

Mother's Emotion Regulation Accompanying Children's School from Home

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Abstract

This study aims to determine the description of emotional regulation in working mothers at BRSAMPK Handayani, East Jakarta in accompanying School From Home (SFH) children in the New Normal Era and to obtain the results of the influence of Mindfulness-Based Stress Reduction (MBSR) in efforts to improve emotional regulation of mothers who work at BRSAMPK Handayani, East Jakarta in assisting School From Home (SFH) children in the New Normal Era. The process of improving emotional regulation in this study uses Mindfulness-Based Stress reduction with the research method of designing multiple baseline cross subjects using ABAB design and true experimental design by taking the sample used for the experimental group (KE) and the control group (KK) taken at random from the sample population. In the assessment process in this case the researcher uses interviews, observations, psychological tests, and the ERQ (Emotional Regulation Questionnaire) scale. Based on the results obtained, Asymp. Sig. (2-tailed) is worth 0.005. This shows that there is an influence of Mindfulness-Based Stress Reduction (MBSR) in improving the emotional regulation of mothers who work at BRSAMPK Handayani, East Jakarta in accompanying School from Home children in the New Normal Era. This has been proven by using the non-parametric statistical test Wilcoxon test.

Keywords: Mindfulness-Based Stress Reduction, Emotion Regulation, Mother Working, Era New Normal.

1. Introduction

New normal is a new habit in the transition period that must be applied by everyone before the Covid-19 pandemic ends, including in the family as the smallest organization of our society and the role of mothers is expected to be present as a strong and intelligent family supporter in the new normal era because Mother plays an important role in the future of the family (Alsa et al., 2021). However, for female workers, this requires adaptation in carrying out activities because it is not a factor of washing and cooking, but also having to do office work, domestic work and now doubles as a teacher at home so that it allows her to become a strong figure for the family. The phenomenon of working mothers is not a new thing in life, a fact from the Ministry of Women's Empowerment for Child Protection states that the participation

rate of women who play a role in taking care of the household as well as working outside is also very high, reaching more than 46% when compared to men, the percentage of women who are married and they are also workers reaches 71%, only 5% different from the number of men who reach 76%. Practically, many of the conditions faced by women when faced with dual role dualism have become new stressors in their lives that have a physical and psychological impact, coupled with the conditions of the new normal era, mothers have to go back to work while children still have to go to school at home, facing assignments which appear at the same time, of course, requires an effort that is not simple so that it can add negative stressors that may be felt by a mother because she is faced with various activities and multitasking that must and must be addressed with a cool head (Beth et al., 2015; Hong et al., 2018).

Children's Social Rehabilitation Center Requires Special Assistance (BRSAMPK) Handayani is a Technical Implementation Unit of the Ministry of Social Affairs of the Republic of Indonesia which provides social rehabilitation services for children who need special protection, this requires competent human resources in handling cases of children's social problems and requires emotional stability (Vizano et al., 2021; Virgiawan et al., 2021). BRSAMPK Handayani Most of them have female human resources who have multiple roles either in the office or at home. Based on researcher interviews, most of the mothers who work at BRSAMPK Handayani have children who are in elementary school who do not yet have independence in learning this makes a new stressor in the new normal era because they have to accompany School from Home (SFH) children in addition to having to carry out tasks at the home workplace. This not infrequently makes working mothers at BRSAMPK Handayani raise a pessimistic attitude such as asking themselves when the COVID-19 situation ends, this new normal era condition also indirectly requires working mothers to be able to multitask between office work and accompanying school from home children. This becomes full of stressors and has a negative impact on the condition of working mothers who are unable to focus on completing their tasks and cause emotions to become unstable, making high-pitched voices when accompanying children at School From Home, when children's condition becomes unmoored during School From Home, children are not enthusiastic in learning while there are demands for office work that must be completed immediately.

One way that can be done in responding to stressful situations is to manage emotions, which is called emotion regulation. Emotion regulation is a complex process that is responsible for initiating, inhibiting, or modulating one's emotions in response to certain situations (Gross in Gardner, Betts, Stiller, & Coates, 2017). Emotion regulation is also defined as the formation of one's emotions, emotions possessed, and experiences or how a person expresses emotions (Gross, 2014). A person with high emotional regulation will be able to behave correctly and benefit himself and others, such as cooperating, helping, making friends, sharing, but it is different with someone who has low emotion regulation will have a

negative impact on the inability to control emotions due to lack of emotion understand the emotions he feels and understand the events he is experiencing, which makes it difficult to modify emotions in solving problems at hand, besides that emotion regulation can also be used to modulate positive and negative emotional experiences (Robertson et al., 2012).

