***The Effectivity of “Beta Pulih” Program to Reduce Negative Emotions of Juvenile Offenders***

**Rizky Pradita Manafe, Juliana Marlin Y. Benu**

Department of Psychology, Faculty of Public Health University of Nusa Cendana

*rizky.manafe@staf.undana.ac.id*

***Abstract***

*Interventions related to forgiveness have a positive impact on individuals' positive emotions. Forgiveness is important for victims who experience bitterness. There is still little research that discusses forgiveness among juvenile offenders. Juvenile offenders are 'victims' of other offenders, thus causing juvenile offenders have negative emotions towards other people and themselves. The aim of this research is to know effectivity of 'Beta Pulih' program to help juvenile offenders reduce negative emotions. The Beta Pulih program is designed based on Enright's forgiveness process. The design of this research is quasi-experimental with a one group pretest-posttest design. Participants were selected using random sampling from children detention center in Kupang. The number of participants was 16 people. Participants take the program for four sessions. The research results show that the Beta Pulih Program can reduce the negative emotions of juvenile offenders with a value of t = 9,188 and a significance of 0.000, which shows that there is a difference in negative emotions before and after the program is implemented. Juvenile offenders are also aware of the hurt they are experiencing, but find it difficult to express positive emotions in an adaptive way. The implication of this research is to design private sessions with juvenile offenders to help juvenile offenders be able to express positive emotions.*

***Keywords****: Negative emotions, Juvenile Offenders, Beta Pulih Program*

**INTRODUCE**

Adults are not the only ones who commit crimes. Data from National Legal Development Agency (2022) shows that the number of teenagers who commit crimes with legal assistance in Indonesia are 2,302 people. This data shows that a significant number of youngsters in Indonesia commit crimes. Crimes committed by teenagers include fornication/immorality, theft, beatings, abuse, murder, drugs and traffic violations.

Numerous factors contribute to the propensity of teenagers to engage in criminal behavior. Feliti (1998) elaborated on the concept of Adverse Childhood Experiences (ACEs), encompassing instances such as parental or familial violence, chronic parental illness leading to eventual demise, parental divorce, parental mental health disorders, and parental incarceration. The crimes committed by teenagers often stems from the internalization of these ACEs. Consequently, adolescents may develop cognitive distortions that predispose them to criminal conduct within their social milieu. This explanation address that adolescent offenders are products of their past experiences, positioning them as 'victims' of their upbringing.

The bitterness experienced by teenagers is manifested in negative emotions that result in criminal behavior. Previous research by Benu, et al (2019) on juvenile offenders at LPKA Kupang explains that juvenile offenders have negative emotions, such as anxiety, anger and sadness and have positive attitudes and relationships towards each other. This underscores the necessity for psychological interventions aimed at mitigating negative emotions, fostering positive attitudes, and healthy relationships among juvenile offenders. The research results show that one way to help victims reduce negative emotions is forgiveness. Research by Tao, Ji, Fu, and Sun (2020) explains that forgiveness interventions was able to reduce negative emotions, like anger, carried out by juvenile offenders. Apart from that, forgiveness interventions are also effective in increasing empathy for juvenile offenders. Others research also shows that forgiveness can reduce depression (Xie et al., 2020) and help people to be more positive and promotes hope in life (Kaleta & Mróz, 2020).

Forgiveness is a process of changing negative emotions, thoughts and behavior into positive emotions, thoughts and behavior towards the person who hurt the victim (Enright, 1996;Worthington & Scherer, 2004). Thompson et al. (2005) explain that there are three objects in forgiveness, namely forgiving oneself, other people and the situation. Forgiving oneself is aimed at the failures, guilt and shame that the individual has committed. Research shows that forgiveness for self helps people to reduce guilt and shame (Marcinechová et al., 2023). Forgiving others is aimed at other people who have wronged the victim. Research shows that forgiving others help people have physical health (Lee & Enright, 2019). Situational forgiveness is aimed at situations that cannot be changed, such as chronic illness, a judge's decision, accidents, and disasters.

