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Mental Health Psychoeducation for Female Prisoners: Promoting Justice and Better Treatment (Study of Women's Correctional Institution Class IIA Semarang)

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Abstract

This study examines the implementation of mental health psychoeducation for female prisoners in Class IIA Semarang Women's Correctional Institution, focusing on the promotion of justice and improved treatment. Mental health challenges are prevalent among incarcerated individuals, stemming from factors

like monotony, anxiety, stress, and depression associated with confinement. Through a series of psychoeducational sessions covering self-awareness, interpersonal communication, psychological first aid, emotion regulation, stress management, and positive self-talk, the research investigates the effectiveness of these interventions in enhancing mental health and well-being among female inmates. Post-test results reveal promising outcomes, with 57.69% of participants exhibiting a very healthy mental health status, 38.46% classified as mentally healthy, and 3.85% falling into the moderate mental health category. These findings underscore the significance of psychoeducational interventions in promoting justice and better treatment within the prison system.

KEYWORDS *Psychoeducation, Mental Health, Women Prisoners*

Introduction

One of the characteristics of a rule of law state is the guarantee of human rights[1], as a fundamental right inherent in every individual.[2] This guarantee of human rights is contained in the Indonesian state constitution, namely the 1945 Constitution of the Republic of Indonesia.[3] In this case, the scope and types of human rights accommodated in the constitution are in line with human rights legal instruments such as *Universal Declaration of Human Rights*, International Covenant on Civil and Political Rights, International Covenant on Economic Social and Cultural Rights. The types of human rights in question are civil rights, political rights, economic rights, socio-cultural rights, educational rights, to health rights.

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[1]   Andi Muhammad Asrun, "Human Rights in the Framework of a Legal State: Records of Struggle in the Constitutional Court," *Jurnal Cita Hukum* 4, no. 1 (2016): 133–54.

[2]   Bobi Aswandi and Kholis Roisah, "Law State and Pancasila Democracy in Relation to Human Rights (HAM)," *Indonesian Journal of Legal Development* 1, no. 1 (2019): 128.

[3]   Jefri Porkonanta Tarigan, "Political Accommodation of Law in Indonesia for Human Rights Based on Generation of Thought Political of Law's Accommodation for Human Rights in Indonesia Based on Thought Generation," *Jurnal Konstitusi* 14, no. 1 (2017): 168–87,

Mental health is one of the health guarantees by the state for everyone to achieve physical and spiritual well-being. This is emphasized in Article 28H paragraph (1) The 1945 Constitution of the Republic of Indonesia which explains that "Everyone has the right to live in physical and spiritual prosperity, to have a place to live, and to get a good and healthy living environment and has the right to obtain health services."[4] These provisions are general in nature, in connection with this it is specifically regulated regarding mental health in Law Number 18 of 2014 (Act concerning Mental Health).

Article 1 point 1 of the Law on Mental Health explains what is meant by "mental health is a condition in which an individual can develop physically, mentally, spiritually and socially so that the individual is aware of his own abilities, can cope with pressure, can work productively, and able to contribute to the community."[5] As for achieving optimal mental health for individuals and communities, it is carried out through promotive, preventive, curative and rehabilitative efforts.[6] Organized in a comprehensive, integrated and sustainable manner by the Government, Regional Governments and the community.

Mental health efforts aim to ensure that individuals can achieve a good quality of life, enjoy a healthy psyche, be free from fear, pressure and other disturbances.[7] Mentioned in Article 2 The Law on Mental Health that mental health efforts are based on justice, humanity, benefits, transparency, accountability, comprehensiveness, protection, and non-discrimination.[8]

As explained in Article 1 point 1 of the Law on Mental Health states that mental health is part of mental health which is the right of everyone,

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[4]   Indonesia, "The 1945 Constitution of the Republic of Indonesia" (1945).

[5]   House of Representatives of the Republic of Indonesia, "Law Number 18 of 2014 Concerning Mental Health" (2014).

[6]   Dumilah Ayuningtyas, Misnaniarti Misnaniarti, and Marisa Rayhani, "Analysis of the Mental Health Situation in Indonesian Communities and Strategies for Handling it," *Journal of Public Health Sciences* 9, no. 1 (2018): 1–10.

[7]   Ali Mursyid Azisi, "The Role of Religion in Maintaining Mental Health and Community Social Control," *Al-Qalb: Journal of Islamic Psychology* 11, no. 2 (2020): 55–75.

[8]   Republic of Indonesia, Law Number 18 of 2014 concerning Mental Health.

including prisoners. Article 1 point 6 of Law Number 22 of 2022 concerning Corrections (the Law concerning Corrections) explains "Convicts are convicts who are serving prison sentences for a certain time and for life or death row convicts who are awaiting execution of a decision, who are undergoing training in Correctional Institution."[9]

The rights of convicts are regulated in Article 9 of the Law on Corrections, that convicts have rights including:[10] (i) receive treatment both physically and spiritually. Treatment in question is an activity to support and maintain the physical and psychological condition of prisoners; (ii) get education and teaching to develop potential; and (iii) obtaining health services. This is linear with the principles and functions of the penitentiary system as the order of direction and methods for implementing integrated correctional functions such as the principles of non-discrimination and humanity.[11] While the related correctional functions are service, guidance, and treatment.[12]

It is inevitable that mental health problems will be felt by inmates. Unlawful acts committed by convicts result in criminal sanctions in the form of imprisonment for a certain time, life imprisonment or death penalty. This then has implications for taking away their right to independence to carry out activities as before. Inmates who occupy iron bars will be isolated from the outside world with all its limitations while in prison. In addition, convicts will also live in full obedience to the existing rules besides having to carry out other obligations as stipulated in the Law on Corrections.

More specifically, the socio-cultural aspects of Indonesian society also have an influence on the mental health of female convicts. The bad image given by society also punishes the status of convicts and the society's paradigm of the unusualness of women who commit crimes strengthens the etiology of mental illness that attacks prisoners. Some of these things

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[9] House of Representatives of the Republic of Indonesia, "Law Number 22 of 2022 Concerning Correctional Institutions" (2022).

[10] Republic of Indonesia.

[11] Agus Budianto and Afdhal Mahatta, "Legal Renewal of Correctional Management Policies," *Law Review* 21, no. 3 (2022): 389–407.

