

Effective of Mindfulness Training for Increasing Happiness in Adolescence' with Authoritarian Parenting Style

Hakisukta, Wiwik Sulistyaningsih, Eka Ervika

Faculty of Psychology, University of Sumatera Utara, Indonesia

Abstract—The objective of this research is to examine effective of mindfulness training for increasing happiness in Adolescents' with authoritarian parenting style. Module of mindfulness training based on formal activity of mindfulness training (mindfulness hearing, mindfulness breathing, mindfulness sensation, mindfulness thought emotion and choiceless awareness) and informal activity (mindfulness application in life). The method is using quasi experiment with pre-test post-test control group design. The subject from this research consists of seventeen adolescents, divide into control group and experiment group evenly. Training gives by teacher that has experiences in training, knowledge and also mindfulness practice minimally one year. Training session is given twelve times. Qualitative data and quantitative data are taken from happiness tool test, subject worksheet and observation result. Quantitative data that been collected analyse with nonparametric statistic Mann Whitney. Research result shows increasing number of happiness in adolescents with authoritarian parenting after given by mindfulness training ($p = 0.024$; $p < 0.05$; $r = 0.429$). Based on qualitative data results, subject with higher increasing happiness score also have higher level of involvement, presence, and good concentration on following direction while training be held.

Keywords— Happiness, Mindfulness Training, Adolescents with authoritarian parenting styles.

I. INTRODUCTION

Adolescence is developmental periods that starts from 10 or 11 years old and end in 20 years old (Papalia, Olds, & Feldman, 2007). Adolescence experiences hormonal change in their body that effect stress, behavior, self-control, and emotional instability (Romeo, 2013; Papalia, Olds, & Feldman, 2007). Negative and emotional change happened intends in early adolescence and decreased in late adolescence (Santrock, 2007). This emotional instability effect significantly in decreasing their happiness (Garcia, 2011; Ness, 2013). Happiness is an important thing for adolescence. Unhappy adolescence have more behavior and emotional problem than happy adolescence (Maughan, Collishaw, & Stringaris, 2013; Anyan & Hjemdal, 2016).

Everybody wants happiness (Diener, 2009). Happiness is a basic dimension from experience, like a personality trait. Happiness has two different parts as cognitive and emotional part that can be have by asking about their satisfaction, pleasure and excitement that they feel. Happy people have faith about themselves. They satisfied about their life, have a good social skill, empathy with others, positive outlook, well-being, excitement that comes from positive emotion, relax, and positive self-esteem (Argyle, 2001).

One of factors that affect happiness in adolescence in general is family. In family, parents' affection is an important thing. Children can be happier when their parents have a good attitude. When it does not happened, children can become naughty, aggressive and be anxious (Argyle, 2001). Research about Indonesian Adolescence shows that parenting styles effect happiness in adolescence (Wetering, Exel, & Brouwer, 2010; Raboteg-Saric & Sakic, 2014).

Parenting style is interaction processes that happen between parents and their child. This interaction has effect in children's personality (Baumrind, 1978; Diclemente, 2002). Parenting style divides into three categories, that is authoritative, permissive, and authoritarian (Papalia, Olds, & Feldman, 2007). Research by Raboteg Satric (2014) shows that adolescence with authoritative and permissive parenting style is happier that adolescence with authoritarian parenting style (Raboteg-Saric & Sakic, 2014). Authoritarian parenting style usually punishes and limits their child. They see control and unconditional compliance as an important thing. Parent minimalize verbal debate impose rules without giving good explanation and shows anger in their child (Santrock J. W., 2007).

Study shows that children with authoritarian parenting styles generally have lower self-esteem (Raboteg-Saric, Brajsa-ZGanec, & Sakic, 2008), empathy (Antonopoulou, Alexopoulos, & Maridaki-Kassotaki, 2012), social skill (Demir, Jaafar, Bilyk, & Ariff, 2011), life satisfaction (Raboteg-Saric & Sakic, 2014) than children with authoritative and permissive parenting style. Well-being (Vijver, Suryani, Pandia, Handayani, & Abubakar, 2014; Dreiling, 2015) and positive outlook like optimism (Cenk & Demir, 2016) in adolescence with authoritative parenting style is lower than authoritative parenting style.