The 'Beta Pulih' program is a program that contains forgiveness interventions for juvenile offenders. The program is structured based on Enright (2001) forgiveness process. Meta-analytical findings by Baskin and Enright (2004) depicts the effectiveness of Enright's forgiveness process in counselling sessions. Furthermore, research conducted in Indonesia by Zuanny and Subandi, (2015) and Martha and Kurniati (2018) corroborates the effectiveness of Enright's forgiveness process within the Indonesian context.

According to Enright (2012), the forgiveness process consists of four stages, they are uncovering phase, decision phase, work phase and outcome phase. The uncovering phase is the stage for realizing and expressing the negative emotions, thoughts, and motivations that the victim has. In the decision phase, the victim is given considerations regarding the positive and negative if they choose to forgive, thereby helping the victim to be able to forgive and commit to forgiving. In the work phase, victims are taught to forgive, identifying behaviors or things that can be done to forgive, including empathy and acceptance towards themselves and the perpetrator who hurt the victim. In the outcome phase, the victim finds meaning for himself from the forgiveness that has become his choice. Forgiveness therapy can design based on culture condition (Ho & Fung, 2011). The Beta Pulih program uses techniques that suit the abilities of juvenile offenders, thereby helping juvenile offenders easily understand the meaning of forgiveness.

The aim of this research is to determine the effectiveness of the Beta Pulih Program to reduce negative emotions in juvenile offenders.

**METHODE**

*Research Desain*

This research is a quasi-experiment with one group pretest-posttest design. The pretest is administered at the outset of the first session, while the posttest is conducted upon the final session. Additionally, interviews are conducted following each program session to assess the program's effectiveness. This program consists of four sessions, with a one-week interval between meetings.

*Participats*

The participants in this research are all male juvenile offenders at LPKA Kupang, aged between 13 and 40 years. The total population consisted of 45 people, from which a sample of 16 participants was selected using simple random sampling methodology.

*Instrument*

The instruments used in this research was the Positive Affective Negative Affective Scale (PANAS) to determine the negative emotions that participants had. The items used are items related to negative emotions, totaling 30 items. Manipulative checking using the Heartland Forgiveness Scale (HFS). HFS consists of 18 items to determine forgiveness of self, others and situations. HFS and PANAS have been adapted in Indonesia. HFS has a validity of 0.873 (Sabili, 2016; Azra, 2017; Septarianda et al., 2020; Shanti & Susanto, 2020). The three aspects used in HFS also have high reliability, forgiveness of Self has a reliability of 0.758, forgiveness of others has a reliability of 0.777; and forgiveness of situation has a reliability of 0.728. PANAS has a reliability of 0.769 (Erdyanto & Suprapti, 2019).

*Intervention Design*

This research design uses Enright's forgiveness process. Each session lasts 60 - 90 minutes. The following is the Beta Pulih program plan:

Table 1. Beta Pulih Program Design

|  |  |  |  |
| --- | --- | --- | --- |
| **Step of Forgiveness** | **Session Name** | **Purpose** | **Teknik** |
| Uncovering Phase | Understanding Hurt | Identification negative emotions and object of forgiveness | Playing BIMA |
| Decision Phase | Decided to Forgiveness | Commit to forgiveness | Group Discussion |
| Work Phase | Working Forgiveness | * Gaining new perspectives to offenders
* Building positive aspects
 | Play “Looking for forgiveness treasure” |
| Outcome Phase | Deepening Forgiveness | Experiencing and Release from Emotional Prison | Group discussion and relaxation |

The experiment was conducted under the supervision of two clinical psychologists who served as facilitators, alongside four psychology undergraduate students trained to administer the Beta Pulih Program, who acted as co-facilitators.

**RESULT**

The before and after condition of juvenile offenders’ negative emotions of were measured and categorized based on ideal norm. The result is described on Table 2.

