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Research Article

Adaptation of Cultivating Awareness and Resilience in Education (CARE) Program to Improve Social-Emotional Competence (SEC) Educarer in Child Care Parks (TPA)

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Abstract

Cultivating awareness and resilience in education (CARE Program) is a mindfulness-based training program that aims to increase the social-emotional competence of educators in child care centers by training participants to recognize self-conditions related to stress, emotional regulation, self-efficacy in teaching, and ways which can be done to improve social-emotional competence related to teaching activities. The training program was given for two days to 19 educators with an age range of 20-24 years. The results of the training showed that there were significant changes in the burnout level of participants after attending the training as well as more effective training material felt by educators who have taught for more than one year.

Keywords: Social; emotional competence; educator; care program.

Abstrak

Menumbuhkan kesadaran dan ketahanan dalam pendidikan (CARE Program) merupakan program pelatihan berbasis kesadaran yang bertujuan untuk meningkatkan kompetensi sosial-emosional pendidik di pusat penitipan anak oleh peserta pelatihan untuk mengenali kondisi diri yang berhubungan dengan stres, pengaturan emosi, efikasi diri dalam mengajar, dan cara-cara yang dapat dilakukan untuk meningkatkan kompetensi sosial-emosional yang berkaitan dengan kegiatan mengajar. Program pelatihan diberikan selama dua hari kepada 19 tenaga pendidik dengan rentang usia 20-24 tahun. Hasil pelatihan menunjukkan bahwa ada perubahan yang signifikan pada tingkat burnout peserta setelah mengikuti pelatihan serta materi pelatihan yang dirasakan lebih efektif oleh pendidik yang telah mengajar lebih dari satu tahun.

Kata kunci: sosial; kompetensi emosional; pendidik; program kepedulian.

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Introduction

Daycare or childcare is a form of early childhood education in the non-formal education pathway (Indonesia & Law, 2003). The number of TPA non-formal educational institutions is one of the efforts to address and overcome the problem of the double burden of women in the domestic and public sectors. (Soemiarti, 2003). In this case, the role of child assistants or educators in TPA has an important figure to become a figure who complements parental care and prepares preschool children to enter social situations that are more complex (for example, formal schooling) and broad (out of the primary socialization environment).

Educarer is a job in the world of preschool child development (Rickards & Downrick, 1993; (Bass & Good, 2004). In general, educators can be described as individuals who have duties and responsibilities as educators and carers of children - not only physically, but also cognitively, affectively, and conatively so that children can master developmental tasks according to their developmental stages. (Gerber, 1980; (Bass & Good, 2004). An educated has duties and responsibilities that need to be carried out and fulfilled, such as educating and caring for preschool children and providing cognitive, social, and emotional stimulation, being caregivers and educators who can teach preschool children by applying the science of growth. Development of children through teaching and learning activities in informal settings as a form of preparation for social and emotional skills for children in entering the next stage of development, namely school age.

However, working as an educator (or service provider in general) is prone to experiencing emotional changes due to excessive workload. This is especially so if the educator has a dual role. The addition of roles and tasks that were not well anticipated can affect the pattern of educator relationships with children. Educarer behavior is associated with a class socio-emotional atmosphere, which can have an impact on the child's condition (Jennings & Greenberg, 2009). Marzano, Marzano & Pickering ((Jennings et al., 2013) argued that when educators lacked the resources to manage socio-emotional challenges in the classroom, students showed lower behavior and task performance.

Social and emotional competence (SEC) is an important contributor to the development of supportive student-educator relationships (Jennings & Greenberg, 2009). (Jennings & Greenberg, 2009) explain the definition of the SEC in accordance with the meaning broadly provided by Collaborative for Academic, Social, and Emotional Learning ((Jennings et al., 2013), namely a series of educator skills covering five main emotional, cognitive, and behavioral competencies in the form of self-awareness, social awareness, responsible decision making, self-management, and relationship management. Educarer needs to have a high SEC in order to successfully manage the socio-emotional dynamics of the class. When educators have a low SEC, they are more prone to experiencing emotional stress (Jennings & Greenberg, 2009). High emotional stress can have an impact on performance results, and if not resolved, educators can experience burnout.

