Development of E-Book Mindful Self-Compassion in Group Counseling in Improving Subjective Well-Being of Underprivileged Students Based on *Madam* Culture

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Abstract

The purpose of this study is to identify the development of mindful self-compassion e-book in group counseling to improve subjective well-being of underprivileged students based on *madam* culture. This research uses the development method (R&D). The development model used is ADDIE including analysis, design, development, implementation, and evaluation. To see the validity of the e-book, researchers confirmed with experts. The results showed that the development of e-books in terms of material with three experts with a total of 0.87 was declared very valid, and three design and language experts with a total of 0.81 were declared valid, so the mindful self-compassion e-book in group counseling is highly recommended as a document to improve the subjective well-being of underprivileged students.

Introduction

Today, the poverty rate in Indonesia is increasing. The Central Bureau of Statistics reported that the number of poor people increased, in September 2022 by 26.36 million people, an increase of 0.20 million people or 200 thousand people compared to March 2022. One of the provinces in Indonesia that is of urgent concern is Riau, the Central Bureau of Statistics found that the poor population in Riau in September 2022 was 493,130 people. In total, the number of poor people in Riau increased by 17.42 thousand people (3.6%), to 500.81 people in March 2021 compared to 2020. The percentage of poor people rose to 7.12% from the previous 6.72% as the Covid-19 pandemic spread in March 2020. The data above shows that the poverty rate in Riau is still high and is an urgent and serious social problem facing Indonesia.

Poverty conditions can have an impact on school dropouts, pessimism, depression. Conditions of economic inequality have an impact on educational facilities, making it difficult to access education. This condition is overcome by the existence of Smart Indonesia Program, but these efforts are still physiological, psychological treatments are still needed, for example early education, parenting, counseling to improve subjective well-being. Students can evaluate life positively, harmonize emotions and perceptions to enjoy and be satisfied with their lives are said to have developed Subjective Well-Being (SWB), which is an ideal attitude in today's global era. Students have high SWB indicated by cognitive & affective situations are more dominant towards positive, satisfied with their lives, comfortable, have physical health (Koivumaa, et.al, 2001; Boehm, et al., 2012, Diener & Chan, 2011; Dunn, 2018), characterized by effective quality of life (Diener, et al., 2003; Eid, M., & Diener, E, 2004), and engagement (Boehm & Lyubomirsky, 2008; Diener, et al., 2018).

SWB is important for life (Dewi & Naila, 2019), necessary for student development, it is not only seen from achievement, but students' subjective well-being (Merida, 2021), students enjoy life, SWB is much more important than academic success (Konu & Rimpelä, 2002). There are cognitive such as life satisfaction (Diener, E, 2006), cheerfulness (Diener, et al, 2018), resilience (Kirmani, et al, 2015., Nomate, et, l., 2021). Students with high SWB

are able to overcome all events even through limitations. SWB is necessary for maladaptive behavior, cheerfulness & creative thinking (Maddux, James, E, 2018).

SWB influences self-improvement & achievement goal orientation in education. SWB with life satisfaction (Amanah, et al., 2021.; Diener et al., 2003), impact on motivation (Chervonsky & Hunt, 2019; Kalak, et al, 2014), achievement and learning outcomes (Steinmayr, R, et al, 2018). Some countries use the psychological aspects, happiness as a measure of the success of the country & life domain (Oishi, et al., 2013; Brulé & Suter, 2019). The phenomenon in the field, the condition of students with minimal economy causes a lack of facilities, physical and psychological health, low SWB (Lever, 2004), stress affects SWB (Hefferon & Boniwell. 2011, Rohman, & Fauziah, 2016) 5.7% of Senior High School 1 Semarang students have low SWB (Ahkam, 2019) negative emotions 36% and dissatisfaction 36%. Sakernas 2020 data, 3.36 million children work & 1.17 million are child laborers (BPS, 2020).

Poverty is a barrier to education, affecting academic development (Rahmawati, et al, 2017). Impoverished students are at risk of negative cognition, limited conditions have an impact on low self-esteem & achievement (Ramdani & Prakoso, 2019). Personal factors affect learning outcomes depending on mental & psychological conditions, happiness & optimism. Low SWB conditions require efforts to increase efficiency. Individual & group counseling services are conventional (Karneli, Firman & Netrawati, 2018) ideally counseling teachers achieve optimal development. MSC in group counseling offers effective for SWB. MSC looks at problems in a new way, encouraging reappraisal (Germer, & Neff, 2019). As a result, the meaning of life and SWB increase (Kosugi et al., 2021).