Table 2. Juvenile Offender’s Level of Negative Emotions

|  |  |  |  |
| --- | --- | --- | --- |
| **Level** | **Score Range** | **Pretest** | **Posttest** |
| Low | 30 – 60 | 19 % | 69 % |
| Moderate | 61 – 90 | 69 % | 31 % |
| High | 91 – 120 | 12 % | 0 % |

*Assumption testing*

Normality test using Kolmogorov-Smirnov showed that all two data sets have followed a normal distribution with p> 0.05.

*Hypothesis testing*

Data obtained from two-time measurements of juvenile offender’s negative emotions was examined using paired sample t-test. A paired-samples t-test was conducted to compare juvenile offender’s negative emotions before and after receiving the Beta Pulih Program. There was a significant difference in the PANAS scores for before the program (M = 75.62) and after receiving program (M = 64,12); t(16) = 9,188, p = 0,000. The result suggested that Beta Pulih Program could reduce negative emotions on juvenile offenders.

*Program Result*

**Table 3. Result of Beta Pulih Program**

| **Step of Forgiveness** | **Session Name** | **Result** |
| --- | --- | --- |
| Uncovering Phase | Understanding Hurt | The participants know forgiveness target. They also aware about their negative emotions, some of have 3 – 5 scale of their feeling. |
| Decision Phase | Decided to Forgiveness | The participants have 3- 5 level desire to forgive. They know negative and positive impacts from forgiveness. |
| Work Phase | Working Forgiveness | 30 % them try to forgive and get something positive; 20 % them difficult to forgive, feel there is nothing to forgive |
| Outcome Phase | Deepening Forgiveness | Participants show a better understanding and attitude toward the act of forgiveness, as well as an improvement in positive emotions in their lives. However, they still do not know how to express their forgiveness towards people who hurt them. |

**DISCUSSION**

The aims of this study were to know the effectivity of Beta Pulih Program to reduce negative emotions on juvenile offenders. Result shows that the hypothesis of this research was accepted. There was a significant difference of negative emotions on juvenile offenders before and after program with t = 9,188, p = 0,000. This research was consistent with previous research that shows forgiveness can reduce negative emotions and help people more to be positive (Amiri et al., 2020; Mackey, 2015; Zuanny & Subandi, 2015; Wijaya & Widyorini, 2023).

The "Understanding Hurt" session helps the juvenile offenders to aware about the negative emotions that they have. in recognizing and acknowledging their negative emotions. Additionally, it provides them with insight into identifying forgiveness targets and allows them to assess the extent of their emotional distress. Previous research suggests that developing awareness of and addressing negative emotions contributes to individuals' psychological well-being and facilitates self-healing (Ford et al., 2018). Moreover, acceptance of one's emotions has been linked to improved self-regulation and emotional control (Alberts et al., 2012).

The "Deepening Forgiveness" session revealed that juvenile offenders encounter challenges in expressing positive emotions. Prior research Benu et al., (2021) shows he difficulty juvenile offenders face in expressing their emotions, a phenomenon attributed to the influence of patriarchal culture discouraging emotional expression and the lack of adaptive emotional expression guidance from their parents. Despite these obstacles, participants demonstrated increased willingness to address past grievances by the conclusion of the session.

A notable finding in this research is the recognition that while individuals may possess awareness of hurt and the consequences of unforgiveness, not all can readily engage in forgiveness. Despite understanding their negative emotions and the consequences of holding onto grudges, many struggle to extend forgiveness, often hindered by cognitive distortions. Juvenile offenders, in particular, exhibit cognitive distortions wherein they perceive increased anger and aggressive behavior as enhancing their social standing. Prior studies have established a negative correlation between forgiveness and cognitive distortion (ASCIOGLU ONAL & YALCIN, 2017; Aydın Et Al., 2015). Furthermore, juvenile offenders tend to demonstrate limitations in empathizing with others, predominantly focusing on themselves, which contributes to their difficulty in forgiving wrongdoers. Addressing these cognitive distortions necessitates personalized psychological assistance tailored to the needs of juvenile offenders.

