time, stress is signed by tension, worry, and the dissipation of physical responses, such as the fluctuation of blood pressure (Zalukhu, A., & Rantung, 2020). As a behaviour, the child with anxiety disorder expresses himself by showing anxiety,

confusion, excessive panicking, high worry severity, and feeling nervous or embarrassed (Irawan & Zulaikha, 2020).

Anxiety can occur because of separation, losing someone, exposure to an illness, and lingering wound. Children who have anxiety disorders can be known from their behaviour under few signs, like being silent, crying, shutting themselves off, daydreaming, triggered stress or depression, being excessively fear, showing tension, being nervous, troubled with insomnia, and decreasing interest in doing the activities (Niman et al., 2019). Children's anxiety due to the covid-19 pandemic causes growth inhibition since it affects the communication ability of their friends. For this reason, it requires a child's adaption supported by the social environment to prevent this situation. Freud mentioned that there are three kinds of anxiety, as follows: a) objective anxiety is a fear of threat or danger occurring in the surroundings, either from inside or outside space, like the fear of being alone when losing the parents because of Coronavirus; b) neurotic anxiety is kind of fear that causes someone acts or got into some legal troubles and the development of this starts from an early age; c) moral anxiety is a fear of self-conscience or called the superego. Someone's superego tends to affect people to abase themselves, being guilty of something and embarrassed to act against their morals (Azam, 2020).

Several ways to prevent anxiety, stress, depression, or fear-related problems. One of the ways is to use writing therapy by writing a diary as emotional regulation for children since writing is assumed to control emotions (Indah et al., 2011). Through writing, someone can convey his notion and feeling because writing is an expressive activity and can increase creativity (Sugiastuti & Agung, 2015). Writing therapy is a type of emotive therapy of cognitive psychotherapy that can heal the soul and improve mental health (Susanti & Supriyantini, 2013). This involves the reflection of thoughts and feeling toward the unpleasant incident. Cognitive psychotherapy is intended to restore someone's ability to reason and has proven that it can prevent anxiety, depression, and stress (Danarti et al., 2018).

There are several purposes of writing a diary, mentioned in the following description: a) changing cognition and improving the understanding of self through writing a diary; b) improving self-creativity or ability as a form of self-expression; c) improving communication; d) expressing the emotion and regulating the excessive emotion as well as decreasing the tension to feel better; e) training self to solve problems and the ability of self-adaptation (Rohmah & Pratikto, 2019).

According to Islamic Psychology, the benefits of writing therapy enhance the immune system, the quality of mental health, and the quality of diversities (Mufron et al., 2021). Applying writing therapy in education or a counsellor is one of the latest media or methods. It can be used for many aspects of issues, like mental, psychological, and other addressed issues. Thus, the command to write has been mentioned in Q.S Al-Alaq verse 3, which means "who teach human being through Qalam (a pen)." A pen, in Al-Qur'an terms, means writing. Writing contributes numerous benefits to solving problems (Sagala & Rambe, 2018).

Writing a diary in the form of self-expression poured systematically into the papers to reveal the feeling of **recondite** in life. Based on the abovementioned anxiety problems, this study directs to **the implementation of expressive writing therapy conducted through writing a diary to cope with a child's anxiety disorder in children of victims of**

covid-19 under the Islamic educational and psychological approach, a child's anxiety disorder requires the proper intervention to heal them likewise.

II. METHOD

This study used a literature review that collected information regarding a child's anxiety disorder, expressive writing therapy, diary writing, and Islamic psychology. This study also can be conducted by reviewing or studying the previous research under the same problems. A literature review is a research design that searches for information by compiling books, notes, journals, or written documents related to researched issues. A literature review is used to collect theoretical data to strengthen the theoretical basis (Shina & Ati, 2012).

The data sources in this study are books about a child's anxiety disorder, journals of nursing, psychology, guidance counselling about expressive writing, google scholar, and the internet associated with a child's anxiety disorder caused by the covid-19 outbreak. The data collection used the documentation technique of notes, books, and journals regulating emotion, a therapy of writing a diary, and anxiety disorders. The data analysis technique used the analysis method to collect comprehensive and accurate information and also can be reviewed based on the contents (Ikhwan, 2021). The content analysis method consisted of selecting, comparing, and combining varied explanations until obtaining the relevant conclusion (Moto, 2019).