In the current digital era, the current millennial generation is closely related to technology that affects learning (Rudiwantoro, 2018; Fitriana, 2021), education (Faiz et al., 2020), attention in various circles (Ifdil et al., 2023), so that e-books play an important role as an offer solution which is an important learning resource and attracts student learning interest (Asrowi, et al., 2019; Rodhiah & Roza, 2020; Khikmawati, 2021; Noor, et al, 2012), student knowledge construction (Prabowo, & Heriyanto, 2013; Hwang et al., 2018; Alifariki, 2023). E-books are books designed in electronic form, read through computers, laptops, android/smartphones (Rickmann et al., 2009; Restiyowi & Sanjaya, 2012; Miller, 2013; Shiratuddin & Landoni, 2003; Saefullah, 2017; Waryanto, 2017; Fitria & Heliawan, 2017; Fitriani, 2019; Gaol et al., 2019; Suwenda, 2022), this condition is also called mobile learning (Ebied & Rahman, 2015).

E-book solutions are more practical, environmentally friendly, durable, not easily damaged, easy to copy and easy to obtain, distributed (Aaltonen et al., 2011; Rao, 2003; Yaya, 2015), & students can learn independently (Lau et al., 2018; Suryani, 2018; Sariyati, et al., 2022), practical (Utari et al., 2014; Ipanripai, 2017, Divayana, 2019), improving talent, interest, motivation, achievement (Jannah, 2017; Khikmawati et al., 2021), learning experience (Yogiswara, 2019; Anggraini, 2018), as well as student & educator effectiveness and diversity of methods (Hamalik, 2011; Suryani & Sukarmin, 2012; Embong et al., 2012; Areerachakul, 2015; Sukmawati et al, 2020). E-books are books that have been converted in digital format, containing information in the form of text or images (Lestari, 2018), e-books using digital technology (Ruddamayanti, 2019).

Counseling services should ideally adapt to technology (Sari & Surtiyoni, 2021), stimulate thinking, feeling of volitional attention (Nursalim, 2015), especially improving the SWB of underprivileged students. But in fact, the majority of counseling is conventional (Sari, 2021), only a few tools are used in counseling, because teachers are not optimal in developing service media. Teachers deliver material by not adjusting much to the needs (Lau, et al., 2018), on the other hand, through e-book media it can adjust students' abilities & needs (Khikmawati et al., 2021), and support learning, assignments (Prabowo & Heriyanto, 2013). Therefore, it is necessary for counseling guidance teachers or counselors to develop service practices to improve subjective well-being through MSC e-books in group counseling.   *Mindful self-compassion* trains thinking, perception, non-judgmental, non-aggressive, awareness & acceptance (Arif, 2016; Primasari & Yuniarti, 2021). Mindful is related to stress reduction, psychological distress (Carmody & Baer, 2007; Rosini et al., 2017), new ways to take different perspectives, aware of their thinking patterns (Batalo, 2012). Mindfulness correlates to counseling (Dougherty, 2016) & non-judgmental mental states, thoughts, body states, awareness, & openness, curiosity, kindness & acceptance (Hofmann & Gómez; Siegel, 2007).

When harboring negative thoughts & feelings, mindfulness is non-judgmental. Mindful perception of negative thoughts & emotions is not necessarily real (Neff, 2011). Self-compassion strengthens psychological, individual-related happiness, optimism & positive effects (Neff, et al., 2007). Counselors in therapy (Gilbert, 2005), & awareness of own & others' suffering need to be alleviated (Barnard & Vurry, 2011). New brain competencies in imagination, anticipation, thinking and reasoning are fundamental to MSC which are dopamine and melatonin, hormones that have positive effects on well-being and health (Esch, 2013).

The frontal cortex area for abilities such as empathy (Gilbert & Choden, 2014). Significant self-compassion increases emotional resilience & well-being (Neff & Damh, 2013), well-being restrains negative thoughts & emotions in loving, connecting & being present (Germer & Neff, 2019). Self-compassion is strongly associated with well-being (Eriksson et al., 2018). MSC is used to increase mindfulness, awareness and regulation of emotions and manage stress (Snippe et al., 2015).