[12] Markus Marselinus Soge and Rikson Sitorus, "Progressive Legal Studies on Correctional Functions in the Penitentiary Bill," *Legacy* 2, no. 2 (2022): 79–101.

increase the potential for stress, pressure, anxiety, and depression. Emotional instability that leads to the creation of negative emotions will develop in convicts while in Correctional Institutions (Lapas). This condition is in line with data showing that 26.9% of inmates are indicated to be quite high in feeling depressed.[13] Besides that, Hadi, et al also confirmed that 33.33% of female prisoners felt a severe level of anxiety, while only 16.66% of female prisoners felt mild anxiety. Sinaga, et al also explained that 30.8% of female prisoners had indications of depression at moderate to high levels.[14]

On this basis, it is deemed necessary to have mental health education for female convicts. The goal is to be able to share emotions about conditions and learn together about various strategies to reduce negative psychology. In general, female convicts make up 5% of the prisoner population in Indonesia. However, this proportion has a tendency to increase rapidly, especially in several countries with a high percentage of drug and substance abuse crimes. As for the domestic sphere, based on data from the Indonesian correctional database system, there are a total of 5,000 female prisoners in Indonesia. This amount is categorized as exceeding the capacity of prisons in Indonesia.[15]

The phenomenon of overcapacity of convicts in Correctional Institutions also has implications for the greater vulnerability to physical and psychological harm for female convicts. Meanwhile, the establishment of positive self-management requires support from 2 (two) sides, namely internal from the family and external from fellow prisoners. Family support is obtained by convicts through regular visits which can reduce feelings of anxiety about self-esteem, convict status as family members; the mother of his child; and a wife, as well as family conditions. It is also a medium for managing positive boredom and reducing the stress felt by prisoners.

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[13] Mahanani FK, *Psychological Intervention: Psychoeducation for Group Intervention* (Semarang: Tiga Media, 2019).

[14] S Salmiati, R Rosmawati, and M Lestari, "Peer Counselor Training to Prevent Bullying Behavior," *Indonesian Journal of Learning Education and Counseling* 1, no. 1 (2018).

[15] Ika Rizqi Meilya et al., "Narapidana Wanita dalam Penjara : Kajian Perilaku Sosial Narapidana Wanita." *Journal of Nonformal Education* 4, no. 2 (2020): 139–47.

However, these conditions cannot be felt by all prisoners. There are several things that then become an obstacle for convicts so they don't get regular visits from family such as lack of free time and other things. Thus, it is likely that inmates will experience anxiety, stress, depression, and emotional instability that build negative energy. Therefore, the difference in support that prisoners get requires external support from fellow prisoners to be able to share their grievances and strengthen each other to be able to face difficult times together in prison.

Mental health psychoeducation for female prisoners at Class IIA Semarang Women's Prison is provided by learning self-awareness strategies, emotional regulation, coping stress, psychological first aid and positive self-talk. Learning some of these strategies will create the skills needed by prisoners to be able to learn about strategies that will alleviate negative psychological conditions. The selection of Class IIA Semarang Women's Prison was based on the suitability between the criteria as a Women's Prison and the program's objective, namely to improve the mental health of female prisoners in the Prison. Not only that, the location was chosen because it has an affordability aspect with the campus location.

Based on the understanding of the problem above, the main problems are formulated including: (i) the existence of various psychological problems experienced by female convicts; (ii) the need for mental health improvement for female convicts; and (iii) the need to provide strategies in the form of mental health psychoeducation for female convicts. The purpose of mental health psychoeducation for female prisoners is to equip psychological strategies that can help themselves and fellow prisoners to improve the quality of mental health and psychological well-being, especially mental health.

Method

The community service "Mental Health Psychoeducation for Women Prisoners in Class IIA Semarang Women's Prison" uses training psychoeducation as the main method. Psychoeducation is defined by the Indonesian Psychological Association as learning activities designed to increase understanding and certain psychological skills as a preventive

measure against mental health disorders given to a particular group.[16] Psychoeducation as a service delivery also has a plural meaning such as training people to learn life skills, academic-experiential approaches in the process of psychological and humanistic education, training professionals in the field of counseling skills, a series of community service activities and providing information about psychology to the public.[17]

Meanwhile, training psychoeducation refers to psychoeducational activities that aim to increase understanding, provide and improve certain skills of the participants. In this activity, training psychoeducation is given to share understanding and basic counseling skills to female prisoners at Class IIA Women's Prison in Semarang. This basic counseling is intended to provide assistance from individuals to other individuals with similar attributes or certain situations, so that no framework is created to tell all related problems. In this situation, individuals who help other individuals solve problems are usually referred to as peer counselors.[18]

Activity Implementation Session
A. First Session

The introductory session, led by the team leader, commenced on Tuesday, June 6, 2023, at 08:00 WIB, lasting for 15 minutes. Prior to delving into the main training agenda, this session served as an opportunity for presenters to acquaint themselves with the participants and offer an overview of the training's objectives, aiming to alleviate any apprehension or nervousness among the attendees. Its primary goal was to

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[16] Siska Marliana Lubis and Sri Maslihah, "Analysis of Meaningful Sources of Life for Prisoners Who Are Serving Life Sentences," Journal of Psychology 11, no. 1 (2012): 12, www.bps.go.id.

[17] Egin Elga Dean Sum, Monika Veronika, and Sofia Pilosusan, "Life of Prisoners in LAPAS (Prison Institutions)," *SCHOULID: Indonesian Journal of School Counseling* 2, no. 2 (2017): 20, https://doi.org/10.23916/08440011.

[18] Radhiya Bustan and Emmalia Sutiasasmitha, "Community Service Individual and Group Counseling Services for Assisted Citizens in the Tangerang Women's Penitentiary," *Jurnal Al-Azhar Indonesia Series Humaniora* 4, no. 4 (2018): 236, https://doi.org/10.36722/sh.v4i4.301.

foster a sense of closeness and familiarity between the speakers and participants.

The session began with the speaker extending greetings and acknowledging the participants, followed by an exposition of the training's overarching goals. Additionally, mini quizzes were administered to engage the participants, laying the groundwork for subsequent activities in the training program.

1.   Understand Me (*Self-Awareness*) Session

The "I Understand Me" or self-awareness session is the first material presented after the opening session. This session was hosted by Rofi Wahanisa, from 08.15 WIB to 10.15 WIB on Tuesday, 06 June 2023. The presenter explained in a simple manner related to self-awareness starting from the definition, characteristics, benefits and how to build self-awareness. This material is important for convicts to understand themselves more complexly. The delivery of this material is carried out using lecture and discussion methods in order to deepen understanding of self-awareness conceptually. After the material has been delivered, it is then followed by a simulation to strengthen participants' understanding of self-awareness by observing direct practice.