III. RESULT AND DISCUSSION

Anxiety, according to Spielberger, is the emotion based on the values required, the symbols, anticipations, and the element of uncertainty. Spielberger also said that anxiety disorder is a relative condition and a behavioural pattern that is a combination of unpleasant thoughts and feelings accompanied by heightening the autonomic nervous system in the emotional state (Purnamarini et al., 2016).

Anxiety can be a prominent attitude that is the change of a passive attitude, shutting off, depending on someone, the emotional changes like a kid become easily mad (Fitriani et al., 2017). Anxiety is also something occurred in people's lives at a specific time. Anxiety is a natural response to a very stressful situation in a person's life. It occurs in a single or combination state and other symptoms of various emotional disorders (Ramaiah, 2003).

According to Kaplan, Sadock, and Grebb, anxiety is a reaction toward indeed threatened situations and things that naturally occur through growth, change, new experiences, and creating self-identity and meaning in life. Anxiety is a response that every person can feel. However, excessive anxiety can be a problem for people in their life (Tamisa, 2017). Furthermore, this feeling must be controlled in order not to be exaggerated.

Anxiety and fear are typical traits for children, just like adults. Anxiety can be unnormal if it inhibits a person's social interaction. Sometimes, children show resistance to social interaction, in children who are socially averse or have social anxiety problems may have warm bonds with family, and they tend to be shy and withdraw themselves from interacting socially, resisting people who are not family members. Rejecting other people, who are not family members, affects the growth of

their social relationships with friends (Tamisa, 2017). Anxiety is a response from inside and outside when encountering some events (Tirajoh et al., 2021).

Several expert opinions conclude that anxiety is a normal response toward a particular state that can occur to every person at a specific time as the pattern of the behaviour become a combination of unpleasant thought and feeling and causes emotional changes (Amie, 2014).

Meanwhile, according to Baradero, anxiety is a normal response to human emotion that contains cognitive, physical, and behavioural aspects. The answer considers a typical trait adopted from childhood. Anxiety is also a feeling of exaggerated worry, a response to the external or internal stimulus caused by emotional symptoms, like cognitive, physical, and behaviour (Utami et al., 2019).

A child's anxiety symptom differs in three components, as follows: a) a cognitive component is how children see the situation, several examples of which are children experience hesitation, worry, and fear due to the possibility of something terrible happening that children focus on; b) a physical component relates to the natural biological mechanism, such as fast heart rate, breathless, stomach ache, feeling dizzy, and other symptoms that make children responsive to threats and dangers; c) a behaviour component has symptoms involving child's attitude/action while experiencing anxiety, for instance, while overcompensating/overcontrolling.

The symptom of anxiety disorder, according to Kholil Lur Rochman, is the presence of things that cause worry. Thus, it causes fear, robust emotion, and unstable feeling, like grumpy, excitement, and irritability, followed by various fantasies, delusions, illusions, and delusions of persecution, nausea and vomiting, body feeling exhausted, sweating, shaking, and diarrhoea, fast heart pressure, high pressure caused by tension and too afraid (Tamisa, 2017).

There are several techniques to cope with anxiety, one of which is psychotherapy or talk therapy. A person's cognitive function can be restored by using this cognitive psychotherapy through concentration, memory, and the ability to reason (Hayat, 2017).

According to Spielberger's theory, there are two forms of anxiety; a) trait anxiety is when someone feels anxious excessively rather than others. Someone feels worried about the situation, either dangerous or safe. b) State anxiety consciously occurring is signed by tension and worry happening at intervals and varies (Ningtiyas & Yuwono, 2020).

In this study, anxiety toward children of the victims of covid-19 is included in the state anxiety. It is said that state anxiety is linked to stimulus heightened to a child's past incidents with the same conditions. The unpleasant experience in children's lives forms the motoric process (*defence mechanism*), while the decrease in cognitive function is the factor of high state anxiety (Kikiany S, 2019). Cognitive psychotherapy is a therapy to cope with depression, anxiety, and stress since it is a therapy to reflect deepest thoughts and feelings toward unpleasant events (Wahyu et al., 2022).

