Mindfulness Based Intervention To Increase Self-Disclosure In Broken Home Children

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Abstract: The purpose of this study was to examine the effectiveness of mindfulness interventions in increasing self-disclosure in broken home children in MTS N 1 Bandar Lampung. This type of research is an experimental study with the Single Subject Research (SSR) method. The subject is 14 years old grade IX student. The research design used is multiple baseline A1-B-A2. The instrument used is a scale developed from Devito's theory, which includes five dimensions, namely amount, valence, accuracy/honesty, intention, and intimacy. The study used interrater reliability to display the reliability of the data findings. The results showed an effective mindfulness intervention to increase self-disclosure in broken home children. The results of the study provide new knowledge about mindfulness interventions in broken home children to increase self-disclosure so that it can be a reference for other research or individual institutions in the provision or application of mindfulness to help improve self-disclosure.

Introduction

In a family, it is not uncommon for a dispute and commotion. This is considered quite natural. Differences of opinion and conflicts occur in the family because, in a family, there are several heads with different thoughts. Also, damage often occurs due to emotional attitudes among fellow family members. Broken home family is usually used to describe a broken family due to parents who are not in harmony in the family anymore caring about the situation and circumstances of the family at home (Beer, 2017). Parents are no longer concerned about their children, both problems at home, school to the development of relationships in the community (Sawyer, Manz, Martin, Hammond, & Garrigan, 2016).

A broken home can also be interpreted as a condition of a family that is not harmonious and does not work like a friendly, peaceful, and prosperous family due to many commotions and disputes that cause quarreling and ends in divorce and will significantly affect their children, especially teenagers (Setiawati, Islamarinda, Nuryono, & Naqiyah, 2018). Teenagers experience transition stages of development and changes to maturity that increase the likelihood of problems, problems that often occur in adolescents, one of which is social problems that are interpersonal conflicts because they specifically involve interactions between individuals (adolescents) with others, demanding adolescents to respond appropriately, in this case by social expectations, and does not cause adverse effects both for adolescents themselves and others (Savitri & Degeng, 2016). Interpersonal conflict in individuals hurts self-disclosure both within the scope of family and social groups such as peers or in specific groups (Kashian, Jang, Shin, Dai, & Walther, 2017).

Self-disclosure is needed during adolescence because, according to its development, adolescents are required to learn more to adjust to a broader and diverse social environment so as not to sink into conflicts in its path (Thahir, Rimandona, & Bulantika, 2018). Based on research conducted shows that individuals who can open themselves (self-disclosure) will be able to express themselves adequately, proven ability to adjust themselves, ready to be positive, trust in others, more objective, and open (Clark-Gordon, Bowman, Goodboy, & Wright, 2019). Self-disclosure is the ability of someone to convey information to others, which include thoughts or opinions, desires, feelings, and attention (Dienlin & Metzger, 2016). This openness relationship will bring up positive reciprocal links that produce a sense of security, self-acceptance, and can more deeply see yourself and be able to solve various life problems (Bulantika, 2019). Good parent and child relationships affect the development of social relationships with others and impact the psychological and psychosocial development of adolescents (Maryam, 2018).

A good relationship between parents and children can occur if the marriage relationship between parents also goes well and in harmony. Marriage relationships where husband and wife are a unity, one becomes part of the other, and the other is always protection for the other will create a family atmosphere full of mutual understanding, friendship, tolerance, and mutual respect to create a harmonious family relationship (Dinata, Murtini, & Safaria, 2019). Not all families can create and maintain good relationships; disputes that occur in these relationships can end in a divorce. Divorce will separate one parent from his child. Divorce will also have an impact on further child development (Wahyudi, 2018). Tensions between the father and mother will result in their children not feeling protected and love so that it will cause the child to become less open (Amalia & Pahrul, 2019).

One intervention that can be applied to broken home children who lack self-disclosure is mindfulness-based. Mindfulness is proven effective in reducing psychological problems for both parents and adolescents. Mindfulness therapy is in line with the principles of meditation and relaxation (Mason et al., 2016). Mindfulness therapy focuses on what is being experienced and tries to enjoy the process that is being experienced, rather than diverting the mind to something else (Scott Hamilton, Schutte, & Brown, 2016). Mindfulness therapy trains individuals not to make automatic assessments of the events being experienced. The automatic evaluation will make individuals not make an objective assessment so that coping is often done inappropriately and results in ineffective coping. One of the interventions that can accommodate these needs is mindfulness-based interventions. Mindfulness interventions can facilitate individuals to learn to deal with each experience more openly and without judgment (Campillo, Ricarte, Ros, Nieto, & Latorre, 2018).