Emotion regulation has the aim of minimizing the negative impact of the problems encountered by monitoring and evaluating emotional experiences (Kring, 2010). Someone with high emotional regulation will have high self-esteem. Someone who has high emotional regulation will do positive things in his life. So, the individual does not blame himself when something goes wrong. Because the individual appreciates and accepts his abilities. Research conducted by Vago and Silbersweig (2012) also reveals the ability of emotion regulation to make individuals able to accept and respect themselves. Good emotional regulation shown by a working mother will determine their happiness in carrying out these dual roles and activities as explained by Zapf (2002), that this emotional regulation is closely related to the level of wellbeing felt by individuals when they can control stress well. In addition, this emotion regulation also develops because of the process that mothers may effectively go through in interacting with their families both in parenting and in the surrounding environment (Rutherford et al., 2015).

As a working mother, work and family are important parts that always require the mother's attention at the same time so that conflicts can always arise, but the mother's attitude in responding to it can influence her emotions and psychological condition (Poduval & Poduval, 2009). Working mothers who can be fully aware and able to accept their emotional regulation will bring up a calm attitude, have control, and are not reactive or carried away by problem situations so that they can have better psychological well-being (Permana et al., 2021). This condition is called the state of mindfulness or full awareness. Various studies prove that mindfulness-based stress reduction can improve emotional regulation, especially working mothers, mindful conditions will provide awareness to individuals that they have control over their choices to encourage the emergence

of a responsive attitude, not reactive to the surrounding situation (Gilbert & Procter, 2006).

To improve emotional regulation in working mothers, it is necessary to have a psychological intervention, namely Mindfulness-Based Stress Reduction (MBSR) therapy. Mindfulness-Based Stress Reduction (MBSR) aims to reduce stress conditions by modifying the process of cognition and affect so that it affects the regulation of emotions, physical sensations, and individual self-confidence (Kabat-Zinn, 2016). Mindfulness-Based Stress Reduction (MBSR) is a type of mindfulness-based therapy that focuses on training awareness through meditation techniques by practicing observing body sensations, individuals can achieve a mindful state in their daily lives including when doing routine activities such as walking, eating, standing, etc. (Germer et al., 2005). Mindfulness-Based Stress Reduction (MBSR) involves being fully aware of the experiences that occur in every moment that one deliberately brings about in a gentle, non-judgmental, and accepting manner (Segal et al., 2012). There are two main components in the implementation of the Mindfulness-Based Stress Reduction (MBSR) intervention process, namely attention to current experiences, as well as components of openness (openness) and acceptance (acceptance) of self-experience which are considered to be able to improve mental health and individual emotional conditions (Janssen et al. 2018).

Self-concept is important because it will affect adolescents in interacting with their environment. Adolescents who have a positive self-concept will appear more confident in dealing with the problems they face, while adolescents who have a negative self-concept have difficulties in accepting themselves and find it difficult to solve problems in their lives. In addition, self-concept is also important because, self-concept will help individuals to recognize themselves both from a positive or negative side, as well as what they can and cannot do in other words, proper self-concept is a positive control tool for one's attitudes and behavior. This is similar to that expressed by self-concept is important because adolescents who have a positive self-concept will be able to cope with themselves, pay attention to the outside world and have the ability to interact socially (Ke et al., 2020). Based on the

description of the background of the problem above, the researcher is interested in researching "The Effect of Mindfulness-Based Stress Reduction to Improve Emotion Regulation on Mothers working at BRSAMPK Handayani in accompanying School From Home (SFH) children in the New Normal Era".