Method

This type of research is development research by producing a mindful self-compassion e-book to enhance the subjective moods of disadvantaged students based on her culture.. The e-book concept developed through the ADDIE (Analysis, Design, Develop, Implement and Evaluate) development model, from a positivistic and naturalistic paradigm with quantitative and qualitative approaches (Branch, 2009; Hasyim, 2016), with the product results in the form of a mindful self-compassion e-book in group counseling to improve the SWB of underprivileged students based on madam culture. Gradual & systematic programs are effective (Pribadi, 2014).

The initial preparation of the product begins with making a product design in the form of an e-book. The developed results were then validated by experts to be assessed. The experts include three experts who validate the e-book model materially, and three experts who validate the language & design of the e-book display, using a scale of five. Widoyoko (2016) states that a five scale has a better and maximum response. Furthermore, it was revised based on the validator's suggestions, until the final result was obtained. The results of the data were analyzed descriptively to interpret the assessors' scores and tested using the interpretation of the Aiken's V index value (Aiken, 1980) with the aim of producing a quality product so that it can improve the subjective well-being of underprivileged students.

Results and Discussion

The results obtained are classified by tracing the stages of development research implemented in the field. At the analysis stage, the results obtained in the form of a description of students' subjective well-being, rational, general objectives of development, the results of analyzing the characteristics of subjective well-being as the main target of product research implementation, the availability of resource support, which is needed and determines the potential of the system presented determination of the potential of the presentation system. Descriptive exploration of students' SWB was carried out through observation, interviews with educators and counselors.
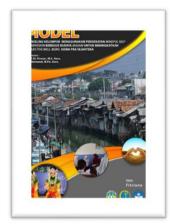
Data from the questionnaire profile of 172 students from two schools in Indragiri Hilir Regency, found that 1.2% of students have very high category SWB, 8.1% of students have high category subjective well-being, 30.2% of students have moderate category subjective well-being, 31.4% of students have low category SWB, and 29.1% of students have very low category subjective well-being. Based on the data above, it can be seen that students' SWB has not developed optimally. The perspective of mindful self-compassion in group counseling is carried out to formulate the general objectives of the research, specifically to produce a product in the form of an e-book on compassion in mindfulness within the framework of a group consultation to improve the subjective well-being of underprivileged students based on madam culture.

Mindful self-compassion in group counseling is based on madam culture, namely *baiman*, it's from Banjar culture, in the context of belief in God, destiny, can make the atmosphere of the mind calm and happy, *bauntung*, this is synonymous with gratitude, feeling lucky, by striving to add skills, otherwise not sad to lament fate, but trying to explore their potential. Furthermore, *batuah,* means blessing or benefitting the lives of others, then strong character, with *haram manyarah* and *waja until kaputing*. Peterson and Seligman (2004) describe the character strengths as follows; open-mindedness, love of learning, perspective, kindness, gratitude, hope, spirituality. The implementation of the MSC e-book in group counseling also discussed the main issues including 1) life

satisfaction, 2) gratitude, 3) emotion regulation, 4) social comparison, and 5) self-belief. The following is a display of the mindful self-compassion e-book in group counseling. The outer cover of the product can be seen below.

The mindful self-compassion e-book in group counseling to improve the subjective well-being of underprivileged students consists of 1) rationale, objectives, philosophical foundations, supporting theories, requirements for the application of mindful self-compassion in group counseling, 2) understanding and importance of subjective well-being, the atmosphere built in activities, media and tools needed, 3) e-book components, consisting of syntax, operational implementation mechanisms, social systems, reaction principles, support systems, instructional impacts and accompanying impacts, 4) supporting activities, consisting of problem discussion, service implementation plans, facilities and infrastructure, the role of related parties, expected results, 5) closing, consisting of conclusions and suggestions. Furthermore, expert assessment of mindfulness-compassion e-books in group counseling materials can be seen in the following table.

Table 2. Results of Content Validation of Mindful Self-Compassion E-Book in Group Counseling

No	Value Aspect	V	Result
1	Rational	0,90	Very High
2	Syntax	0,90	Very High
3	Social system	0,80	High
4	Reaction principle	0,87	Very High
5	Support system	0,86	Very High
6	Instructional and accompanying effects	0,87	Very High
7	Implementation of MSC e-book in group counseling	0,90	Very High
	Total	**0,87**	Very High

Table 2 shows that the expert evaluation index for the assessed aspects ranged from 0.86 to 0.90 and overall was in the very high and high categories. While the total assessment also shows the expert approval index with a total of 0.87 which is in the very high category. Thus, it can be concluded that the MSC in group counselling e-book has very good validity so it is recommended to be used.