Many traits can be used to incline children's anxiety levels of the victims of covid-19. One of them is the method of expressive writing therapy, whereby the researcher focuses on writing a diary expressively. With this method, either child can write their traumatic story or tell their recondite emotions. Therefore, the child slowly began to reconstruct by expressing their feeling and thought in a diary.



Expressive Writing Therapy

Poerwadarminta said that writing expresses feelings and thoughts poured into writing that others can read. Meanwhile, experiencing, undergoing, feeling, and bearing is a person's experience (Fitria et al., 2017). When the respondents retell their emotional experiences by writing, the rework process in the brain allows them to manage negative thoughts better (Melathy & Astuti, 2014).

According to the Ministry of Education and Culture, writing bears thought or feeling in the form of writing. For Chaplin, otherwise, writing is a thing that has a connection to emotional expression or profound changes accompanying the emotions and marks people who are easily aroused to show dynamic behaviour. An emotion is a state holding a feeling, affecting, and full of emotions. Otherwise, an emotion is a condition in physical response and psychological response, such as joy, sadness, compassion, love, and bravery, defined as subjects (Fitria et al., 2017).

According to many abovementioned definitions of writing, it can be concluded that writing is an emotional experience from the phenomenon that has happened, which further creates feeling and thought. The expressive writing technique is involved in emotive therapy focused on emotions (Argarini et al., 2019).

Writing has become one of the techniques to cope with anxiety. This study used the method of expressive writing therapy for the victims of covid-19. The trait of this method is writing about children's experiences that make them feel traumatic or unpleasant incidents throughout the covid-19 pandemic, which is used to find solutions. Thus, expressive writing is a form of emotional experience, often called freedom of emotional expression. This method helps the children express the recondite and unrealized incidents and allows the process of cognitive assimilation, which evaluates what they have felt.

Writing therapy is different from writing as usual. Because in this therapy, someone is provided with a program to write, in which the form of writing therapy can be assisted by the expert (Herdiani, 2013). According to Retnoningtyas, expressive writing is an activity that can be done under the economic cost. This therapy can influence children's hearts due to the emphasis on feeling expression toward them. In this case, children were asked to express their feelings and put them into writing without their parents' coercion (Ningtiyas & Yuwono, 2020).

According to Dona, expressive writing is a method to encourage people to tell a story or express their problems, feelings, and moods in writing to release the emotions they feel. While Adler and Rodman assumed that two factors that cause anxiety are irrational thought and profoundly negative experience, which is dealt with expressive writing therapy (Ningtiyas & Yuwono, 2020). In the cognitive aspect, emotive writing therapy activities help individuals improve their brain capacity. While writing, the left and the right brain are followed to work, the equilibrium of the brain function is maintained, and the memory is honed to produce the idea into words and languages as outlined in sentences in writing (Amali & Rahmawati, 2020);(Pennebaker & Graybeal, 2011).

Pennebaker & Smyth also released that expressive writing therapy is to write about the experiences happening and express what disturbs somebody's thinking. Carrying this activity is to maintain mental and physical health to heal from traumatic events for weeks, months, or even years. Through this therapy, the movement is about helping

somebody understand and cope with the emotional waves and look after daily activities (Danarti et al., 2018).

Another definition of expressive writing therapy is an intervention to cope with anxiety. Through emotive writing therapy, people can reflect on their thoughts and feelings, from unpleasant experiences to past traumatic incidents. Writing in this therapy reflects thoughts and feelings on traumatic events they have experienced. Furthermore, expressive writing therapy can be used and integrated through psychotherapeutic approaches or other counselling (Amali & Rahmawati, 2020).

Expressive writing therapy can be used to discover and cope with anxiety trauma by writing about a traumatic experience interlacing the individual's emotions (Sallo et al., 2019). This reflection facilitates individuals to alter their cognitive features, regulate emotion well, become means of catharsis, obtain new energy, direct their attention, relieve emotional stress that influences the effectiveness of the students, and provide the opportunity to focus on goals and behaviours (Lubis & Rahayu, 2021).