The mindfulness method uses a series of exercises designed to train the mind to stay focused and open to standard conditions, including stressful situations (Fung et al., 2019). Other research states that a person who scores high on mindfulness shows high self-disclosure and can make a better emotional assessment of adolescents, mindfulness is found to reduce the adverse effect on adolescents entering adulthood (Sultan, 2018). Mindfulness can teach teenagers to observe, and realize the pressure before the pressure develops into a negative thing on him (Kanter, Kuczynski, Tsai, & Kohlenberg, 2018). In mindfulness, there are plant components that can increase the ability of mindful openness, psychological well-being, coping, emotional awareness and metacognition, and self-regulation. If the mediators increase, self-disclosure will increase (Weaver & Swank, 2019). This study tries to examine

how the effectiveness of mindfulness interventions in increasing self-disclosure in broken home children in MTS N 1 Bandar Lampung.

Research Method

This type of research is experimental research with a single subject or called Single Subject Research (SSR). The use of the Single Subject Research (SSR) research method aims to obtain data by looking at the impact and testing the effectiveness of a treatment or treatment in the form of a mindfulness intervention on the self-disclosure of broken home children of class IX students in MTS N 1 Bandar Lampung. The research design used is the design of A1-B-A2. Baseline 1 (A1) is measured by a period of three meetings or until stable data is obtained. Then the child is given an intervention (B). The intervention was conducted in six sessions. After intervention (B), the researchers measured Baseline 2 (A2) as many as three meetings or until stable data were obtained. Baseline 2 (A2) was conducted to measure students' self-disclosure after being given an intervention. The subjects in this study were one student of MTS N 1 Bandar Lampung. Subjects aged 14 years, have low self-disclosure. The place and time of the study were conducted at MTS N 1 Bandar Lampung. The instrument used was a questionnaire to provide a level of change that was adjusted to the criteria. Measuring tool in the form of self-disclosure scale compiled based on the theory of Devito (1986) which includes five dimensions, namely the amount, valence, accuracy/honesty, intention, and intimacy. The study used interrater reliability to display the reliability of the data findings. This interrater reliability test used formula by Azwar (2013), which results in the coefficients of the inter-correlationmeanof the rating results of all rater combinations being made, and is the reliability mean for a rater. At last, the obtained reliability coefficient was 0.56.

Finding and Discussion

Baseline A1 self-disclosure is carried out until the fourth session. Retrieval of data through observation is carried out until the fourth session because researchers see the data obtained is still often changing. Baseline observation chart (A1) targeting self-disclosure, self-disclosure interventions carried out from the fifth to the tenth session. Data was collected through individual counseling and questionnaire interventions while the baseline (A2) was carried out four sessions, from the eleventh to fourteen courses, baseline observation charts (A1), Interventions and baseline (A2) with self-disclosure targets can be seen as follows in Figure 1.
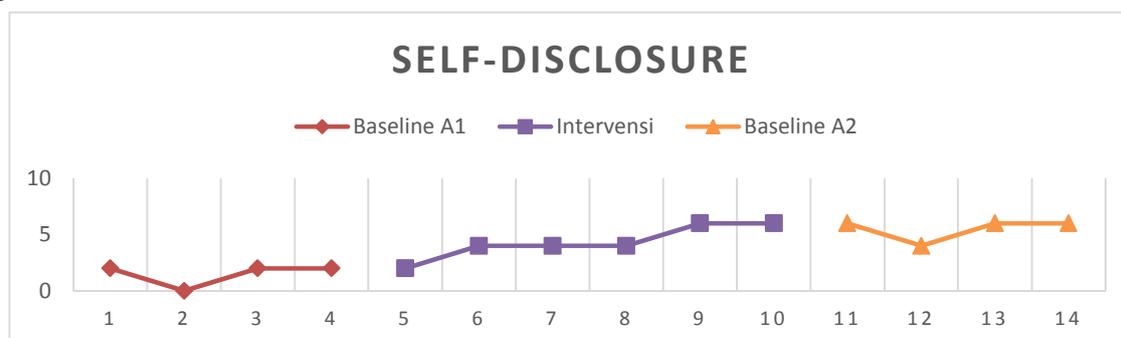