One of intervention that can increase happiness is mindfulness (Choi, Karremans, & Barendregt, 2011). Mindfulness is fully aware of anything that happened in present moment without judgment (Stahl & Goldstein, 2010). Mindfulness improves our executive functioning in brain (Zelazo & Lyons, 2012). Practicing mindfulness means practice self-awareness (Bogels, Hoogstad, Dun, Schutter, & Restifo, 2008). Self-awareness is increasing attention in here and now (Meiklejohn, et al., 2012), self-evaluation and flexibility thinking (Choi, Karremans, & Barendregt, 2011). Increasing attention in here and now means decreasing rumination (Zelazo & Lyons, 2012). When that happened, positive outlook will increased (Malinowski & Lim, 2015).

Adolescence usually have problem in identify and control their emotion (Baer, Smith, Hopkins, Krietemeyer, & Toney, 2006). Attentions that focus in present moment disturb emotional elasticity in adolescence and improving emotional stability. This can make adolescence easier to understand people’s behavior around and effects of their behavior in others response (Zelazo & Lyons, 2012). This people will not hardly fight something that cannot be changed. They also learn to see themselves in others perspective (Hollis-Walker & Colosimo, 2011).

Flexibility thinking, attention in present moment and self evaluation in mindfulness training can increased their awareness, acceptance and self-compassion for themself and others (Dekeyser, Raes, Leijssen, Leysen, & Dewulf, 2008). This can increased their self-esteem (Rasmussen & Pidgeon, 2011; Brown, Ryan, & Creswell, 2007), optimism (Malinowski & Lim, 2015), life satisfaction (Kong, Wan, & Zhao, 2014), social relationship and well-being (Huppert & Johnson, 2010). All of that is happiness’s aspect (Argyle, 2001; Bogels, Hoogstad, Dun, Schutter, & Restifo, 2008).

Research nowadays is using music in practicing mindfulness. Kabat Zin (2013) gives mindfulness training to 37 psoriasis people. Subject in experiment group allowed to hear music with given sensation in their body when they practicing mindfulness. Study shows that participant in experiment group have four times quicker in skin cells repair than control group (Kabat-Zinn, 2012).

Mindfulness using music can improves individual attention in the present moment. Elements in music, such as melody, rhythm, harmony and tone color can help people increasing their attention. The objective of listening to music is aware of music response. Music help people aware of their feeling, perception and sensation so that knowledge about self can increases (Rappaport, 2014).

As mention above, happiness is important for every people, including adolescence. Adolescence with authoritarian parenting style has lower happiness than adolescence with authoritative or permissive parenting style. Intervention that believe is effective in increasing happiness is mindfulness training. Nowadays, people teaching mindfulness by using music. Music can facilitate and maintain people awareness when practicing mindfulness. The objective of this research is to see effect of mindfulness training in increasing adolescence’s happiness with authoritarian parenting style.

II. OBJECTIVES AND METHOD

The objective of this research is to examine the effective of mindfulness training in increasing adolescences’ happiness with authoritarian parenting style. Sampling technique for this research is using purposive sampling. 23 adolescences is chosen form 463 adolescence with two criterions which is adolescence with authoritarian parenting style and low level of happiness. Six adolescents resign from this research and 17 adolescents remain (9 in experiment group and 8 in control group). Sample divided into two categories, that is control group and experiment group. Experiment group is given mindfulness training while control group is given placebo effect which is psychoeducation social skill. This research

used quantitative and qualitative method. Qualitative and quantitative data are taken from happiness tool test, subject worksheet and observation result. Data was analyse statistically use MannWhitney. Scale that been used is happiness scale and parenting scale. Happiness scale based on Argyle (2001) theory that involved life satisfaction, self-esteem, social competence, empathy, positive outlook, well-being, cheerfulness and self-efficacy. Parenting scale uses Baumrid (1989) theory that involved warm, control and communication. That scale used Likert scale model which has five answers option; Very Appropriate (VA), Appropriate (A), Neutral (N), Inappropriate (I), Very Inappropriate (VI). Score ranged in one to five. Parenting scale also have five answers option range in one to five; Always, Often, Sometimes, Seldom, and Never. This scale gives in favourable and unfavourable statement.