The procedure for carrying out the "I Understand Me" session includes the presenter opening the material session by introducing and conveying self-awareness in a simple manner, providing an explanation of the intent and purpose of the material to be delivered, presenting material using PPT (power point) media, conducting discussions with participants related to the material, as well as conducting simulations with all participants. As for the material content that will be delivered to participants are as follows:

a)   Definition of Self-Awareness

Self-awareness refers to the individual's sensitivity to his own condition.[19] Self-awareness is a form of individual awareness of thoughts,

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[19]   E Koeswara, *Existential Psychology An Introduction* (Bandung: Eresco, 1987).

feelings and behavior.[20] Self-awareness is also known as the ability to understand yourself, so you can adapt well in various environments.[21]That not only for oneself, self-awareness will also help individuals understand other individuals and the social conditions of their environment more positively.[22] Therefore, self-awareness can be known as an individual's awareness of his own condition, so that he is able to behave and position himself well in his interactions with the social environment.

b)   **Self-Awareness Traits**

    Self-awareness described by Goleman consists of three components[23], that is:

1) Ability to Recognize Emotions and Their Effects
    Individuals with positive self-awareness can recognize their feelings and emotions well, so they can recognize the impact of expressing themselves on their environment. This helps individuals to better control their feelings and emotions.

2) Willingness to Make Self-Recognition
    Individuals with positive self-awareness can better recognize and accept their strengths and weaknesses. He can make peace with himself, so he focuses more on overcoming his weaknesses and taking advantage of his strengths rather than denying his condition. This condition also helps individuals make decisions rationally by considering their own condition. Individuals can also evaluate themselves positively with a willingness to admit mistakes and learn from experience.

3) Belief in Yourself
    Individuals with positive self-awareness have good self-confidence. He does not belittle, but does not exalt his abilities too much. Individuals

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[20] KA Oden, Miner-Holden J, and Balkin RS, "Required Counseling for Mental Health Professional Trainees: Its Perceived Effect on Self-Awareness and Other Potential Benefits," *Journal of Mental Health* 18, no. 5 (2009): 411–18.

[21] Koeswara, Existential Psychology An Introduction.

[22] Rachmadintha Chantika et al., "Self Injury in Early Adults: What is the Role of Self Awareness? Introduction,"*INNER: Journal of Psychological Research* 2, no. 4 (2023): 764–71.

[23] Goleman D, *Emotional Intelligence* (Jakarta: Gramedia Pustaka Utama, 2001).

can identify their own values well, so they can express their thoughts, feelings and beliefs positively.

c)   **Benefits of Self-Awareness**
    The benefits of positive self-awareness are explained[24], as follows:
    1) Provides power to influence outcomes;
    2) Help decide correctly based on rational considerations;
    3) Provides more perspective in dealing with problems;
    4) Break free from biased baseless assumptions;
    5) Helps build more positive relationships with others;
    6) Reducing stress by increasing the happiness of self-acceptance.

d)   **How to Build Self-Awareness**
    Strategies for building positive self-awareness are explained[25]as follows:
1) Meditation
    Meditation is done to increase calm and self-awareness gradually. Meditation can be done with many techniques, but basically it can be done by starting to focus on and appreciate the simplicity of the regular process of inhaling and exhaling. Meditation can be done personally with regular self-reflection and introspection to increase self-awareness or spiritually by worshiping according to one's own beliefs.
2) Write down the main plans and priorities to be achieved
    Writing priority plans and targets to be achieved must be accompanied by monitoring and evaluation of progress. This can be done through personal journals as auxiliary records, so that individuals can consciously monitor and evaluate their progress to achieve these targets.

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[24] "Know About Coping Strategies in Overcoming Stress," insanq.co.id, 2022, https://insanq.co.id/artikel/mengenal-about-strategi-coping-dalam-mengatasi-stress/.
[25] "Knowing About Coping Strategies in Overcoming Stress."

3) Ask for the Opinion of People You Trust

Other people's opinions are alternative perspectives on yourself. Therefore, there is nothing wrong with asking for an objective and honest assessment from someone you trust. This strategy will help individuals evaluate themselves by providing a positive perspective on the opinions given.

4) Getting Objective Feedback

Objective feedback is different from the opinion of a trusted person. The opinions of trusted people are often biased, because they of course know the individual personally. Therefore, objective feedback is needed to balance the bias. This feedback can be obtained through work colleagues, customers or other people with less intense intimacy. The results of the evaluation can be implemented if you make yourself better, not forcing yourself to meet other people's standards which is difficult to do.

5) Trying to Be a Good Listener

Being more open to others by being a good listener can be a medium for learning to judge other people objectively, so that you can hone your sensitivity to evaluate yourself positively. It also helps individuals recognize more feelings, so they can more accurately identify their personal feelings, thoughts and emotions.

B. Communication Sessions are Key (*Interpersonal Communication*)

Session "Communication is the Key" or Interpersonal Communication became the second training material presented. This interpersonal communication training material was delivered by Mrs. Rahmawati Prihastuty. The speaker explained in simple terms various things related to interpersonal communication, starting from the definition, characteristics, goals and effective interpersonal communication. Interpersonal communication material is important for convicts to understand in order to improve their communication skills with other people, especially with their fellow colleagues. The delivery of this material is carried out using lecture and discussion methods in order to deepen understanding related to interpersonal communication

conceptually. After the material has been submitted, then continued with a simulation to strengthen participants' understanding of interpersonal communication by looking at the direct practice. The goal is for female convicts to be able to apply minimal interpersonal communication to their fellow colleagues.

