

The Effectiveness of Mindfulness Training to Reduce Emotional Problems in Social Patronage Citizens of Bina Karya Wanita Harapan Mulia Kedoya Social Institution

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Abstract

This study the objective of is to find out the effectiveness of mindfulness meditation training to reduce emotional problems in the social patronage citizens. It's subjects of this study are 12 social patronage citizens (SPC) in Harapan Mulia Kedoya women social institution who were determined by the criteria in the research group. And will be provided mindfulness meditation training to participants who have emotional problems. The experimental design was one group pre-test post-test design. The emotional problems were measured by using emotional problems scale. Using the paired samples test, the mean coefficient of change in emotional management is significant in the pretest and after the posttest. As the conclusion this study shows that mindfulness training provides significant results in reducing emotional problems on SPC. Thus, mindfulness training can be used as a psychotherapy to help individuals manage emotional problems.

Keywords: Mindfulness Training, Negative Emotional Problem, Social Patronage Citizens

1.1. Introduction

There are women who solely live in poverty then easily become sex workers for food, clothing and protection, various reasons appeared as the shortcuts to earn money to meet their families' needs. Moreover due to the low education factor have made sector it more impossible to get a job with sufficient income, such as in the formal sector.

The motivations behind the growth of prostitution in women is vary. It is influenced by internal and eksternal of then. According to Suyanto (2014), girls who fall into the prostitution business are usually forced by three main factors. First, girls become prostitutes for structural reasons, such as poverty and lack of access to work. Second, girls become prostitutes because they are victims of fraud, victims of dating rape, broken homes, victims of child abuse and disappointment because of failed love affairs. Third, girls choose to become prostitutes because of their lifestyle.

Eradicating this "world" is not as easy. As long as there anded "consumers", during that time this problem will never be resolved or maybe it will never ended. Heraty (1997) states that apart from various motivations, prostitution is also subject to the laws of economy supply and demand. According to Katjasungana (1997), the world of prostitution is often criticized as a moral rather than a social, economic-political, even historical issue. Even though there are some experts, scholars and researchers who consider prostitution as access to destitution, not merely a matter of moral decadence. The reluctance of society to accept former sex workers in their surrounding has made women who are in this profession refuse to look for other work alternatives.

In contrast to Katjasunga, Kartono (1981) as cited by Murray (1994) said that women who become prostitutes are actually nymphomaniacs (addicted to sexual relations), abandoned by their husbands, clumsy to work, immoral, or simply stupid.

Therefore in Jakarta Capital City Region, there is establishment of a commercial worker rehabilitation agency under the protection of the Jakarta Capital City Region Social Service, namely Harapan Mulia Women Social Institution (PSBKW). This community is a group of commercial sex workers (PSK) who are in the category of adolescents or ranging come from streets also trafficking victims. ranging age from 18 to 23 years. Will have been at PSBKW for a week to 4 months as the rehabilitation period. This social institution specifically houses as for them, and forum for the development of faith and skills in social life too. A lot many hopes are placed on PSBKW such as skills training guidance in order to restore and realize productivity towards their independent life.

Regarding emotional problems, the results of a study conducted by the Ministry of Health of the Republic of Indonesia in 2007 on emotional disorders in adolescents showed that 11.7% of the adolescent population over the age of 15 experienced anxiety and depression. Another study from the National Institute of Mental Health (NIMH) in the United States reported that in 2004 about 8.3% of adolescents aged 9 to 17 experienced depression due to the inability of students to manage stress and anger. The National Center for Education Statistics (2010) reports that in the United States about 1.9 million crimes occur in primary and secondary schools across the nation, meaningly about 40 students per 1,000 are victims of some kind.

A survey that has been conducted of parents and teachers in almost all parts of the world shows the same tendency, the current generation experiences more emotional difficulties than the previous generation, such as: feeling go to pieces, gloomy, disrespectful to manners, nervousness, easily anxious, more impulsive, and aggressive (Goleman, 2000).

Emotional deterioration shown worst in specific problems such as: mischief, aggressive, involving in troubled teens, cheating, frequently quarrels, churlish, being stubborn at school or home, stubbornness, mood swings, too talkative, annoying, and high temperamental. The emergence of these negative behavior froms, according to Goleman (2000), is a picture of uncontrolled emotions, reflecting the increasing emotional imbalances. This phenomenon shows that individuals failed to understand, manage, and control their emotions.