2. Research Methods

The design in this study is multiple baseline designs. Multiple baseline designs can be used in quantitative and qualitative research by measuring in the baseline phase repeated on the variables, conditions, or subjects (Hawkins et al., 2007). There are three variations in the multiple baseline design, namely: 1. Designs multiple baseline cross variables 2. Designs multiple baseline cross conditions 3. Designs multiple baselines across subjects. The multiple baseline designs used in this study were multiple baseline cross subjects designs. In contrast to the other two multiple baseline designs, the study with multiple baseline cross-subject designs was conducted on five subjects with the same target behavior. The five selected subjects must be balanced in several respects such as IQ, gender, age, and others according to the target behavior being studied. The balanced state of the subjects is important because the control of this independent variable is based on the state of the five subjects. This design procedure is not much different from the two previous designs, the baseline data measurement was carried out simultaneously for the five subjects. After determining the first baseline of the research subject (according to behavioral goals) then Mindfulness Therapy intervention was given and continued with the second baseline measurement (according to behavioral targets) then Mindfulness-Based Stress Reduction intervention was given and so on.

In designs of multiple baseline cross subjects using designs A-B-A-B, according to James (2016) in designs A-B-A-B there is a stronger control over the independent variables than designs A-B-A. Therefore, the internal validity is increased so that the results of the study showing the functional relationship between the dependent and independent variables are more convincing. By comparing the two baseline conditions before and after the intervention, the belief that there is an intervention effect is more

convincing, by comparing the two baseline conditions before (A1) and after the intervention (A2), the intervention effect will be more convincing. At first, the target behavior was measured in the baseline condition (A1), then measurements were made in the intervention condition (B1), after that the measurements were repeated at the baseline condition with different behavioral targets (A2) and intervention (B2) on the same subject.

In addition to the multiple baseline designs used in this study, the researchers also used the experiment. Experimental research is one type of quantitative research that is very strong for measuring effects, different and causal relationships. According to Ross and Morrison (2004), experimental research methods can be interpreted as research methods used to find the effect of certain treatments on others under controlled conditions. Added by Rogers and Révész (2020) in experimental research, experimental subjects or participants are divided into experimental group subjects who are subjected to certain treatments or interventions and control group subjects who are not treated. The experimental research design used in this study was true experimental in the form of a pretest-posttest-only control design. According to Ross and Morrison (2004) in experimental research, there are several forms of design, including pre-experimental design, true experimental design, factorial design, and quasi-experimental design. Ross and Morrison (2004) also explained that true experimental in this design, researchers can control all external variables that affect the course of the experiment thus the internal validity (quality of implementation of the research design) can be high. The main characteristic of true experimental is that the samples used for the experimental group (KE) and control group (KK) are taken randomly from the sample population. There are two forms of true experimental, namely post-test-only control design and the pre-test-posttest control design.

2.1. Research subject

The subjects in this study were divided into two groups, the experimental group and the control group with the following criteria: working mothers at BRSAMPK Handayani aged 30-55 years, 10 people who had children in elementary school, had low or moderate emotional regulation scores, had never participated in

activities or psychological therapy on the grounds of influencing the results of the therapy to be given to the subject, not because of previous experience.

2.2. Data collection technique

1) Observation

The observations made included general observations, during the test and when Mindfulness-Based Stress Reduction (MBSR) took place. In general observation, three aspects must be considered carefully, namely: a. subject appearance b. Emotional reactions c. Speaking Style.

2) Interview

Interviews were conducted for autoanamnesis and alloanamnesis so that the information obtained was more complete, such as information about the identity of the subject, family background, educational background, relationships with family, relationships with friends, and the environment. As well as other information related to the subject's condition on emotional regulation when accompanying School From Home (SFH) children.

3) Psychological Test

In this study, psychological tests will also be used as a supporting method, while the psychological test tools that will be used are an MSS test B. 16PF test

4) Emotion Regulation Scale

In this study, to measure emotion regulation using the Emotional Regulation Questionnaire (ERQ) scale which includes two aspects, namely: 1. Cognitive 2. Expression suppression. The Emotional Regulation Questionnaire (ERQ) scale was developed by Gross and John (2003). The number of items used in this study was 10 items. The Likert scale range used is 1-5, namely, Very Appropriate (SS), Appropriate (S), Neutral (N), Not Appropriate (TS), Very Unsuitable (STS). On this ERQ scale, the researcher conducted a validity test using expert judgment.

2.3. Data analysis method

The data analysis method in this study uses statistical analysis with the help of SPSS software version 16.0 which will be carried out several statistical tests, namely: (a) Wilcoxon

test. For hypothesis testing, the hypothesis will be accepted if $p > 0.05$. Data analysis method. The data analysis method in this study uses statistical analysis with the help of SPSS software version 16.0 which will be carried out several statistical tests, namely: (a) Wilcoxon test. For hypothesis testing, the hypothesis will be accepted if $p > 0.05$.