The procedure for implementing this interpersonal communication session is that the speaker opens the session by giving a little ice breaking, explaining in general related to interpersonal communication, briefly conveying the intent and purpose of the importance of interpersonal communication, using power point text media assistance to present the material, inviting participants to discuss the material that has been described, then carry out a simulation by taking several participants voluntarily to come forward. As for the contents of the material that will be delivered to participants related to interpersonal communication are as follows:

a)   Definition of Interpersonal Communication

Interpersonal communication is carried out by one individual with one or more other individuals. This communication is oriented towards the desire to establish positive social relations or achieve certain goals.[26] Harapan & Ahmad explain interpersonal communication as the most effective process of exchanging information, even though the process is simple in daily activities.[27] Widodo et al also assess interpersonal communication as a way of exchanging thoughts, views, insights and information from one individual to another by utilizing community communication networks.[28] This skill is very important in counseling, so

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[26] Hadi Widodo et al., "The Influence of Providing Guidance and Counseling Services on Interpersonal Communication of Vocational High School Students," Educative: *Journal of Educational Sciences* 3, no. 4 (2021): 2168–2175; Syska Purnama Sari, Miftha Indasari, and Endang Surtiyoni, "Solution-Oriented Short Group Counseling Using Puppet Media to Reduce Student Aggressiveness," *Counsellia: Journal of Guidance and Counseling* 10, no. 2 (2020): 147.

[27] Edi Harapan, Interpersonal Communication: Human Behavior in Educational Organizations (Jakarta: Raja Grafindo, 2022).

[28] Widodo et al., "The Influence of Providing Guidance and Counseling Services on Interpersonal Communication of Vocational High School Students."

that communication with positive dynamics occurs. Transparency begins with positive communication between the parties involved.

In the communication process there is a communicator designation for individuals who are sources of information and communicants for individual recipients of information. In interpersonal communication, individuals can be communicators as well as communicants, because the process is not a one-way but two-way exchange of information, so that the parties involved will receive direct feedback from the interlocutor. Therefore, interpersonal communication becomes a medium for exchanging information.

b) Characteristics of Interpersonal Communication

In the process of interpersonal communication, there are the following characteristics:

1) Openness

    The process of interpersonal communication requires the willingness of related parties to open up to each other, interact with each other and respond to the communication that occurs. Disclosure is given according to the quality of the information and the relationship of the parties involved. The closer the relationship, the more open it will be.

2) Empathy

    The process of interpersonal communication requires the efforts of each party to try to understand each other's thoughts and feelings. The willingness to understand each other's feelings, thoughts and desires will make communication more effective and positive.

3) Support

    In the process of interpersonal communication, show a positive response as a form of support for other parties. This positive response is also given to show positive intentions and goals in the communication process, so that the other person will be more open.

4) Positiveness

    Show positive aura in interpersonal communication. Try to always give gestures, responses and positive expressions to the things that are conveyed by the other person. Such as responding with a smile, appreciating before input and giving supporting hand gestures.

5) Equality

In the process of interpersonal communication, equality between communicators and communicants will make communication comfortable as equal human beings. This will make each party involved more open.

6) Message Flow

The flow of messages in interpersonal communication is two-way, so that the exchange of information occurs between the parties involved, not one-way from one party only. Therefore, try to be a good listener, not just an attractive speaker, because the medium of interpersonal communication is the five senses. The type of message conveyed can be intentional verbal and non-verbal or unintentional verbal and non-verbal.

7) Interaction

In the process of interpersonal communication there will be interactions that influence each other between two or more people involved in it. Such as dyadic communication and small communication.

8) Feedback and Effects

The process of interpersonal communication does not occur in one direction, but in two directions. Therefore, feedback is given directly or directed feedback. In addition, interpersonal communication has an effect on the parties involved either intentionally as a goal or unintentionally as a communication effect.

c) **Interpersonal Communication Purposes**

Interpersonal communication is carried out with various purposes including:

1) Study→Interpersonal communication is a very effective medium for exchanging information. Therefore, learning from the other person is also one of the goals in interpersonal communication.

2) Relate→Interpersonal communication is often done to strengthen relationships with other people through intense interaction from related parties.

3) Influence→Interpersonal communication can be done as a medium for influencing one another.

4) Play→Interpersonal communication is also very useful as a means to joke and play entertainment from related parties.

5) Help Others→Interpersonal communication is widely used by various professions and interests to help others, such as doctors, psychologists and counselors. This also applies to PFA agents when providing assistance to others.

d) Effective Interpersonal Communication

1) Learning Session to Help Others (Psychological First Aids)

The "Learning to Help Others" or Psychological First Aids session was the last training material on Tuesday, June 6, 2023 which was delivered by Mrs. Rahmawati Psihastuty, S.Psi., M.Sc. This session lasts for 180 minutes from 12.45 WIB to 15.45 WIB. The presenters provided a simple but in-depth understanding by explaining material related to psychological first aids starting from definitions, forms of response, helping responsibly and training psychological first aids. This material is important for participants to obtain in order to strengthen their concern for the mental health of themselves and those around them.

The steps taken in this session were the speaker opening the session by introducing and conveying the aims and objectives of psychological first aids briefly and simply to the participants, explaining the content of the material to be delivered through power point text media, then showing psychological first aids educational videos to deepen understanding, and continued the simulation on a volunteer basis as well as inviting discussion of all participants to find out the extent of their understanding related to psychological first aids. Whereas at the end of the session to close the activities on the first day, participants were given a post-test to measure the extent of knowledge and understanding gained from what was conveyed by the presenters. The content or contents of the material presented in this session are as follows:

2) Definition of Psychological First Aids

Psychological first aids (PFA) refer to the initial response to individuals who are in a psychologically unfavorable condition. Asih, et al (2018) explain PFA as a humane and supportive response to fellow humans who

need mental support.[29] PFA is given to someone who is in a depressed and unpleasant condition and is in a psychological crisis situation that harms himself, his family and others around him.[30] One should not push oneself into giving PFA, as one does not but try to present oneself as warm and trustworthy to people who need help.[31] Ardi (2019) added that PFA does not have to be given by a professional, but can be given by individuals who understand how to do PFA for the closest people such as family, friends to the community around the neighbourhood.[32]

3) Forms of Response or Support that Include Psychological First Aids

Psychological first aids (PFA) as a preventive measure can be described in various forms of response. Some of these forms include:

a. Providing care and practical support that is easy to do, such as asking about individual conditions, providing motivation and positive support.

b. Planning for the needs of others to be considered.

c. Providing assistance to others to meet basic needs of life such as food, drink and information.

d. Provision of assistance to connect providers of information and social services with people in need.

e. Trying to be a good listener, without forcing others to speak.

[1] Trying to comfort others to feel calm.

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[29] Martha Kurnia Asih, Retno Ristiasih Utami, and Yudi Kurniawan, "Psychological First Aid (PFA) for Correctional Assistance Companions (BAPAS Class 1) Semarang," *Proceeding SNK-PPM* 1, no. 1 (2018): 450–53.