Gessel (cited in Thontowi, 2001) argues that 16 year old girls are often irritable, easily aroused, and have an explosive temper and have less control over their feelings. This is a form of problem that roots could be trivial but take a victim due to the absence of a good solution to the problem. Teenage girls prefer to fight muscles rather than sit together and talk about problems occurred. Emotional immaturity in adolescence leads girls to solve problems in inappropriate ways. When faced with emotional discomfort, young girls face it wrong way, make it an effort to protect their weaknesses. The reaction appears in aggressive behavior such as disobey their parents, fighting and being annoying.

A University of California study found that patients who did a mindfulness meditation program for 8 weeks experienced a reduction in depression and anxiety symptoms, had better self-control and higher well-being (Locklear, 2011).

According to Bhave and Saini (2009) having the ability to manage emotions can help individuals to self-control for internal and external responses as a result of anger and provide positive motivation to solve problems so that they can grow and adapt environmentally anger. Management is needed in individuals therefore all actions carried out can be controlled by themselves and they will not cause negative things in their environment.

This study aims to examine the effectiveness of mindfulness meditation training on the self-management of PSBKW Harapan Mulia Kedoya social patronage citizens (WBS). Researcher hypothesizes that negative emotional problems can be reduced after participants do this training.

1.2. Method

This research is a four-day training started with the presentation of material on emotional problems and emotional management in the social patronage citizens (WBS). The method used is the psychoeducation of

basic knowledge about mindfulness, mindfulness meditation practice (mindfulness meditation body scan exercise) and questions and answers. After the presentation, the researcher conducted a pretest data collection to see whether the simple mindfulness therapy that had been taught previously had an influence on negative emotional experiences. The research design used was a one-group pre-posttest experiment design. In this research design, the effectiveness of this training is measured based on the decrease in the level of negative emotional experiences that participants feel. Thus the design of this study used re-measurement on the same subject, in this study the subject was measured twice, namely once before treatment (pretest) and once after treatment (posttest).

Participants in the mindfulness training were carried out on the social patronage citizens (WBS) of Harapan Mulia Kedoya Women Social Institution, West Jakarta. This activity was attended by 12 WBS who have criteria; WBS with a rehabilitation period of 1 week to 4 months, have emotional problems and emotional management, can read and write, and do not have psychotic disorders.

The mindfulness training procedure in this study was led by researchers as instructors who already had experience in study and application of mindfulness meditation. The instructor asked participants to sit up straight on the floor with no touching distance. The instructions of this training are quite simple. First, participants were asked to take a deep breath through the nose for five seconds. Then, the breath was held for four seconds. Then, the breath was exhaled through the mouth for four seconds. During this breathing exercise process, participants were reminded to focus on their breath and allow all thoughts that exist to enter the thought. This process continued to be trained for 15 minutes. After the training session over, the instructor asked participants to practice themselves without direction or instruction from the instructor.

Emotion induction. Negative emotions in this study were induced by autobiographical recall techniques. This method used quite often in emotional induction studies conducted in the field of social psychology (eg, Bodenhausen, Sheppard, & Kramer, 1994; Lerner & Keltner, 2001). Participants were given 10 minutes to imagine and then write down very intense emotional experiences in the past and present. Time instructor directed participants to recall the negative emotional experience as clearly as possible and emotionally relived the experience.

After the negative emotions induction carried out to the participants, then the emotional management of the subjects of this study was measured using a negative emotion management scale, with a rating technique of 20 negative emotions list items. This research was conducted in March 2018 with details of giving a pretest first. Then given the intervention to the participants for 3 sessions, each session for 60 minutes, and then given a posttest.

The data analysis in this study carried out quantitatively. by comparing the negative emotion scores that were filled in before the mindfulness training practice with the negative emotions scores that were filled in after the training. This comparison then analyzed using the statistical method of paired sample t-test. Mindfulness training in this study would be said to be effective if there is a statistically significant difference between the pretest and posttest.