Table 3. Results of Design and Language Validation of Mindful Self-Compassion E-Book in Group Counseling

No	Value Aspect	V	Result
1	Cover design	0,79	High
2	E-book design	0,83	High
3	Font and language	0,82	High
4	Color composition	0,75	High
5	Image presentation	0,89	Very High
	Total	**0,81**	High

In table 3, it can be seen that the index of the design and language experts is in the range of 0.75 to 0.89 and is in the high to very high category. Meanwhile, the total assessment shows a practitioner agreement index of 0.81 and is in the high category. Thus, it can be concluded that the mindful self-compassion in group counseling e-book has high design and language validity so it is good to use.

A review of the literature related to subjective well-being was conducted primarily based on research results. Subjective well-being means subjective assessment, positive, pleasant, cognitive & affective evaluation, emotional reaction to life (Diener, 1984; Diener, 2009; Gasper, 2010; Neff, 2011; Brulé & Maggiono, 2017), how a person feels what is felt (Handayani & Heri, 2023). SWB individual evaluation (Yudhianto et al., 2023), the condition of people experiencing, evaluating life, physical, mental health, & happiness (Stone & Cristopher, 2013; Morrisey, 2019). Conditions of life satisfaction, positive & negative self-evaluation (Clark, 2012; Webb & Herrera, 2012), being happy, measuring & increasing it (Diener et al., 2003; Leffert, 2017), tracking individual happiness in various countries (OECD, 2013). Components of SWB Life Satisfaction, Positive Influence, and Negative Affect (Eid & Larsen, 2008; Schimmack, 2008; Sabriani & Casas, 2019). Affective & cognitive SWB, conscious aspects of individual subjective experience (Pavot & Diener, 2008).

Hollis Walker & Colosimo (2011) mindful self-compassion can predict SWB. Mindfulness training encourages positive re-evaluation of experiences. As a result, positive improvement creates meaning in life, increasing SWB. (Kosugi, et al, 2021). MSC perceives that we face problems in a new way, with mindfulness and compassion (Germer & Neff, 2019), increasing satisfaction, SWB, meaning of life (Neff & Costigan, 2014; Neff & Dahm, 2015; Bluth et al., 2017; Yela et al., 2020). Frewen et al, (2008) mindful acts as a form of personal capacity to eliminate various negative thoughts. Through mindful skills related to physical and mental health (Kabat-Zinn, 1990). Mindfulness is positively related to the subjective well-being of individuals, especially pre-prosperous students (Brown & Ryan 2003; Brown et al, 2007).

Based on theory and empirical testing, it is proven that the mindful self-compassion e-book in group counselling is valid to be implemented by guidance and counseling teachers or counselors in schools. The conditions that are considered are the students' problems to continue implementing tailored to current needs, and skills in guiding meditation, as well as mindful self-compassion practices. In addition, the counselor's personality, and the counselor's commitment to guide the activity from start to finish. Activities are accompanied by exploration, informal exercises, practice, as well as homework and final assessment as an evaluation conducted by the counselor.

Conclusion

Today, the phenomenon of poverty is a major concern in many countries. Struggling conditions that not only colonize developing countries but also developed countries. This condition has an impact on SWB, especially students, coupled with globalization that has an impact on education. Media is one of the efficient efforts to

increase SWB, but unfortunately there is no e-book about subjective well-being that aims to increase SWB with indications of increased life satisfaction, happiness, optimism, positive emotional conditions and enthusiasm to achieve goals. Therefore, this e-book is a contribution to the development of SWB of underprivileged students by meeting the validity requirements. The activity is accompanied by a discussion so that it is more focused and adjusted to the need assessment and student conditions based on previous observational studies. Through the mindful self-compassion e-book in group counselling, the counselor as a group leader is able to make it easier to operate the activity mechanism, and students can be directed and understand more easily which leads to mutual cooperation and the quality of activities running optimally. The statistical test results show that the MSC e-book in group counselling is valid and recommended to increase the SWB of underprivileged students.

Acknowledgments

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