[30] Sijbrandij M et al., "The Effect of Psychological First Aid Training on Knowledge and Understanding about Psychosocial Support Principles: A Cluster-Randomized Controlled Trial," *International Journal of Environmental Research and Public Health* 17, no. 2 (2020): 484.

[31] Rr. Dwi Astuti and Fajar Kawuryan, "The Effect of First Psychological Aid in Improving Emotional Regulation and Stress Coping in Orphanage Children," Psychoislamika: *Journal of Islamic Psychology and Psychology* 16, no. 1 (2019): 52.

[32] Zadrian Ardi, "An Analysis of Education Principle Implementation in an Online Counseling Approach: A Preliminary Study Based on Analysis Using the Rasch Model," *COUNS-EDU: The International Journal of Counseling and Education* 4, no. 2 (2019): 59–68.

[2]   Efforts to protect others from further harm, such as providing warning signs and dangerous information in certain situations.

4) How to Help Responsibly

Assistance provided through psychological first aids must be carried out responsibly. Therefore, there are principles that form the basis for administering PFA responsibly as follows:

a.   Take care of myself

The principle is before trying to help others, make sure yourself is safe first. Therefore, individuals must pay attention to physical and psychological well-being, before providing assistance to others. It also aims to increase individual sensitivity to the surrounding environment.

b.   Respect

Trying to respect others is also one of the principles of PFA. When helping others, one must pay attention to the safety, dignity and rights of the person being helped to be safe, without any harmful risks. Safety refers to the results of the PFA given, it must be ensured that it will not have a negative impact on the person. For example, the PFA that is given should not make it sadder, not create intentions to repay others' ugliness and not create intentions to harm oneself and others. Self-esteem refers to polite and courteous treatment according to prevailing social values and norms. Make sure you respect the background of the person being helped, so you don't accidentally offend. The security of rights refers to the certainty that everyone will be treated the same. Does not discriminate the assistance given based on the background of the person, but differentiates it based on the priority of the problem that must be prioritized. Apart from that, make sure that everyone's right to access information on services and assistance for social survivors is the same, not differentiated based on any basis in it.

c.   Adaptive

Adaptability in giving PFA can have a broad meaning, such as adaptive in marriage which requires you to wear clothes that are in accordance with the values and norms of the environment visited. Language, make sure that the language used does not cause

misunderstandings with the person being helped, for example you are Sundanese, but the friend you want to help is Javanese. In the PFA process, you cannot use Sundanese, because it can cause misunderstandings, so Indonesian is used which is neutral for both parties. Gender, age and authority of PFA beneficiaries must also be considered, as their needs will be different. For example, helping men with women, and adolescents with adults, as well as lower or higher status will require a different approach, it is not the quality of service that is differentiated, but the approach. Then, Physical contact and behavior must also be considered, not to make gestures that are uncomfortable for the person being helped. This can lead to the person's reluctance to openly share their concerns. For example, the limit is rubbing the back, so it is not permissible to hold hands, stroke and others. Finally, try not to mention the differences in SARA (ethnicity, race and religion) of the people being helped, because they are very sensitive and have the potential to make things worse, so the PFA given is not optimal. petting and others. Finally, try not to mention the differences in SARA (ethnicity, race and religion) of the people being helped, because they are very sensitive and have the potential to make things worse, so the PFA given is not optimal. petting and others. Finally, try not to mention the differences in SARA (ethnicity, race and religion) of the people being helped, because they are very sensitive and have the potential to make things worse, so the PFA given is not optimal.

d. Respond

Response is a quick response to certain conditions. Responsiveness can be reflected in the following actions:

[1] Efforts to follow the directions of the authorities in dealing with crises.

[2] Learn emergency response actions that can be performed with equipment that is usually only available at the scene of the incident.

[3] Know the limits of the role and responsibilities you can assign. If it has exceeded the limit, then try to forward it to a professional.

5) Train Psychological First Aids

There are several ways or techniques that can be used to train psychological first aids, including the following:

a. Positive Communication

The communication process becomes an important phase for individuals who are experiencing a crisis. Therefore, try to be a good listener, without forcing the person to tell all of their problems. You can provide a response if you have been asked or see the person you are helping has finished the story. Don't cut in the middle of the story. Then, give enthusiastic gestures and expressions to the person's delivery, so that his desire to tell stories will be even greater.

b. Preparation of Assistance

Before providing assistance, first analyze the situation. Make tentative assumptions about the situation, then listen to the story of the person you are helping to confirm your previous assumptions. Make sure what assistance can be provided, such as information regarding support services, light counseling to relieve negative emotions and so on. Finally, make sure the assistance provided is safe and does not harm the person you want to help or the people around them.

c. Providing Assistance

Providing assistance is carried out through three principles consisting of seeing, hearing and connecting. *See* refer to PFA process safety analysis. Try to reduce external interference in the process of administering PFA. For example, try not to interfere with the process of submitting a problem, so that it is ensured that only the giver and recipient of help know.

Hear, refers to the focus of hearing aid recipients. Show concern for the problem. Give feedback when prompted or the recipient has finished speaking. Don't provide solutions in responses, but provide responses that help beneficiaries find solutions and be able to control their own situations and problems. Give responses that can control negative emotions to become more positive emotions.

Connect, refers to a form of caring in the form of providing information and connections to social service providers as needed. There is no need to force yourself in providing connections, because

providing information is enough to help follow up on problems, if needed.

d. Termination of Assistance

After giving assistance, continue to show concern for the recipient of assistance. Don't let beneficiaries be ignored after you know the problem. Calm the person down and reassure them that the issues that have been described will be safe with you. Keep paying attention to the problem, but don't overdo it so that the recipient of help is not too attached and dependent on you, so that he can deal with problems independently.

C. Self-Control Session (*Emotional Regulation*)

The session "Self-Control" or Emotion Regulation became the first material on the second day of the training which was held on Wednesday, 07 June 2023. This training material was delivered by Ms. Pradipta Christy Pratiwi, S.Psi., M.Psi., Psychologist which started in at 08.00 WIB with a duration of 180 minutes. Submission of the material includes the definition of emotion regulation, the stages and factors that influence emotion regulation. The provision of emotional regulation training to female convicts is so that they can minimize harmful behavior that arises as a result of bad emotional control. That is, the purpose of this training is not far from how to increase control or control over one's own emotions.