(Jennings & Greenberg, 2009)developing a mindfulness-based training program model designed to reduce stress and improve teacher performance and classroom learning conditions in the CARE Program. Based on the results of research on the development and application of the CARE program in teachers, there is a significant increase in well-being, self-efficacy, mindfulness, and a decrease in stress or burnout (Jennings et al., 2013); (Jennings et al., 2017).

CARE program combines emotion skills instruction, mindful awareness practices, and compassion practice to practice the skills needed to reduce emotional stress and increase the SEC needed to build supportive relationships between teachers and students (Jennings et al., 2013). Emotion skill instruction uses a combination of didactic and experiential instructions (experiential activities) to help the teaching staff understand, realize, and understand their emotional state (Jennings et al., 2013). Activities carried out in the form of reflective and roleplay activities are designed to help teachers be more sensitive to student needs, be aware of the classroom atmosphere, and reduce reactive attitudes when handling student behavior. (Jennings et al., 2013).

Mindfulness awareness practice refers to the practice of giving mindfulness to current experiences. This component aims to increase sensitivity to the environment, reflection, and concentration. In its implementation, CARE uses a series of mindfulness practices, starting with basic practices focusing on the breath and expanding activities that promote a mindful approach to daily activities such as standing, walking, attending class, listening to others, and so on. (Jennings et al., 2013). Meanwhile, in compassion practice, educators were invited to practice "caring practice" and "mindful listening," which aims to increase empathy and concern for others. The caring practice involves guided reflection of "loving-kindness," which focuses on increasing feelings of caring for oneself and for others by mentally engaging well-being, happiness, and peace. (Jennings et al., 2013). Thus, researchers are interested in knowing whether there is an effect of Cultivating awareness and resilience in education (CARE Program), which is a mindfulness-based training program to increase the social, emotional competence of child companions in Child Care Parks.

This research was conducted by adopting the cultivating awareness and resilience in education (CARE) training program developed by Jennings et al. (Jennings & Greenberg, 2009); (Jennings et al., 2013); (Jennings et al., 2017). This research was conducted with the aim of seeing the effect of the CARE training program on social, emotional competence educators at Child Care Parks. Different from the characteristics of the participants in the previous research, this training was given to educators at the TPA with a dual role as active students at a university in Surabaya. This is because there are a double role and burden on the educator. Educarer at TPA is expected to be able to reach children between the ages of two and six in terms of self-help and other aspects of optimizing children's development, without leaving their role as a student. Lack of ability to manage oneself in two different roles can result in less than optimal performance in one or both of these roles.

Method

Participants

The participants of this training were 19 educators (child assistants) at one of the daycare in the city of Surabaya with an age range of 20-24 years. All educators are female and work as active students of the psychology faculty at a university in Surabaya. 11 out of 19 participants had been educators for more than one year, while the other eight educators had less than one year of experience.

Training

The Care Program training model in this study applies the components proposed by Jennings (Jennings et al., 2013); (Jennings et al., 2017) with the aim of reducing the stress level of the teaching staff and supporting social, emotional competence. In this training, the Care Program model is adapted to the conditions of the participants who have dual professions as educators and active students. This program consists of three components, namely emotional skills, mindful awareness, and caring practice (caring listening). The training was conducted for two days (@ 3 sessions, total training duration of 8 hours/day). The first and second day of training is separated for one week with the aim of participants being able to practice the training material that was first obtained in everyday life.

