

Mindfulness for Adolescents from Broken Home Family

Rifka Fatchurrahmi¹ and Mutingatu Sholichah²

Ahmad Dahlan University, Postgraduate of Psychology Program

Jl. Kapas no.9 Semaki, Yogyakarta, Indonesia

Ahmad Dahlan University

Jl. Kapas no.9 Semaki, Yogyakarta, Indonesia

Abstract: Adolescents who lack love and attention due to complete absence of parents tend to experience psychological problems. The results of previous studies found that adolescents with broken home conditions tend to experience unhappiness, low self-control, and low life satisfaction, so they often experience mental stress such as depression and have bad social behavior. However, research to solve this problem has not been done much. This study aims to reveal the effect of mindfulness in increasing subjective well being of adolescents from families experiencing broken homes. The subjects of this study were 6 MTs students in Yogyakarta. The instrument used was a subjective well-being scale which functions to measure the level of subjective well-being after and before being given mindfulness therapy intervention. The results showed that there were differences in pretest and posttest scores with sig. 0.027 (<0.05) which means that mindfulness therapy can significantly increase subjective well being in adolescents. Mindfulness therapy can be recommended as an alternative to increase subjective well being in adolescents from broken home families.

Keywords: broken home adolescents, subjective well-being, mindfulness therapy

Introduction

Adolescence is referred to as a developmental transition period between childhood to adulthood, starting at the age of 12 or 13 years and ending in the late teens or early twenty years (Papalia, 2008)^[14]. Adolescence is considered a period full of crises and stressful storms (storm and stress) because it is filled with conflicts and mood swings. Besides adolescence, there are various changes in biological, cognitive, and socio-emotional aspects to prepare themselves for entering adulthood (Santrock, 2008)^[17].

Adolescents need families as guides in dealing with difficult developmental tasks. Family is very important to guide teenagers through developmental tasks towards adulthood. Berns (2003)^[3] states that the family is the first place for children to learn and express themselves as social humans in interaction with society. The family is also responsible for raising children, allocating home resources and taking care of the needs of all family members. Families who experience disruption will affect all members, not only parents, but also children.

Adolescents who are raised in a harmonious environment, where their parents provide love, attention and guidance in family life, their personality development tends to be positive (Yusuf, 2004)^[25]. However, sometimes parents cannot fulfill their roles optimally like parents in general who are complete, who can provide all the needs of their children in a loving, emotional, financial way, this is known as a broken home.

Willis (2015)^[24] relates a broken home to a family crisis, which is a condition where parents do not give attention or affection and there is no two-way communication in a democratic condition. Meanwhile, Chaplin (2005)^[4] describes a broken home as an incomplete family that can be caused by divorce, death or leaving the family. In broken home families, children's rights to have a comfortable family environment are not fulfilled because parents often involve children in family conflicts. This affects the development of children and can affect the process of character and personality formation, especially for future life (Astuti & Anganthi, 2016)^[2].

Yusuf (2004)^[25] states that a family that is not harmonious or unstable is a determining factor for the development of unhealthy adolescent personalities, such as difficulties in adjustment, aggressive behavior and involvement in juvenile delinquency. In line with Coleman (Slamet & Markam, 2015)^[22], personality disorders can be caused due to pathogenic patterns of relationships between family members, namely disruption of interactions between father-mother, father-child, child, or mother-child. The results of research by Irmawati & Simatupang (2006)^[9] at the Tanjung Gusta Children's Penitentiary in Medan said that broken home families can cause adolescents to experience antisocial and can lead to aggressive behavior in adolescents.

Conversely, in a functional family, where there is a pleasant situation in the family, psychological well-being will be present. Hassan, Yusooif & Alvi (2012)^[8] stated that a family that functions effectively has a very strong influence on the welfare of children and parents in receiving happiness all the time. The results of Nayana's (2013)^[12] study state that the level of family functioning is positively related to adolescent subjective

well being. The results of these studies are in line with previous studies which prove that family functioning is one of the factors that influence the psychological well-being of adolescents. According to McFarlane (Van Der Aa, Boomsma, Rebolla-Messa, Hudziak & Bartels, 2010)^[23], when adolescents grow up in a family that functions negatively, such as families not supporting each other and having lots of conflicts, it can cause adolescents to have low quality of well-being.