In this session the procedures carried out were opening the meeting session by giving a mini quiz, introducing and briefly conveying emotion regulation, displaying and explaining material using PPT media, followed by showing an educational video to provide a clearer picture of what emotion regulation is. and continued with simulations and discussions with all participants. The content of the material presented in this session is as follows:

a)   **Definition of Emotion Regulation**

Humans have emotions that will accompany them. Urry & Gross (2010) explain emotions as individual expressions of one's own condition, such as changes in feelings (sad, happy and anxious), gestures (smiling, confused and frowning), and brain reactions (increased heart rate,

sweating and neuron activity). Many people are unable to control themselves properly.[33]

Therefore, individuals must cultivate sensitivity to themselves in order to be able to control their emotions properly through emotional regulation. This is related to the tendency of individuals to behave, express emotions and implications for themselves and others.[34] Thompson (1994) described emotion regulation as an internal and external process of monitoring, evaluating and modifying emotional reactions to achieve certain goals.[35] Cole et al described emotion regulation as a change associated with emotional activity within oneself.[36] Individuals with positive emotion regulation can regulate their emotions in various conditions, so they will not be harmed by uncontrolled negative emotions, because they know the best mechanism to express them. Gross (1998) explains that the process of emotion regulation can be done automatically or under control, consciously or unconsciously, as well as its impact on personal emotions.[37]

Based on the explanation above, it is known that emotion regulation is an individual's ability to control and express emotions in response to certain situations, especially situations that have the potential to generate negative emotions.

b) Stages of Emotion Regulation

Gross (2001) suggests five stages of self-regulation[38], as follows:

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[33] Urry HL, "Emotion Regulation in Older Age," *Current Directions in Psychological Science* 19, no. 6 (2010): 352–57.

[34] Stephen A and Fischer, "Emotion Regulation in Full," *Psychological Inquiry* 11, no. 3 (2000).

[35] Thomson DF, "The Possibility of Administrative Ethics," *Public Administration Review* 45, no. 5 (1985).

[36] Eisenberg N and Spinrad TL, *Emotion-Related Regulation: Sharpening the Definition* (Child Development, 2004).

[37] Gross JJ, *The Emerging Field of Emotion Regulation: An Integrative Review* (Review of General Psychology, 1998).

[38] James J Gross, "Emotion Regulation in Adulthood: Timing Is Everything," *Current Directions in Psychological Science* 10, no. 6 (2001): 214–219.

1. *Situation Selection*

   At this stage, the individual will choose the most appropriate emotion to respond to a particular situation. The emotion selected at this stage is usually the basic attitude toward the situation. For example, someone tends to choose not to listen to friends who like to flatter themselves, rather than being impatient, so that emotions are out of control of this behavior.

2. *Situation Modification*

   At this stage, the individual will begin to modify the situation around him to influence his emotional state. For example, when a friend tells of sadness over the condition of his family, someone will change the subject.

3. *Attention Deployments*

   At this stage, individuals will try to focus their attention and focus on one emotion or divert their attention to other things that are not related at all. For example, an individual who does not have a driver's license is subject to speeding raids. He will try to focus his mind on calm without any other supporting factors that make him calm. In addition, it can also occur in individuals who choose to sleep, rather than being dizzy thinking about the problems that keep coming to them.

4. *Cognitive Change*

   At this stage, the individual will not force a certain response to deal with the problem. He will try to change his way of thinking and views on related situations. This makes him have alternative emotions to respond to the situation. For example, individuals who are feeling nervous about facing exams try to win themselves by believing in their abilities and surrendering to whatever results they get later. This will make the individual feel calmer and able to control himself well in dealing with the situation.

5. *Response Modulation*

   At this stage, individuals automatically change their feelings, attitudes and behavior along with the ongoing situation. For example, someone who is trying to hold back his embarrassment, after slipping away is seen by many people around him. The individual will try to control his feelings, so that he can act calm

with behavior that seems natural, even though he is holding back a sense of shame.

c)   Factors Affecting Emotion Regulation

Morelen et al explained that regulation occurs over two interrelated processes, namely internal processes such as spontaneous physiological reactions and external processes such as facial expressions and individual behavior.[39] The several factors that influence emotion regulation consist of:

1) Age

   The older you get, the more challenges and problems you will overcome. Therefore, individuals with significant age differences tend to have different levels of emotion regulation abilities. The average adult aged 30-45 years tends to have better emotional regulation, when compared to the average early adult aged 20-29 years, even though the categories are still the same as adults.

2) Environment

   Environment has a big influence on the ability to regulate emotions. Individuals who are in a conducive, positive and pleasant environment certainly have better emotional regulation, compared to individuals who are in an aggressive, negative, tense and unpleasant environment. Therefore, create a positive environment for better emotion regulation.

3) Parenting Style

   Parenting style will greatly affect the emotional regulation ability achieved by a child. Children who are raised with excessive affection and/or punishment will have lower emotional regulation, when compared to children who are raised with a better composition of the two. Therefore, parents must give love in raising their children, but must also teach their children that mistakes can be punished, especially if they harm other people. This will teach children positive values in life.

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[39] Morelen D, Shaffer A, and Suveg C, "Maternal Emotion Regulation," *Journal of Family Issues* 37, no. 13 (2016): 1891–1916.

4) External View
The external view refers to the process of regularly exercising emotion regulation to produce controlled emotion regulation. It aims to make individuals learn more about emotion regulation through training in dealing with various situations from a different point of view than what is usually used. This regular intentional training will gradually improve the quality of individual emotion regulation.

D. Self-Management Session (*Coping Stress*)

The "Self-Management" or coping stress session is the second training material delivered by Ms. Pradipta Christy Pratiwi, S.Psi., M.Psi., Psychologist on Wednesday 07 June 2023 at 11.00 WIB with a duration of 180 minutes. In this session, the speaker explained in simple terms various things related to coping with stress, starting from definitions, strategies and factors that influence coping stress. This material needs to be given to prisoners to strengthen their control over stress, so it is hoped that it can minimize harmful behaviors that arise due to too much pressure that causes stress. Although through a simple and deep understanding, this material is intended so that female convicts can increase control over their feelings of stress.