Expressive writing therapy is carried out by writing narration in a book to cope with psychological disorders like depression and anxiety. This method can help individuals stabilize their emotions toward anxiety during the covid-19 pandemic. One of the actions that can be done to decrease is distraction/writing (Prihati & Supriyanti, 2021).

From the experts' opinions, as mentioned earlier, it can be concluded that expressive writing therapy is a method to express feelings and release recondite problems also experienced phenomenon into writing anytime with an economical cost and without parents' coercion. Individuals or groups can also use expressive writing therapy, including kids, teenagers, and adults (Ningtiyas & Yuwono, 2020). Furthermore, expressive writing therapy can be used for all ages. In this study, the researchers want to implement research into 7-10 years (early school age), especially for children of the victims of covid-19.

Expressive writing therapy can be effectively conducted because the themes children focus on are different, so they can write freely and do it anytime. The children can pour their experiences, emotion, a traumatic incident into a diary. Moreover, they feel relieved after releasing their feelings throughout the covid-19 pandemic. In addition, they also can understand the causes of anxiety they feel. Children also find coping mechanisms to solve their problems by writing in a diary. The same finding also revealed that expressing their emotion through writing honestly and without coercion makes their feeling more comfortable (Prihati & Supriyanti, 2021).

The Stage of the Implementation of Expressive Writing Therapy

Expressive Writing Therapy for children of victims of covid-19 to cope with anxiety can be carried out in four stages, which the researcher presents in the following table (Purnamarini et al., 2016):

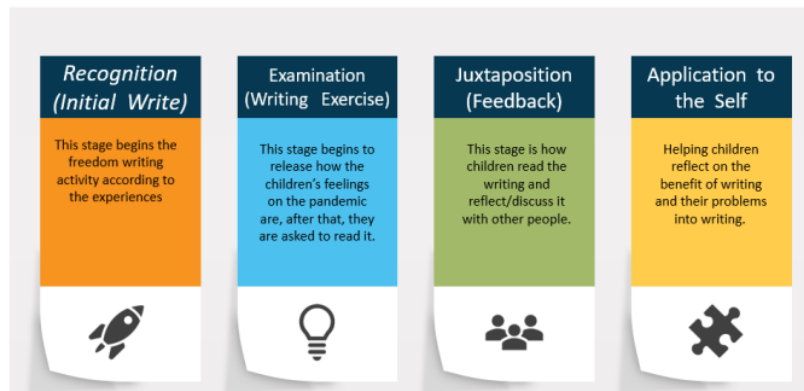


Figure 1. Expressive Writing Therapy for the victims of Covid-19

The first stage, recognition, is the opening stage before the next stage, the writing stage. This stage aims for children to imagine, focus, relax, eliminate a trauma/fear that may arise, and evaluate the child's feelings/concentration. In this stage, the children are free to write what is needed to be released through words, phrases, and others that have arisen in the child's thoughts without intention. In the beginning, warming up is conducted, like a simple movement that continues for about six minutes.

The second stage, the examination/writing exercise, is a major to write the experiences they encounter in daily life related to unpleasant states associated with their abnormality (Maharani et al., 2017). An examination explores a child's reaction to a situation. This stage requires approximately 10 to 30 minutes per session to write every session. After that, the children are allowed to read what they have written and complete their writing. The meeting for the examination stage can be carried out for 3-5 sessions or once a week. Groups or individuals may conduct expressive writing therapy.

The third stage encompasses juxtaposition, which encourages children to acquire new consciousness that inspires their behaviour, attitude, or new values and can make them understand themselves, which is a reflection for them. After writing, they can read, reflect, and develop their writing or even discuss it with others if they consider doing it. A primary thing that can be explored in this stage is how the authors feel when finishing a writing task (Mohd Zubir, 2012).

The last stage encourages children to apply their new knowledge to the real world. Children are helped to integrate the things they have learned in the writing exercise session by reflecting on what is needed to change and repairing what must be kept, like writing. Children can be asked about their feeling, whether they feel uncomfortable or they need some helps to solve the problem they have written, and others (Purnamarini et al., 2016).

Through four stages, children are expected to express their sorrow (expressively), one of which is by writing a diary. This therapy used the approach of art to cope with a child's anxiety. Furthermore, children of the victims of covid-19 can express or release the stress they have experienced throughout the pandemic.