3. Results

Research data that has been obtained from the scores of the answers to the pre-test and post-test ERQ scale (Post-test ERQ (Emotional Regulation Questionnaire) Experimental Group (KE) and Control Group (KK)) tested the hypothesis by using the non-parametric Wilcoxon test.

Table 1

Experimental Group (EC) and Control Group (KK)

Subject	Pre- Test		Post -Test	
	Σ	Category	Σ	Category
KE1	27	Low	40	High
KE2	31	Low	41	High
KE3	32	Low	43	Very High
KE4	28	Low	41	High
KE5	32	Low	42	High
KK1	28	Very Low	36	Middle
KK2	32	Low	38	Middle
KK3	31	Low	36	Middle
KK4	33	Low	39	Middle
KK5	36	Middle	41	High

Hypothesis testing in this study was conducted using a non-parametric rank spearman technique. The Wilcoxon test shows the following results:

Table 2. The Effect of Mindfulness-Based Stress Reduction on Working Mothers

	N	MeanRank	Sum ofRanks
PostTest -NegativeRanks PreTest	0a	.00	.00
Positive Ranks	10b	5.50	55.00
Ties	0c		
Total	10		

Based on the table above, it can be seen that Asymp. Sig. (2-tailed) is worth 0.005. Because the value of 0.005 is smaller than <0.05 , "the hypothesis is accepted". it can be concluded, "there is an effect of giving Mindfulness-Based Stress Reduction (MBSR) in improving emotional regulation in mothers who work at BRSAMPK Handayani, East Jakarta in accompanying School From Home children in the New Normal Era".

4. Discussion

The results of the research data obtained from the emotion regulation variable that the experimental group's answer score before the intervention was 150, with the average score obtained being 30, this is included in the category of low emotion regulation. While the score for the response to the scale of emotion regulation in the control group before the intervention was 160 with an average score of 32, this includes the category of moderate emotion regulation. This study aims to determine the description of emotional regulation and the effect of Mindfulness-Based Stress Reduction (MBSR) on working mothers at BSAMPK Handayani in accompanying school children from home in the new normal era. In the experimental group, the Mindfulness-Based Stress Reduction intervention was carried out for 10 meetings and the data obtained after the intervention showed that there was a change in the behavior of the five subjects of the Experimental Group (KE) this was shown from the behavior: low self-control, less sensitive to others, difficult to focus, rigid or rigid, and have a negative self-view. However, after the intervention, high emotional regulation had a positive impact on the five subjects by eliciting behaviors: good self-control, sensitivity to others, focus, flexibility, and had a positive self-view.

After the intervention was conducted post-test with the result score in the Experimental Group (EC) was 207 with the average score obtained was 41, this is included in the category of high emotional regulation. While in the Control Group (KK) the score of the emotional regulation scale after the intervention was 190 with an average score of 38 which was included in the category of moderate emotion regulation.

From the results of the post-test scale obtained, the hypothesis was tested by statistical analysis using the Wilcoxon test. It is known as Asymp. Sig. (2-tailed) is worth 0.005. Because the value of 0.005 is smaller than <0.05 , it can be concluded that there is an effect of giving Mindfulness-Based Stress Reduction (MBSR) in improving emotional regulation in mothers who work at BRSAMPK Handayani, East Jakarta in accompanying School From Home children in the New Normal Era. by using non-parametric statistical test Wilcoxon test.

5. Conclusion

There is a significant influence on the application of Mindfulness-Based Stress Reduction in improving the emotional regulation of working mothers at BRSAMPK Handayani, East Jakarta in assisting School From Home children in the New Normal Era. The results of the application of Mindfulness-Based Stress Reduction in improving emotional regulation in working mothers at BRSAMPK Handayani, East Jakarta in assisting School From Home children in the New Normal Era from 5 research subjects before given low emotional regulation intervention so that negative behavior appears such as low self-control, less sensitive to others, difficult to focus, rigid or rigid, and has a negative self-view. However, after the intervention of high emotional regulation and positive impact on the five subjects by raising the behavior: good self-control, sensitivity to others, focused, flexible and have a positive self-view.

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