The first day of training focused on providing emotional skill instruction material, which contains the introduction of positive and negative emotions, the impact of negative emotions, stress, and stress management methods. This is because educators are prone to experiencing emotional changes due to workloads, as well as inappropriate emotional expressions that will have an impact on the atmosphere in their daily activities. The second day of training was focused on explaining the mindful practice and caring practice, and their application in everyday life. In the last session, the trainer summarizes the three components in the Care Program through participatory activities to realize competency development plans individually, in groups, or in teams. (Jennings et al., 2013); (Jennings et al., 2017) for further explanation of the material and components). The delivery of material during the training is given using several methods, such as experiential learning (games, activity, roleplay), audiovisual, discussion, and lecturing. The delivery of material using various methods is carried out with the aim of making it easier for participants to understand the training material.

Data collection

a. Interview

Interviews were conducted to obtain initial information on participants' conditions, as well as regarding the changes that participants felt after attending the training. The interview process was carried out on the three educators who will attend the training as well as the head of the daycare division. Interviews were also conducted with three educators who had attended the training as well as the division heads. This is done to see the changes felt by participants after participating in the Care Program training.

b. Self-report inventory

c. HOT (positive affect negative affect scale).

HOT is an instrument developed by Watson, Clark, & Tellegen (Jennings et al., 2013)aims to measure the positive and negative effects of individuals. Participants were asked to provide a range related to how often they felt 20 emotions during the past week with a Likert scale range of 1 (never) to 5 (always). The Indonesian version of HOT used is an adaptation of the research (SARI, 2017) with Cronbach's alpha coefficient, the positive and negative effects are 0.728 and 0.836.

d. ERQ (emotional regulation questionnaire).

The ERQ used is an adaptation of Gross & John (Jennings et al., 2013), consists of 10 items that measure two types of emotional regulation strategies, namely cognitive reappraisal (regulating emotions cognitively) and expressive suppression (emotional expression).

Participants were asked to give a Likert scale rating (1 = strongly disagree to 7 = strongly agree). The alpha coefficient for the cognitive reappraisal subscale is 0.90, and the expressive suppression subscale is 0.67

e. Maslach Burnout Inventory (MBI)

Maslach Burnout Inventory is a measuring tool developed by Maslach, Jackson, & Letter (Jennings et al., 2013). The MBI consists of 22 statement items to measure the burnout tendency of educators as indicated by high emotional exhaustion and depersonalization and low personal accomplishment. Participants were asked to respond in the form of the frequency of signs of burnout using a Likert scale ranging from 1 (never) to 6 (every day). The Cronbach alpha coefficient on the emotional exhaustion subscale is 0.89, depersonalization 0.70, and personal accomplishment 0.79.

f. Teachers' sense of efficacy questionnaire short form

Teachers' sense of efficacy questionnaire short form (Tschannen-Moran & Woolfolk Hoy, in (Jennings et al., 2013) consists of 12 question items that measure the educator's self-confidence in handling class and carrying out their activities as a teacher. This measuring tool measures three dimensions, namely efficacy for instructional strategies, efficacy for classroom management, and efficacy for student engagement. Participants were asked to provide responses regarding self-confidence using a Likert scale ranging from 1 (very unsure) to 9 (very confident). Cronbach's alpha coefficient for each aspect is as follows efficacy for instructional strategies 0.89, efficacy for classroom management 0.92, and efficacy for student engagement 0.88, with a total efficacy of 0.95.

Program Evaluation

Program evaluation is designed to obtain information related to participant satisfaction while undergoing training. The program evaluation consists of 9 question items regarding training content, training methods, practical benefits, facilitator abilities, program duration, consumption facilities, and room arrangement. Measurements were made using a Likert scale of 1-5 (1 = very dissatisfied to 5 = very satisfied).

Data analysis

Data analysis in this study used Wilcoxon nonparametric statistics with the help of the SPSS application to determine the significance of participant changes before and after participating in the training. This is done because the assumptions of parametric testing are not fulfilled. In addition, the researchers also tested the data by comparing the changes in the participants between the old educator group (working period> 1 year) and the new educator (working period <1 year) using the independent sample t-test for data that met the assumptions of parametric testing, and Mann Whitney. –U for data that do not meet the parametric testing assumptions.