Figure 1. Self-disclosure

The results of visual analysis in the baseline (A1), intervention (B), and baseline (A2) target increase the self-disclosure baseline (A1) conducted in four sessions. The intervention phase of the four subject sessions has begun to grow. The baseline phase (A2) was then carried out as many as six courses based on the graph above. There was no change in results in the intervention phase of the baseline (A2) phase. Baseline phase (A1) the trend is horizontal, the level is unstable, and the mean is 4.5. The intervention phase (B) has an upward trend, a stable level, and a way of 21, then the baseline phase (A2) has a horizontal pattern, an unstable level, and a mean of 22.

The results of visual analysis between baseline conditions (A1), intervention (B), and baseline A2) self-disclosure are known that the baseline conditions (A1) have a stable direction, and the intervention conditions (B) have an upward trend so that it has a positive effect. The level change between baseline conditions (A1) and intervention (B) is 4, with an overlap percentage of 75% of the variable data to stable. Changes in intervention conditions (B) and baseline conditions (A2) have a permanent effect because there is no change in the level from stable data to variables with overlapping percentages of 100%. Based on the analysis results in the baseline conditions (A1), interventions (B), and baseline (A2) or the results of the analysis between the baseline conditions (A1) and interventions (B), as well as the intervention conditions (B) and baseline (A2) it can be seen that mindfulness to increase self-disclosure in broken home children. The results of the study concluded that mindfulness interventions were effective in increasing self-disclosure in broken home children.

The results are in line with research, which says that when someone lives with mindful thinking, then the individual can accept problems that occurred in the past or present of his life. The individual will realize that he can see his life from various perspectives, and he can change perspective depending on the context. So, when someone is in a mindful condition, the individual can accept himself unconditionally. When an individual has mindfulness, he will actively make a difference in viewpoints or perspectives on the environment rather than manipulating it to make a profit by conducting positive evaluations and having self-disclosure. When the individual actively pays attention to his situation, it means he is living authentically at that moment (Bulantika, Wibowo, & Jafar, 2018). Also, when an individual looks at himself mindfully, he will see that he is a diverse individual, and his potential is unlimited due to his perspective. So when an individual is mindful, he can accept himself unconditionally.

Furthermore, other research also found that when an individual can see and realize all aspects that occur from various perspectives, he can receive experiences from the past and even the present, so he can accept himself as he is (Bulantika & Sari, 2019). Furthermore, the dimension of mindfulness trait that significantly affects the self-acceptance dimension is the describing dimension. The Institute of Meditation and Psychotherapy finds that doing mindfulness therapy is useful for improving the psychological well-being of individuals (Erpiana & Fourianalistyawati, 2018), supported by research that says mindfulness therapy can help in the self-control of children (Agustin, 2019).

Mindfulness therapy focuses on what is being experienced and tries to enjoy the process that is being experienced, instead of diverting the mind to something else. Mindfulness therapy trains individuals not to make automatic assessments of the events being experienced. The automated evaluation will make individuals not make an objective assessment so that coping is often done inappropriately and results in ineffective coping. The results of this study have provided new knowledge about mindfulness interventions in broken home children to improve self-disclosure so that it can be a reference for other research or

individual institutions in the provision or application of mindfulness to help improve self-disclosure.

Conclusion

Based 0on the results of visual graph analysis using the mean, level of performance, rapid behavior change, overlapping data, and performance trends of each target behavior, it can be seen that the target behavior increases self-disclosure. This can be achieved optimally. In this way, it can be concluded that mindfulness-based interventions are effective for increasing self-disclosure in students at MTS N 1 Bandar Lampung. School counselors can use mindfulness interventions to improve self-disclosure for students who have broken home.

Suggestion

For further researchers, it is recommended to use mindfulness interventions to know the comparison of two essential conditions before and after the interference with the hope that the effect of the consistency of behavior change in the intervention phase can be explored further.

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