This research is not without its limitations. One notable constraint is the absence of role models as one of the techniques to help juvenile offenders in forgiveness process. Participants expressed a lack of support from their social environment in their journey towards forgiveness. Given that juvenile offenders are easy to modeling behavior, the absence of supportive role models hinders their ability to engage in positive actions such as forgiveness. Role modeling has been shown to be an effective technique in facilitating positive behavior change among juvenile offenders (Hurd et al., 2011). Thus, future research could explore forgiveness therapy incorporating role model techniques tailored specifically for juvenile offenders, potentially offering valuable insights into enhancing their capacity for forgiveness.

**CONCLUSION**

The aim of this research was to know the effectivity of Beta Pulih Program to reduce negative emotions on juvenile offenders. Result shows that Beta Pulih Program reduce negative emotions on juvenile offenders. Research also shows even Beta Pulih Program reduce negative emotions, but juvenile offenders difficult to express positive emotions to wrongdoer.

**REFFERENCES**

Alberts, H. J. E. M., Schneider, F., & Martijn, C. (2012). Dealing efficiently with emotions: Acceptance-based coping with negative emotions requires fewer resources than suppression. *Cognition and Emotion*, *26*(5). https://doi.org/10.1080/02699931.2011.625402

Amiri, F., Moslemifar, M., Showani, E., & Panahi, A. (2020). Effectiveness of forgiveness therapy in treatment of symptoms of depression, anxiety, and anger among female students with love trauma syndrome. *Journal of Advanced Pharmacy Education & Research*, *10*(S1).

ASCIOGLU ONAL, A., & YALCIN, I. (2017). Forgiveness of Others and Self?Forgiveness: The Predictive Role of Cognitive Distortions, Empathy and Rumination. *Eurasian Journal of Educational Research*, *17*(68). https://doi.org/10.14689/ejer.2017.68.6

Aydın, G., Kandemir Özdinç, N., & Aksu, M. (2015). The relationship between cognitive distortions and forgiveness in romantic relationships. *International Journal of Human Sciences*, *12*(1). https://doi.org/10.14687/ijhs.v12i1.3206

Azra, F. N. (2017). Forgiveness dan Subjective Well-Being Dewasa Awal Atas Perceraian Orang Tua Pada Masa Remaja. *Psikoborneo: Jurnal Ilmiah Psikologi*, *5*(3). https://doi.org/10.30872/psikoborneo.v5i3.4412

Badan Pembinaan Hukum Nasional (2022).

Baskin, T. W., & Enright, R. D. (2004). Intervention Studies on Forgiveness: A Meta-Analysis. In *Journal of Counseling and Development* (Vol. 82, Issue 1). https://doi.org/10.1002/j.1556-6678.2004.tb00288.x

Benu, J. M. Y., Manafe, R. P., & Nabuasa, E. (2021). Beta Rasa: Emotion Regulation Program to Reduce Young Offenders Anxiety in LPKA Kupang. *Gadjah Mada Journal of Professional Psychology (GamaJPP)*, *7*(1), 13. https://doi.org/10.22146/gamajpp.58623

Enright, R. D. (2001). *Forgiveness is a choice: A step-by-step process for resolving anger and restoring hope*. Washington DC : American Psychological Association.

Enright, R. D. (2012). The forgiving life: A pathway to overcoming resentment and creating a legacy of love. In *The forgiving life: A pathway to overcoming resentment and creating a legacy of love.* American Psychological Association. http://ovidsp.ovid.com/ovidweb.cgi?T=JS&PAGE=reference&D=psyc9&NEWS=N&AN=2011-30260-000

Erdyanto, E. F., & Suprapti, V. (2019). Hubungan antara keberfungsian keluarga dengan subjective well-being pada remaja tunanetra di Surabaya. *Jurnal Psikologi Pendidikan Dan Perkembangan*, *06*.