In this session, the series of steps that need to be carried out are opening the session by introducing the big picture of what is meant by coping with stress and doing ice breaking. participants if there are questions or sharing about experiences that have been experienced by participants, then proceed with a simulation of the right stages in managing themselves through coping with stress. As for the material content presented by the speaker, it can be seen below:

a) Understanding Coping Stress

Coping stress refers to individual efforts to reduce to overcome stress. Sihombing defines coping with stress as a strategy to reduce to eliminate sources of stress.[40] Taylor, et al explain coping stress as a way for

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[40] Suneeta Joys Sihombing, "Coping Stress Between Housewives and Working Mothers in Facing Online Learning," *Journal of Educational Psychology and HR Development* 10, no. 1 (2021): 49–57,

individuals to manage internal and external demands that are considered a burden.[41] Coping stress as an effort to reduce the gap in the perception of the demands of stressful situations with individual abilities.[42] Coping stress is also a strategy to change individual thoughts and behavior constantly in response to demands that cause stress.[43] Therefore, coping with stress is known as an individual effort to reduce stress by changing thoughts and behavior constantly to respond to the demands that cause stress.

b) Types of Stress Coping Strategies

Coping stress, this can be done through various strategies, including the following:

1) Problem Focused Coping

   This type of stress coping strategy focuses on solving the problem causing the stress. Andrew explained problem focused coping as an effort to deal with stress by focusing on resolving demands that are the source of stress.[44] In essence, a lightening reaction and even completing demands will reduce the stress you feel. This form of problem focused coping consists of:

   a. *Confrontive Coping* as an individual's aggressive efforts to resolve by changing the situation and taking existing risks.

   b. *Planful Problem Solving* as an effort to analyze the demands/problems that cause stress, then look for solutions to these problems.

   c. *Searching Information Support* as an effort to seek information from other people who are considered to be able to help solve problems, such as doctors, psychologists, colleagues and so on.

2) Emotional Focused Coping

   This type of stress coping strategy focuses on reducing the impact of negative emotions that are felt. Ambarsarie, et al explained that emotional focused coping aims to relieve and eliminate emotions that

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[41] Taylor SE et al., *Social Psychology, 12th ed.* (Jakarta: Kencana, 2009).

[42] "Knowing About Coping Strategies in Overcoming Stress."

[43] Ambarsarie R, Yunita E, and Sariyanti M., *Coping Stress Strategies in Generation Z, 1st ed.* (Bengkulu: UPP FKIP UNIB, 2021).

[44] R, E, and M.

arise due to stress, such as anger, anxiety, anxiety and mental fatigue.[45] Forms of emotional focused coping include:

a. Self-Control as an effort to control thoughts, feelings and behavior in order to remain calm and focused in facing demands. One of the best strategies for self-control is meditation.

b. Positive Reapraisal as an effort to create positive meaningfulness for motivational individual development, such as convincing oneself to be able to solve and will continue to develop after successfully solving the problem.

c. Accepting Responsibility as openness to involve the role of other individuals in solving problems.

d. Social Support as an attempt to seek emotional support from others, such as close friends and family.

e. Escape a voidance as an effort to avoid demands that cause stress. This action should only be done temporarily, it is not recommended to be carried out continuously, because it will not eliminate the source of stress.

f. Distancing as an effort to withdraw by not caring about the demands of the source of stress. This action is not a positive effort to deal with stress, because just delaying it can even exacerbate the relationship with the environment. Therefore, it is highly not recommended to be carried out on an ongoing basis.

c)   Factors Affecting Coping Stress

Keliat has mapped out several factors that can affect individual coping of stress.[46] These factors are as follows:

1. Physical Health
   The ability to think of individuals is supported by their physical health, so that fitness will affect how individuals relieve stress.

2. Positive Perspective
   Individuals with a positive perspective who focus on internal solutions will be able to apply problem focus coping, whereas individuals with a

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[45] R, E, and M.

[46] Sihombing, "Coping Stress Between Housewives and Working Mothers in Facing Online Learning."

tendency to blame external parties find it difficult to apply problem focus coping and even choose distancing to escape avoidance.

3. Problem Solving Skills
   Problem solving skills which include seeking information, analyzing situations, identifying demands with many alternative solutions, then prioritizing problem solving solutions. This ability is possessed at different levels, so it plays an important role in reducing stress,

4. Social Skills
   The skills to be able to communicate and interact well in the environment are factors that can help individuals choose stress coping strategies to overcome their problems.

E. Positive Self-Talk Session

This Positive Self-Talk session was the final presentation of the training material which was delivered on Wednesday, 07 June 2023 at 13.30 WIB with a duration of 180 minutes. This material was presented by Mrs. Dyah Ayu Rahmawati, S.Psi., MA in which she discussed positive self-talk starting from definition, practicing positive self-talk and its benefits. By understanding this material, participants are expected to be able to reduce inferiority and increase self-confidence positively through positive self-talk. Similar to the previous materials, in this session the material was presented through PPT media and also educational videos.

The steps taken in this session were opening the session by introducing positive self-talk, explaining and providing an understanding regarding the urgency of positive self-talk for oneself and the surrounding environment, presenting material and showing educational videos as a medium for conveying material content, and continued with discussions and simulations with all participants to see the direct practice of applying positive self-talk itself. Whereas at the end of the session to close the activities on the second day, participants were given a post-test to measure the extent of knowledge and understanding gained from what had been conveyed by the presenters. The following is the content or contents of the material presented in this session:

a)   Definition of Positive Self-Talk

Positive self-talk is an internal dialogue to express thoughts, beliefs, questions and ideas that are positive to oneself. Jannah (2016) suggests that positive self-talk contains positive statements and questions that are shown to motivate oneself in overcoming problems and increasing abilities.[47] Hamilton, et al (2011) also added that positive self-talk is a technique for stopping negative self-talk which creates negative emotions such as anxiety, depression, pessimism and other feelings that interfere with individual performance.[48] Positive self-talk on a regular basis will increase self-confidence, so that individuals will be more optimistic and have positive self-esteem to achieve their goals.[49]

b)   Practicing Positive Self-Talk

Positive self-talk is a skill that can be trained, especially for individuals with pessimistic tendencies.[50] explained that it has become a custom in Japan to use the phrase "Gambatte" to oneself to increase individual confidence.[51] There are several ways to practice positive self-talk as follows:

1. Determined to Reduce Negative Self-Talk

   The first step to reducing negative self-talk is identifying the symptoms that often appear, don't let them come unnoticed. Then, make up your mind to reduce and even eliminate these negative emotions. Accept yourself as it is, no need to deny and think negatively about yourself. Fight negative emotions that come to mind. Replace these emotions with positive self-confidence in dealing with problems. For example, get rid of the

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[47] M Jannah, "Anxiety and Concentration in Archery Athletes," *Journal of Theory and Applied Psychology* 8, no. (1) (2017): 53–60.