The Implementation of an Expressive Writing Therapy of Writing a Diary

The human is somebody with complex dynamic psychological interaction with the circumstances, family, and relatives. Humans will surely face problems complicated to simple when interacting with other people. It must be released to avoid burdening somebody's thoughts, not mainly happening to children. However, not all problems cannot be expressed through words that are told to others; problems can also be solved by writing our thoughts in writing. Nurhadi said that a diary is a record of what we do today and what we did in the past, also the sources of the essential information about events of what, when, who, how, why, and where that are related to ourselves, to reveal everything impossible to express with others (Zainab et al., 2020).

In the covid-19 pandemic situation, some children have problems that cause anxiety, a sense of loss, loneliness because of no family, the accumulation of lingering sadness, and the negative stigma around children. Since children aged 7-10 years are still sensitive, they immediately receive unpleasant information without knowing to filter it, leading to the sensitivity of the information they have received. The anxiety level of children can affect their academic ability at school (Mutiarra et al., 2021).

Problems raised in this study are the traumatic state of children of the victims of covid-19. These cases become the factors that make children uncomfortable with their circumstances and eventually lead to insecurity and anxiety. Unconsciously, anxiety can occur through conditions that have to do with the mind. The internal dialogue in the child's mind causes emotions or anxiety to increase. Theoretically, anxiety can occur when there is a link between the child and the stimulus, which is a situation that makes the child feel threatened, and then stress is formed.

Moreover, according to the researcher's assumptions, it can be concluded that children with anxiety disorder require action to treat them, one of which is through expressive writing to benefit from it. Through Expressive writing, anxiety not only can be done by expressing children's feelings to others but also by pouring their thought into expressive writing. Maramis defines anxiety as the symptoms of a psychological component arising from anxiety and worries about something unpleasant (Julianto et al., 2018).

While conducting Expressive writing, Children are given the freedom to write, so there is no need to be afraid. The emotion felt by them, like the feeling of mad, joy, or emotion due to unpleasant incidents, can be done through expressive writing; thus, it can decrease the child's anxiety levels (Mutiarra et al., 2021). When the child writes, all of the recondite emotional feelings will come out through the writings, leading to the consciousness starting to arise. In the knowledge, this diary writing therapy can help improve the brain's quality and capacity. The writing maintains the right and left brain equilibrium because it makes for work and continues to process thought into papers. The benefits obtained from implementing these ways are as follows: a) to be able to help children to express the idea, feeling, and hope; b) to be able to help children to respond emotionally to their feeling in a short time; c) to help children to release the stress they encounter; d) to strengthen self-empowerment (White & Murray, 2002).

Through these purposive, it is expected to help children express their anxiety throughout the covid-19 pandemic in the form of a written diary, to feel relaxed because they have released their problems into writing form and told them to the people they trusted. Sort of the benefits children get from expressive writing therapy

are that they feel free to express their emotions to become calmer, release their burden, and incline negative symptoms caused by anxiety disorders, like nausea, dizziness, vomiting, stomach pain ache, and others. Moreover, the anxiety is decreased, and thus the child's self-empowerment becomes stronger.

Expressive writing therapy through writing a diary is as media to control the emotion in self-disclosure to be adequately effective (Rohmah & Pratikto, 2019). Before doing expressive writing, most children are still silently alone and find it difficult to express their feelings. Children just want to be with their families and wish to socialize with the community, but children cannot do that. They want these, but difficult to express them, so they keep silent until anxiety and depression come. In contrast, children feel calmer and better after getting writing therapy than before therapy is carried out. Children's self-confidence grows until they have hopes and want to be realized immediately. After that, children recognize that communicating with others makes them release their burden.

Based on these cases, various types of research prove that diary writing therapy is flourishing and effective because it decreases a child's anxiety level. Writing about the experiences can be a place to regulate the emotion to direct children's attention to the positive features and sharpen the brain to be more active. Therefore, Expressive writing therapy becomes one of the alternatives to heal and improve children's mental health. Mental health covers anxiety, depression, and stress due to parents' passing away caused by covid-19 (Danarti et al., 2018). This therapy is proven able to give therapeutic effects so that children's emotions can be dealt with wisely.