Ford, B. Q., Lam, P., John, O. P., & Mauss, I. B. (2018). The psychological health benefits of accepting negative emotions and thoughts: Laboratory, diary, and longitudinal evidence. *Journal of Personality and Social Psychology*, *115*(6). https://doi.org/10.1037/pspp0000157

Ho, M. Y., & Fung, H. H. (2011). A Dynamic Process Model of Forgiveness: A Cross-Cultural Perspective. *Review of General Psychology*, *15*(1), 77–84. https://doi.org/10.1037/a0022605

Hurd, N. M., Zimmerman, M. A., & Reischl, T. M. (2011). Role model behavior and youth violence: A study of positive and negative effects. *Journal of Early Adolescence*, *31*(2), 323–354. https://doi.org/10.1177/0272431610363160

Kaleta, K., & Mróz, J. (2020). The Relationship between Basic Hope and Depression: Forgiveness as a Mediator. *Psychiatric Quarterly*, *91*(3), 877–886. https://doi.org/10.1007/s11126-020-09759-w

Lee, Y. R., & Enright, R. D. (2019). A meta-analysis of the association between forgiveness of others and physical health. *Psychology and Health*, *34*(5). https://doi.org/10.1080/08870446.2018.1554185

Mackey, E. (2015). Forgiveness Therapy in the Relief of Discomfort. *Journal of Pain & Relief*, *04*(03). https://doi.org/10.4172/2167-0846.1000179

Marcinechová, D., Záhorcová, L., & Lohazerová, K. (2023). Self-forgiveness, Guilt, Shame, and Parental Stress among Parents of Children with Autism Spectrum Disorder. *Current Psychology*. https://doi.org/10.1007/s12144-023-04476-6

Martha, K., & Kurniati, N. M. T. (2018). Efektivitas Terapi Pemaafan Dengan Model Proses Dari Enright Untuk Membantu Remaja Korban Perceraian Dalam Memaafkan Orang Tua. *Jurnal Psikologi*, *11*(1), 10–24. https://doi.org/10.35760/psi.2018.v11i1.2070

Septarianda, E., Malay, M. N., & Ulfah, K. (2020). Hubungan Forgiveness dengan Subjective Well-Being pada Remaja di Panti Asuhan. *Jurnal Psikologi Malahayati*, *2*(1). https://doi.org/10.33024/jpm.v2i1.2488

Shanti, T. I., & Susanto, B. V. (2020). Hubungan antara Mindfulness dan Dispositional Forgiveness pada Remaja dengan Orang Tua Bercerai. *Indonesian Journal of Guidance and Counseling: Theory and Application*, *9*(1).

Thompson, L. Y., Snyder, C. R., Hoffman, L., Michael, S. T., Rasmussen, H. N., Billings, L. S., Heinze, L., Neufeld, J. E., Shorey, H. S., Roberts, J. C., & Roberts, D. E. (2005). Dispositionol forgiveness of self, others, and situations. *Journal of Personality*, *73*(2). https://doi.org/10.1111/j.1467-6494.2005.00311.x

Wijaya, D.A., & Widyorini, E. (2023). Journey of forgiveness: Forgiveness therapy for orphaned adolescents. *Insight : Jurnal Ilmiah Psikologi, 24 (2) : 17 – 27.*

Worthington, E. L., & Scherer, M. (2004). Forgiveness is an emotion-focused coping strategy that can reduce health risks and promote health resilience: Theory, review, and hypotheses. *Psychology and Health*, *19*(3), 385–405. https://doi.org/10.1080/0887044042000196674

Xie, X., Tang, X., Rapp, H., Tong, D., & Wang, P. (2020). Does forgiveness alleviate depression after being phubbed for emerging adults? The mediating role of self-esteem. *Computers in Human Behavior*, *109*. https://doi.org/10.1016/j.chb.2020.106362

Zuanny, I. P., & Subandi. (2015). Forgiveness Therapy To Improve the Meaningfulness of Life. *International Conference on Science, Technology and Humanity*, *12*, 289–311. https://ojs.unm.ac.id/PJAHSS/article/viewFile/44189/20714