[48] Hamilton R, Miedema B, and Easley J MacIntyre L, "Using a Positive Self-Talk Intervention to Enhance Coping Skills in Breast Cancer Survivors: Lessons from a Community Based Group Delivery Model," *Current Oncology* 18, no. (2) (2011).

[49] Insan Q, "Self-Talk, Talking With Yourself and Its Benefits," insanq.co.id, 2020, https://insanq.co.id/artikel/self-talk-bertalk-dg-diri-own-dan- the benefits/.

[50] InsanQ (2022b)

[51] Q, "Self-Talk, Talking With Yourself and Its Benefits."

worry that it will be difficult for you to change for the better. Convince yourself that you can be better, say to yourself "I can do it, I'm sure I can be a better person". Show determination to start positive self-talk by reducing negative self-talk.

2. Consistent in Practicing

   If you are not used to doing self-talk, you just need to get used to doing it. Practice positive self-talk consistently. Create useful questions that contain concrete evidence you are able to overcome your problems. Show confidence in yourself that you can and are able to solve all problems properly.

3. Get used to More Carefree

   Being productive doesn't have to fill all activities with strenuous activities that spur thoughts and feelings to cause stress. Try to balance it with positive activities that make you more cheerful, able to smile and laugh out loud. Enjoy the activity to reduce stress.

4. Socialize with a Positive Environment

   Socializing with a positive environment will make our feelings more positive. An environment that is used to mutual respect, reinforcement, and motivation will help you practice positive self-talk.

5. Stay in the Present

   Try to forgive yourself in the past, don't get caught up in mistakes that make you depressed, regretful and always feel guilty so it's hard to control yourself. Try to make peace and accept yourself. Mistakes in the past are a warning not to misstep in the present, so that the future will be better than the past. Begin to relax to calm down, rest assured that you will be able to overcome everything.

c) Benefits of Positive Self-Talk

Positive self-talk has a number of benefits including the following:

1. Reducing Stress →Convincing yourself positively will help individuals control themselves better, thus reducing the stress they feel.

2. Suppressing Negative Emotions →Positive self-talk provides positive self-motivation, thus reducing the negative emotions that are felt.

3. Increase Positive Emotions →This is in accordance with the purpose of positive self-talk to increase individual self-confidence, so that positive emotions are formed to help individuals overcome their problems.

4. Help Solve Problems →Positive self-talk brings individuals to a calm and controlled state, making it easier to identify problems to be resolved properly.

5. Support Self Reflection →Reflection is used to self-evaluate periodically, positive self-talk will support positive reflection.

6. Improving Quality of Life →Removing negative thoughts by cultivating positive thoughts will suppress stress, so that life becomes more quality.

7. <u>Building Positive Relationships</u> →A good self-condition without negative feelings will make interactions with others feel more comfortable, so that it will improve the quality of the interaction experience from others. For example, individuals who smile more tend to be more likeable in interactions, when compared to individuals who frown more.

F. Closing Session

The closing session which was held on Wednesday, 07 June 2023 at 16.30 WIB was led by Rofi Wahanisa, as head of the dedication team. This closing session takes 15 minutes. In this session the service team held a simple quiz by asking questions about the material that had been delivered both from the first day and the second day of service. For participants who can answer the questions correctly, prizes will be given from the dedication team. After giving gifts to the lucky participants, the dedication team also gave gifts to all participants, namely booklets containing dedication materials along with stationery. Then it was closed by saying thank you, greetings and handing over the participants (female convicts) to prison officers.

Mental Health Post-Test Results

TABLE 1. Post Test Score

No.	Score	Category
1	54	4
2	63	5
3	54	4
4	55	4
5	69	5
6	66	5
7	44	4
8	63	5
9	62	5
10	70	5
11	59	5
12	67	5
13	61	5
14	62	5
15	68	5
16	41	3
17	53	4
18	52	4
19	64	5
20	70	5
21	46	4
22	52	4
23	60	5
24	62	5
25	49	4
26	52	4

Score Description:

1-14   : 1 (Not Mentally Healthy)

15-28 : 2 (Unhealthy Mentally)

29-42 : 3 (Quite Mentally Healthy)

43-56 : 4 (Mentally Healthy)

57-70 : 5 (Very Mentally Healthy)

TABLE 2. Classification of Post-Test Scores

Category	1	2	3	4	5	∑
Amount	0	0	1	10	15	26
%	0	0	3.85	38,46	57,69	100

Based on the table above, it can be concluded that out of the 26 participants, most of the participants in training activities, namely 57.69%, had mental health in the very healthy category, while 38.46% of the other participants were classified as mentally healthy, and the remaining 3.85% participants have mental health in the sufficient category. That is, after being given mental health training which includes self-awareness, interpersonal communication, psychological first aids, emotional regulation, coping with stress, and positive self-talk, most of the participants have been able to understand and implement the material presented by the presenters in training activities.

Conclusion

This study highlighted and concluded that the implementation of psychoeducational mental health services for female prisoners at Class IIA Semarang Women's Prison underscores a holistic approach aimed at promoting justice and improving treatment within the prison system. Through a structured series of sessions encompassing self-awareness, interpersonal communication, psychological first aid, emotion regulation, stress management, and positive self-talk, participants are equipped with essential tools to enhance their mental well-being. A post-test involving 26 participants revealed encouraging outcomes, with 57.69% demonstrating mental health in the very healthy category, 38.46% classified as mentally healthy, and the remaining 3.85% falling into the sufficient category. These results signify a substantial grasp and application of the presented material by participants, reflecting the efficacy of psychoeducational interventions in fostering positive outcomes and contributing to a more just and supportive environment for incarcerated women.

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"Unlike prisons, psychiatric institutions can be entered voluntarily, and people often turn to them in pursuit of treatment. But when used involuntarily as prison replacements, hospitals mimic persons in eerie ways— and the most oppressed people experience the brunt of the trauma and violence."

Maya Schenwar
Prison by Any Other Name: The Harmful Consequences of Popular Reforms

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