A family condition that is indifferent or unhealthy is the cause of juvenile delinquency because teenagers actually still need control from their parents. One of the forms of juvenile delinquency is aggressive behavior, such as resistance, saying harsh words, fighting. One of the factors causing aggressiveness is frustration, hurt and discomfort, and hostility (Anderson & Bushman, 2002)^[1]. Frustration, feelings of hurt, and discomfort, as well as hostility are manifestations of the affective and cognitive components of an individual that cause aggressiveness. Affective and cognitive components are the most important parts in the concept of subjective well being (SWB) (Diener, 2013)^[5].

In accordance with the results of research by Rosyidin (2016)^[16] who conducted research on the effect of subjective well being on the aggressiveness of motorcycle taxi drivers. The result of the research states that subjective well being affects aggressiveness, the higher the level of subjective well-being, the lower the aggressiveness. Meanwhile, according to Diener and Scollon (2014)^[6], subjective well being has an influence on the level of frustration and feelings of discomfort in a person. This statement is also supported by the opinion of Anderson and Bushman (2002)^[1], that the higher a person's frustration level, the person will feel unhappy and tend to have a tendency to behave aggressively.

This problem also occurs at MTs X in Yogyakarta. The results of the initial assessment showed that students who often experienced problems at school came from broken home families. The problems that occur range from violating school regulations, bullying, aggressive behavior and decreased enthusiasm for learning. This problem is influenced by the psychological condition of adolescents, feel uncomfortable, depressed and unhappy. The results of the initial assessment using a subjective well-being scale also showed that adolescents at MTs X in Yogyakarta had a low level of subjective well-being.

Based on these problems, it is necessary to have an intervention that can help adolescents to increase their level of subjective well being. One of the appropriate interventions to increase subjective well being in adolescents is to use mindfulness therapy (Germer, Siegel & Fulton, 2005)^[7]. Mindfulness is awareness that arises by paying attention to a goal (on purpose), current experiences (present moment) and not doing judgmental (non-judgmental) actions and the ability to enjoy every experience after experience (moment to moment) (Kabat-Zinn, 2013)^[11].

Taking into account the importance of subjective well being on adolescents, this study aims to examine the effect of mindfulness in increasing subjective well being on adolescents from broken home families. The hypothesis proposed in this study is that there is an effect of mindfulness to increase subjective well being of adolescents from broken home families.

Research Methods

The subjects in this study were students of MTs X in Yogyakarta. Determination of the subject of the intervention using purposive sampling by considering the characteristics and nature of the sample based on recommendations from teachers in schools. The total subjects in this study were 6 students aged 12-15 years who were included in the early adolescence phase and experienced broken home conditions. The subject selection is based on the consideration that early adolescence is often said to be a negative phase, because it shows negative behavior and communication difficulties between children and parents. This research is a quasi experimental study using one group pre-test post-test design. The data collection method was carried out through observation, interviews, and a scale of subjective well being. The treatment in this study was the provision of intervention using group therapy with mindfulness techniques.

The research instrument consisted of (1) a module developed by Primasari (2016) entitled "PRIMA" (Youth Mindfulness Program), (2) subjective well being scale measuring instrument developed by Sutipyo (2012). The scale consists of 23 items that have been applied to Madrasah Aliyah students with a reliability coefficient value of 0.898.

This research begins with conducting a preliminary study through interviews with school teachers to determine the status of broken home among students, then conducting individual interviews with students and measuring their subjective well being using a subjective well being scale to determine the subject.

This intervention activity consists of 6 sessions. Pre-session: pretest filling. Session 1: explanation of the objectives, benefits, and implementation procedures, session 2: explanation of mindfulness and mindfulness breathing exercises, session 3: introduction to mindfulness self-compassion and mindfulness self-compassion exercises, session 4: introduction to mindfulness forgiveness and mindfulness forgiveness exercises, Session 5:

Introduction to Mindfulness Gratitude and Mindfulness Gratitude Exercises, Session 6: Filling in the Posttest and Follow Up.

Data obtained from the measurement of subjective well being were analyzed using statistical analysis techniques Wilcoxon sign rank test and carried out using the help of the SPSS 16.0 series program. Group dynamics data obtained from the counseling process were analyzed qualitatively.

Result

Based on the results of interviews with teachers, it was found that children with problems at school had a less harmonious family life background. Then the teacher recommended 6 students to be given psychological intervention. The six students experienced a broken home and were known as problem makers at school. The broken home family referred to in this study is a family that is less harmonious, always conflicts or fights between husband and wife, or communication barriers between husband and wife or between parents and children, and divorced families between their parents.