III. RESULT AND DISCUSSION

The research hypothesis is mindfulness training effective in increasing adolescences’ happiness with authoritarian parenting styles. Statistical analysis result with *MannWhitey* shows that pretest data from control group and experiment group is not different significantly ($p=0.29$; $p>0.05$). This means there is no significant different between experiment and control group condition before intervention. Posttest data from control group and experiment groups is significantly different. Its means condition between experiment and control group is different significantly after treatment. Happiness in experiment group is higher after mindfulness training treatment. Effect size from treatment is 0.48.

TABLE I. Statistical analysis.

Statistic		Effect Size	p
MannWhitney	Pretest	-	0.29 ($p> 0.05$)
	Posttest	0.479	0.024 ($p< 0.05$)

Mindfulness training can increase focus and minimize rumination in adolescence. It makes them feel calmer and happier. One thing that is trained in mindfulness is self-awareness (Bogels, Hoogstad, Dun, Schutter, & Restifo, 2008). Self-awareness is increasing people attention into present moment (Meiklejohn, et al., 2012). When attention in present moment is increasing, rumination will decreased automatically (Zelazo & Lyons, 2012). It effect in increasing positif thinking, such as optimism and hope (Malinowski & Lim, 2015).

By training self-compassion in mindfulness, we more realize about what we feel and how we judge people around us. After realized it, we started choose to be friend with ourselves and others. Opening our heart and accept it can’s increased empathy (Gils, 2017) which is one aspect of happiness (Argyle, 2001). Adolescence also taught to how to be mindful in daily activities, such as mindfulness eating. Mindfulness practice more meaningful if we can adjust it with daily activity (Broderick, 2013).

Based on enhancement of happiness score, only one person experienced higher increased in happiness score, five person is

moderate increased and three person low increased in happiness score. Qualitative data shows that subject that has higher increasing happiness score also has higher level of involvement, presence, and good concentration on following direction while training be held.

Using music in mindfulness makes easier for subject to focus in the present moment. For them, music is something interesting. It also makes them easier to relax. One of the ways in teaching mindfulness for adolescence is using music, especially mindfulness hearing (Greco & Hayes, 2008). We can teach them to focus on music element, such as melody, harmony, dynamic or tone colour in music (Auerbach, Webb, & Stewart, 2016). The ability to focus in the present moment is increasing three times when music involves (Medcalf, 2017).

Subject involvement's in mindfulness practice effect the treatment effectiveness. Subject with good involvement and concentration during training experience higher happiness increase than others. The basic concept in teaching process is child cooperation and participation (Muijs & Reynolds, 2011). Good cooperation in teaching process can effect effectiveness knowledge distribution (Pianta, 2012). Subject with lowest happiness score experience higher score after the treatment. However, he still in low happiness categories. Mindfulness training in lower happiness subject must be longer and combined with other cognitive therapy to be more effective (Segal, Williams, & Teasdale, 2013).

The obstacles in practicing mindfulness are physical discomfort, drowsiness, self-assessment and intervention from environment. Every challenge that rises gives subject chance to strengthen their mindfulness practice. When subject try to focus on it, they will realize that it slowly disappear (Turow, 2017).

IV. CONCLUSION

Base on analysis above, we can conclude that mindfulness training significantly effective in increasing happiness in adolescence with authoritarian parenting styles. Subject with higher increasing happiness score also have higher level of involvement, presence, and good concentration on following direction while training be held.

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