Implementation of Expressive Writing Therapy with Islamic Psychology Approach

Based on the results of several existing studies indicate that spiritual psychotherapy can prevent and overcome anxiety disorders (Paukert et al., 2009). Tranquillity and peace of mind are highly desirable for individuals who experience anxiety because if an individual is anxious and feels restless, they are often confused and unable to think. Anxiety will cause people to be confused, and conversely, calm will make people concentrate well (Kumala et al., 2017). The serenity obtained has a relatively high spiritual dimension. Allah promises that Allah will give peace of mind to the hearts of believers (Ni'matus Sholihah, 2011). The point is that remembering Allah or praying makes humans calm in the face of a problem. Likewise, praying is highly recommended for individuals who are facing a worrying situation to reduce the anxiety experienced by the individual. This is considering that in the history of psychotherapy by religious leaders. In today's modern era, it is necessary to integrate the concept of psychotherapy based on psychology and psychotherapy based on religion and religion (Khoiruddin, 2017).

Expressions about negative thoughts should be removed from the soul because these words are barely unbeneficial for the soul and must be changed into positive words that build energy to impact the soul (Fakhri et al., 2020). The verses of the Qur'an about the method of parables conforming with the writing therapy in this study are as follows:

أَمْ تَرَ كَيْفَ ضَرَبَ اللَّهُ مَثَلًا كَلِمَةً طَيِّبَةً كَشَجَرَةٍ طَيِّبَةٍ أَصْلُهَا ثَابِتٌ وَفَرْعُهَا فِي السَّمَاءِ تُؤْتِي أَكْلَهَا
كُلَّ حِينٍ بِإِذْنِ رَبِّهَا وَيَضْرِبُ اللَّهُ الْأَمْثَالَ لِلنَّاسِ لَعَلَّهُمْ يَتَذَكَّرُونَ وَمَثَلُ كَلِمَةٍ خَبِيثَةٍ كَشَجَرَةٍ
خَبِيثَةٍ اجْتُثَّتْ مِنْ فَوْقِ الْأَرْضِ مَا لَهَا مِنْ قَرَارٍ

"Have you not noticed how Allah has made a parable of a good sentence like a good tree, its roots are strong and its branches (towers) to the sky (24) the tree produces its fruit at all times with the permission of its Lord. And Allah makes this parable for humankind so that they may always remember (25), and the parable of a bad sentence is like a bad tree, whose roots have been uprooted from the surface of the earth; cannot be (upright) at all (26)." (QS. Ibrahim [14]: 24-26).

From the abovementioned explanation, it can be understood how writing can be a self-therapy to avoid psychological disorders and make individuals able to change their thoughts, ways of speaking, writing, and suggesting a better direction. According to Thoules, an auto-suggestion is an attempt to guide oneself through the process of repeating a series of utterances secretly to oneself that expresses a belief or action. Auto-suggestion of the individuals will relieve the individual's anxiety (Mulyadi & M. Mahfur, 2006).

Psychological studies in Islamic psychotherapy explaining writing therapy are still lacking (Ikhwan, 2017). Because the realm of research in this field is sometimes still perceived as unscientifically or irrationally (Nugraha, 2020). The cognitive theory that looks at the needs that form the basis of one's religiosity states that religion appears as a normal and natural result of the mental developmental process. Religion can provide alternative answers to questions related to the problems of human limitations because the human mind crosses the boundaries of the situation. The theory of emotions considers life in this world full of difficulties and sadness. The uncertainty of the future that causes fear and worry is the basis of the spiritual life theory of emotions (Hamid, 2017).

Efforts to overcome mental or spiritual health disorders can also be carried out early on by the person concerned. Mental illnesses will be resolved by finding the right way to adjust to choosing moral norms. In this context, the relationship between religion is seen as a mental health therapy. However, the noble values of religious teachings can be used for adjustment and self-control to avoid inner conflicts (Subandi, 2013). The approach to spiritual writing therapy can be referred to from the information in the Qur'an. As Allah says in the Qur'an:

يَا أَيُّهَا النَّاسُ قَدْ جَاءَكُمْ مَوْعِظَةٌ مِنْ رَبِّكُمْ وَشِفَاءٌ لِمَا فِي الصُّدُورِ وَهُدًى وَرَحْمَةٌ لِلْمُؤْمِنِينَ

"O people! Indeed, there has come to you a lesson (the Qur'an) from your Lord, a cure for the disease that is in the chest and guidance and mercy for those who believe." (QS. Yunus [10]: 57).