Individual interviews were conducted on these 6 students. Results of interviews with students: 1) Subject1, both parents are still intact, but often quarrels occur because of the family's economic situation. Father worked as a laborer and mother as a housewife. The subject as the first child is also often blamed when making his younger siblings cry or refusing to help their parents. He felt ignored by his parents, and felt pressured by the treatment of his parents for spoiling his younger siblings and often scolding him. 2) Subject2, his parents are still intact, but he lives with his grandmother. His relationship with his parents is not close because his parents are busy working outside the city. He felt that his parents were not paying attention, so he felt annoyed and felt uncomfortable staying at home. 3) Subject3, both of his parents have divorced, he lives with his biological mother and stepfather. He feels that he has not received enough attention and affection since his step sister was born, so he prefers to spend time with his friends outside, because he feels uncomfortable at home. 4) Subject 4, his father left him and his mother without any clarity since he was little. This condition made him angry, confused and sad. When at school, he doesn't feel passionate about learning. 5) Subject 5, live with their parents, but often quarrels occur, especially with the mother, because he feel his not understood and are often accused of something. The parents are not harmonious because they often fight. Plus treat his father who often says harshly when angry. This condition made him feel he did not get attention and affection. The subject also sometimes felt annoyed with the attitude of his parents who often fought. 6) Subject 6, both parents are still intact, but sometimes they fight. Father works as an online delivery person and mother as a housewife. According to him, he did not get the attention and affection of his parents, the conditions at home were less pleasant, so he preferred to spend time outside with friends.

The initial measurement before the intervention (pretest) was carried out using a subjective well being scale, then categorization of the SWB level was made based on the data obtained. The pre-test results obtained the highest score of 52 and the lowest score of 45, which means that all research subjects have subjective well being in the low category.

Table 1. Categorization of subjective well being scores

Variable	Norm	Interval	Total	%
Subjective Well Being	$X < (M - 1,0 \text{ SD})$	$X < 53,7$	6	100%
	$(M - 1,0 \text{ SD}) \leq X < (M + 1,0 \text{ SD})$	$53,7 \leq X < 84,3$	0	0
	$X \geq (M + 1,0 \text{ SD})$	$X \leq 84,3$	0	0

The results of data analysis with the Wilcoxon sign statistical test showed $Z = -2.207$, $p = 0.027$ ($p < 0.05$), meaning that there was a significant difference between subjective well being scores before and after mindfulness therapy, so the research hypothesis was proven that mindfulness therapy can increase subjective well being in adolescents from a broken home.

The comparison between the pre-test score and the post-test score, shows a difference in the subjective well being category of all research subjects. In the pre-test all subjects were in the low category, while in the post-test all subjects experienced a category change, namely increasing in the moderate category. The comparison of scores between pre-test and post-test can be seen in table 2.

Table 2. Scores of Pretest and Post-test Results

Subjek	Pretest Score	Category	Posttest Score	Category
Subject 1	45	Low	62	Medium
Subject2	50	Low	66	Medium
Subject3	52	Low	80	Medium
Subject4	48	Low	65	Medium
Subject5	51	Low	71	Medium
Subject6	47	Low	66	Medium

Qualitative data obtained from the dynamics that occur in the group, all subjects have an incomplete family, which is not fully cared for by both parents. Subjects complained that the treatment from their parents was not in accordance with the expected care, so that the conditions in the house made them feel unhappy. But they do not have the skills to cope with feelings of discomfort, helplessness, sadness, anger, resentment because of a lack of parental care or affection. As a result of this condition, they expressed frustration at school by showing rebellious behavior such as arguing against the teacher, daring to challenge the teacher and fighting.

Previously the subject felt irritable, felt resentful, had difficulty forgiving others, and often felt sad. After four meetings and practicing mindfulness, the feeling condition felt better. This is evidenced by testimonials from subjects which state that the feeling is comfortable, calmer and lighter. In addition, the subject reveals that after doing mindfulness, he can be more grateful to God and forgive himself and others who have hurt. The most felt benefit is in the mindfulness forgiveness session, the subject feels calm, relieved and happy by forgiving himself and others so that new hope appears which makes him more optimistic.

Based on interviews with teachers after mindfulness was carried out, the subjects' defiant behavior began to decrease. Subjects are not easily tempted by other friends to make noise in class, subjects are also more obedient when ordered by the teacher.