Table 1. The series of Care Program adaptation training sessions after adjusting the internal components (Jennings et al., 2013)

Session	Overview of the session	Components in the Care Program (Jennings et al., 2013)
1	**Stress and Burnout** A description of stress and burnout, as well as the impact on yourself	
2	**Be Aware of Educarers' Emotion** Recognition of positive and negative emotions, expression of emotions.	Emotion skill instruction
3	**Emotion Self Care**	

	Introduce and practice stress management through muscle relaxation and dance activities	
4	**Own Your Breath** Explanation and practice of mindful awareness (mindful breathing)	Mindfulness practice
5	**/care/** Explanation of the concept of caring practice and mindful listening practice	Caring Practice
6	**Leap of CARE** Summary of Care Program activities and development of the personal, group, and team competency development plans	-

Result and Discussion

Result

Interview

The results of the initial interviews with the educators showed that the educators were not sure of their own ability to manage the child's situation, so they often felt anxious and confused when carrying out their assignments. This is because the educators feel they do not understand the practice of managing the teaching and learning atmosphere and caring for children. This has an impact on the delivery of learning and parenting materials to feel stiff and unable to pay attention to the needs of the child/room situation as a whole and to focus on only a few children. Apart from that, the educator felt that he was not able to be actively involved (tune in) as a team in carrying out his role as an educator. The results of interviews with division heads also showed that some educators were more focused on a number of children, were less sensitive to the surrounding environment, and were less able to voice their opinions.

After attending the Care program training, some educators felt more courageous in expressing their personal opinions. Educarer feels that he knows colleagues more deeply. This makes it easier for educators to communicate regarding the preparation of teaching materials and discussing children's needs. In addition, one educator stated that he began to try to recognize his feelings first when taking action. This was felt to be very helpful for him when faced with situations that made him stressed. The results of the interview with the head of the division also showed that there was a change in attitude felt by the educators after attending the training. Educarer seemed more courageous to communicate his opinion when discussing with the head of the division.

Program Evaluation

The results of the program evaluation showed that the majority of training participants (94%) agreed and strongly agreed that the material provided had practical benefits that could be carried out at the TPA. In addition, the majority of participants (90%) also agreed and strongly agreed that the delivery of the material using various methods helped to better understand the core of the training material.

Self-report inventory

HOT

The results of the Wilcoxon statistical test show that there is no significant change in the HEAT scale between before and after training (see table 2). The results of data analysis showed the significance value of the comparison of the pretest and posttest aspects of the positive effect of 0.080 (p> 0.05) with a Z value of -1.749. Meanwhile, the difference between pretest and posttest negative effect was 0.071 (p> 0.05), and the Z value was -1.804. Tables 3 and 4 also show that there is no significant difference in the positive affect (p = 0.575) and negative affect (p = 0.717) for educators based on the length of work in child care centers.

ERQ

The results of the Wilcoxon statistical test show that there is no significant change in the aspects of emotion regulation between before and after training (see table 2). Specifically, it can be seen that the significance value of the cognitive reappraisal aspect is 0.948 (p> 0.05), with a Z value of -0.066. At the same time, the significance value of the expressive emotion aspect is 0.757 (p> 0.05), with a Z value of 0.310. In table 3, it can be seen that there is a significant difference in the participants 'expressive suppression changes based on the length of work at the TPA (p = 0.02), while there is no significant difference in the training participants' cognitive response changes (p = 0.762).

MBI

In general, there is a significant difference in the level of participant burnout with a significance value of 0.003 (p <0.05) and a Z value of (-3.0). When viewed specifically, there were significant changes in the emotional exhaustion (p = 0.034, Z = -2.120) and depersonalization (p = 0.017, Z = -2.387) aspects. Meanwhile, there was no significant change in the personal accomplishment aspect (p-0.102, Z = -1.634). In tables 3 and 4, it can be seen that there is no significant difference in changes to the burnout educator, both for the old and new educators (p = 0.538). Based on tables 3 and 4, there is also no visible change in burnout aspects, such as emotional exhaustion (p = 0.346), personal accomplishment (p = 0.311), and depersonalization (p = 0.395).