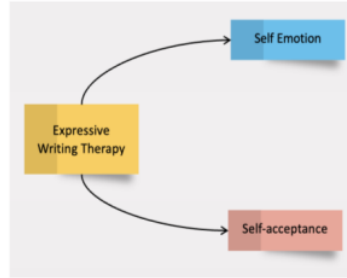


Figure 2. The Implementation of the Expressive Writing Therapy under the Islamic Psychological Approach

Firstly, a positive emotion. Teenagers are trained to write positive words, attempt to be honest with their feelings, and accept current conditions (Nugraha, 2020). In addition, writing about teenagers' traumatic experiences can alter perspectives in their writing; thus, they can value the other point of view Nisaa (Nisaa' et al., 2022).

Through expressive writing, acceptance can increase under the use of positive words. Writing down what has felt using positive words encourages individuals to dig deeper into suppressing emotions resulting in expressive writing (Santoso, 2019). If the negative words are reflected into positive words, this can help individuals accept their conditions. Additionally, self-reflection and feelings of closure related to surrounding experiences can increase self-acceptance (Rozikan, 2017).

Secondly, self-acceptance. The relationship of religion to mental health is belief and sanity, which lies in the surrendering of one toward the supreme power of God (Fahmi & Firdiyani, 2021). This contributes to an optimistic attitude which produces positive feelings, like the feeling of happiness, satisfaction, success, feeling loved, or feeling secure. According to the history of mental health, it can be seen from the initial issues that people have given therapy to those who disturb with mental problems is religious figures (Hafizallah & Husin, 2019). However, with the development of medical and psychological science, the role of religious leaders began to be shifted by figures with modern scientific education backgrounds. There was even a period when the current medical and psychological world rejected the pastoral approach because they considered that science was contrary to the area of spiritual issues. The latest development shows medical and religious tradition integration in discussing mental health issues (Muhajarah, 2018).

The use of a psychological approach in Islamic studies contributes to the development of culture and science that Muslims can use to provide scientific explanations for various problems and improve Islamic human resources (Ancok & Nashori, 2012). This is because Islamic psychology can be used to foster the soul and mentality of humans (Marbun et al., 2021).

IV. CONCLUSION

According to the research above discussion, it can be concluded that implementing Expressive writing therapy through writing a diary contributes to coping with children's anxiety of the victims of covid-19. When children have gone through covid-19, anxiety is the state of anxiety. Children's unpleasant experiences from the motoric process (defence mechanism), which is inclined to the cognitive function, are the

factor of high state anxiety. The attempt that can be made to cope with children's anxiety of the victims of Covid-19 uses the method of Expressive writing therapy of writing a diary expressively.

Theoretically, Expressive writing therapy is a method to reveal child's feelings, release their problems, and experience what is happening in their life. The emotions children feel, such as the feeling of mad, joy, and emotion caused by unpleasant events, can be carried out with Expressive writing therapy; thus, it helps anxiety levels decrease. Through writing a diary, children feel calmer in expressing their emotions. The implementation of Expressive writing therapy to cope with children's anxiety of the victims of covid-19 can be done in four stages: Recognition (Initial Write), Examination (Writing Exercise), Juxtaposition (Feedback), and Application to the Self. Therefore, to conclude this finding, writing a diary as Expressive writing therapy is effective in coping with anxiety for 7 to 10-years children of victims of covid-19. Implementation of writing therapy with Islamic psychology becomes self-therapy to improve mental health.

The implementation of Expressive Writing Therapy with the Islamic Psychology Approach contains positive emotion. Teenagers are trained to write positive words, attempt to be honest with their feelings, and accept the current conditions. Secondly, it produces self-acceptance. The relationship of religion to mental health is belief and sanity, which lies in surrendering one toward the supreme power of God.

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