1.3. Result and Discussion

The results of the measurement on the pretest showed that the participants felt a high enough negative emotional problem after being induced by emotion ($M = 105.75$, $SD = 43.298$). These negative emotional problems then decreased after the participants were asked to practice mindfulness training ($M = 43.17$, $SD = 20.158$). Paired sample t-test analysis showed that this decrease was statistically significant ($t = 7.078$, $p = 0.000$, $p < 0.05$). These results indicate that mindfulness training can reduce negative emotional problems effectively

Table 1 : Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	105.75	12	43.298	12.499
	Posttest	43.17	12	20.158	5.819

Table 2 : Paired Sample Test

		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std.Error Mean	95% Confidence interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	62.583	30.631	8.842	43.121	82.045	7.078	11	.000

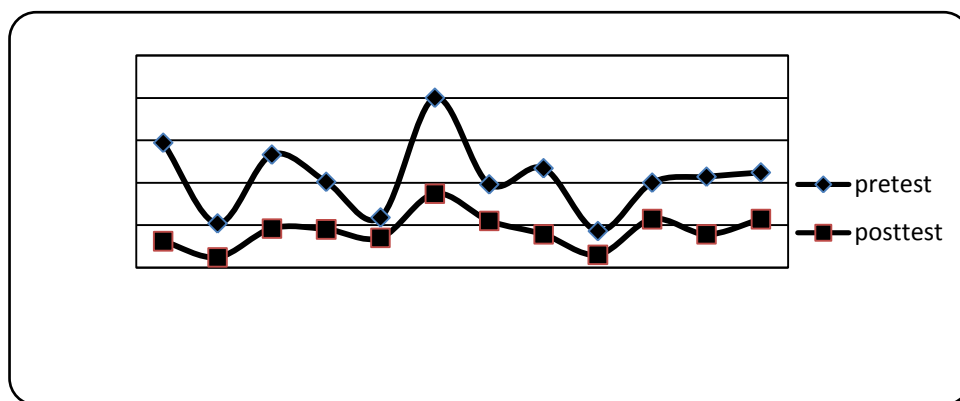


Fig 1. (a) Pretest and Posttest of the participant score

The results of the data analysis show that there is a significant decrease in the score on the scale of the problem of negative emotions between before the intervention was given and after the intervention was given. These findings indicate that simple mindfulness therapy and sufficient 3 sessions can be effective in reducing WBS-induced emotional problems through autobiographical recall.

Up to these days, there are a number of findings shown that mindfulness is an effective intervention in various conditions and for various types of individuals. Shapiro, Schwartz, and Bonner (1998) stated that mindfulness succeeded in increasing well-being because it could lead to relaxation, increased self-regulation, and changed individual cognition in order to see pressure as a challenge, not a threat. Kabat-Zinn, Lipworth, and Bumey (1985) revealed that mindfulness is successful because it can increase physiological relaxation and cognitive

changes which are quite effective. Williams, Kolar, Reger, & Pearson (2001) added that mindfulness is an effective stress response because it focuses on physiological and cognitive-behavioral aspects and teaches new ways of viewing and managing stressful situations.

In the context of emotional management, mindfulness can reduce emotional problems when WBS is through relaxation. Kabat-Zinn, et al., (1985) added that mindfulness therapy which focuses on breathing can have a calming effect. Another reason why mindfulness can effectively reduce emotional problems is it makes individuals take a new different perspective from what they previously had.

Research from Yarsi (2017), about mindfulness training to reduce anger emotions in drivers, has also shown that mindfulness training can induce the emotional experience of anger effectively. Paired sample t-test analysis showed that this decrease was statistically significant.

1.4. Conclusion

Based on the research result and discussion stated, the following conclusions can be drawn: 1). Mindfulness training conducted for the social patronage citizens has been effective in reducing the level of emotional problems; 2). There are differences in the level of negative emotions between before the intervention and after the intervention; 3). Mindfulness meditation training has an effect on reducing emotional problems in research group of participant.

1.5. Suggestion

To researchers on mindfulness training meditation, advisable to carry out research over a longer period of time gradually so that they can control the development of the research subjects. In addition, it is also suggested to the next researchers to explain deeper about the nature of mindfulness meditation therefor no rejection of mindfulness meditation by certain groups who become the research subjects.

Acknowledgements

I would like to say to my family who continue to give encouragement, and also many thanks to the supervisor and to my professional friends who have helped provide the information.

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