The success of the intervention is influenced by various factors such as the full involvement and enthusiasm of the subject in participating in the activity. Subjects can follow any instructions or directions given properly. Subjects can convey their problems quite openly because of the trust built from the beginning of therapy. The problems presented by one subject make other subjects respond by also conveying their problems so that they feel togetherness. Each subject feels that it is not only himself who experiences problems in life because other subjects also experience even with different situations or conditions. All subjects are attracted to each other to discuss problems in depth, provide responses to each other, learn how to solve problems that have been done and support each other.

Follow-up was carried out two weeks after the end of the intervention to strengthen the evaluation that had been done previously. The purpose of this follow-up is to determine the effect of therapy on the subject after the intervention process is complete. The methods used at this stage are interviews and non-formal observations. Based on information from several subjects, namely Subject1, Subject4, Subject3 and Subject5, they felt positive effects after giving therapy, including feeling calmer when facing problems, being grateful, and forgiving themselves and others.

Discuss

Based on the intervention that has been done, it is found that group therapy with mindfulness techniques is proven to increase subjective well being in adolescents subject to intervention. The results of this study are in accordance with the results of research by Savitri & Ratih (2017)^[19] which found that mindfulness has a positive role in every dimension of psychological well-being in adolescents. Adolescents who have a high level of mindfulness will accept themselves, be able to establish positive relationships with others, show independence, control the environment, have life goals and be able to grow personally. This makes adolescents prosperous in building roles in society.

Savage (2011)^[18] states that mindfulness can increase subjective well being in adolescents, among others by increasing gratitude, building strong character, developing positive sources and finding meaning in life. Kabat-Zinn (1994)^[10] states that individuals with mindfulness will have control over their choices, bring up new, more positive perspectives in seeing alternative problem solving, and encourage responses to see the situation more clearly. Individuals who are able to understand what they feel will feel comfortable making their own choices (NCCA, 2009)^[13]. Thus, if adolescents behave consciously, they will be able to control and control themselves in the surrounding environment, develop their potential in various situations and conditions, and encourage the emergence of new perspectives, such as being active in an organizational or extracurricular activity.

With regard to subjective well being, mindfulness practice can have an effect on increasing positive affects, reducing negative effects and increasing life satisfaction in adolescents. A high level of a person's mindfulness is associated with a high level of positive affect, a low level of negative affect and a high level of life satisfaction (Schutte & Malouff, 2011)^[20]. Individuals who have life satisfaction, always feel happy, and rarely feel unpleasant emotions such as sadness, anger, indecision, hopelessness, etc., indicate that they have high subjective well being (Diener & Oishi, 2013)^[5].

On the other hand, individuals who have low subjective well being if they are not satisfied with the life they live, only feel a little joy in their lives, and more often feel negative emotions such as sadness, anxiety, anger. Individuals with high subjective well being will feel more confident, easy to establish good social relationships and bonds, and show better work productivity. In addition, when faced with stressful situations, individuals with high subjective well being will be more adaptable and have more effective problem solving so they tend to feel calm.

There are limitations in research that are considered less supportive of the therapeutic process, namely (1) the limited space available close to the classrooms used for teaching and learning activities so that it disrupts the subject's concentration when implementing therapy, (2) there is only one group, namely the experimental group without any groups control, so that there is no comparison of the effectiveness of mindfulness in subjects given intervention and without intervention.

Conclusion

Based on the results obtained, it is concluded that mindfulness therapy can significantly increase subjective well being among adolescents from broken home families. Selection of therapeutic techniques that are sufficiently relevant to the case also contributed to the success of this study. Mindfulness helps adolescents to accept themselves, increase the ability to build positive relationships with others, increase independence, control the environment and have life goals and are able to grow personally. Overall, all subjects felt the positive effects of implementing mindfulness therapy. After practicing mindfulness therapy, all subjects could be more grateful to God and forgive themselves and others so that the feeling became comfortable, calm, light, relieved and happy. Subjects' defiant behavior also began to decrease at school, were less prone to being tempted by other friends to make noise in class and were more obedient when instructed by the teacher.

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Author Profile



Rifka Fatchurrahmi graduated as a Bachelor of Psychology at Ahmad Dahlan University in 2016. Then in 2017 continued her study at the Postgraduate Psychology Majoring in Clinical Psychology at Ahmad Dahlan University.



Mutingatu Sholichah earns a bachelor's degree in Psychology in 1991 and completes her master's study in 2007. After earning a psychologist's degree, she worked as a lecture at the faculty of psychology, Ahmad Dahlan University started from 2008 until now.