TSES

In general, there was no significant difference in the participants' self-efficacy, which was indicated by a significance value of 0.227 (p <0.05) and a Z value of (-1.208). When viewed specifically, it can also be seen that there are no significant changes in every aspect of the self-efficacy educator. In table 3, it can also be seen that there is no difference in changes in self-efficacy in general or specifically (aspects) of educators both to old and new educators.

Table 2. Value of Mean, Standard Deviation, and Significance of Wilcoxon (p <0.05)

Variable / aspect	Pretest		Posttest		P	Z
	M	SD	M	SD		
Positive affect	36.05	4,209	38.42	4,799	0.080	-1,749
Negative affect	29.16	6,946	26.26	6.19	0.071	-1,804
Cognitive reappraisal	30.42	4,181	30.84	3.5	0.948	-0.066
Expressive suppression	18.68	3,384	18.53	2,951	0.757	-0.310
Burnout (total)	35.82	12.36	28.91	12.92	0.003	-3.0
Emotional exhaustion	15.36	8,041	18.91	8,549	0.034	-2,120
Depersonalization	3,455	3,671	6,818	5,879	0.017	-2,387
Personal accomplishment	32.27	5,002	35.45	4,591	0.102	-1,634

Self-efficacy (total)	73.21	14.36	76.47	10.63	0.227	-1,208
Instructional strategies	24.84	5.56	26	3,464	0.204	-1,271
Classroom management	24.11	5,087	25.68	3,713	0.162	-1,399
Student engagement	24.26	4.92	25.05	3,922	0.513	0.654

Table 3. Value of Mean, Standard Deviation, and Significance of the Independent sample T-Test

Variable / aspect	> 1 year		<1 year		P	t
	M	SD	M	SD		
Positive affect	2,454	4,344	1	6,782	0.575	0.571
Cognitive reappraisal	0.181	3,868	0.75	4,131	0.762	-0.307
Expressive suppression	-1,909	2,165	2.25	2,866	0.002	-3,612
Burnout	-6,727	8,889	-9,375	9,318	0.538	0.628
Emotional exhaustion	3,363	6.36	0.875	4,051	0.346	0.969
Personal accomplishment	4,272	4,429	1,6250	6,653	0.311	1,044
Self-efficacy	4,727	11,225	5.5	17,623	0.908	-0.117
Instructional strategies	0.454	4,457	2	7,151	0.569	-0.581
Classroom management	1	3,768	2,875	5,642	0.396	-0,871
Student engagement	0.909	5,838	0.625	6186	0.920	0.102

Table 4. Value of Mean, Standard Deviation, and Significance of Mann-Whitney U

Variable / aspect	> 1 year		<1 year		P	Z
	M	SD	M	SD		
Depersonalization	3,181	5.51	1	1,603	0.395	-0,872
Negative affect	-3,818	7,166	-1,625	4,470	0.717	-0.373

(p <0.05)

Discussion

Based on the results of the statistical test in Table 2 above, it can be seen that there is a significant change in the burnout aspect of the participants after undergoing the CARE Program training with a value of p = 0.003 (p <0.05) with the mean value at posttest lower than in the pretest. This shows that there is a decrease in burnout in participants after undergoing the training program. The results of this training are in line with the results of the research conducted (Jennings et al., 2013). (Jennings et al., 2013) suggested that participants who had attended the training showed improvements in their classroom management skills, coping with stress and burnout.

There is a decrease in burn out participants can be influenced by several factors, including the training material and atmosphere. In terms of material content, this training teaches participants about emotional regulation, such as recognizing emotions in oneself and how to express emotions through body media using a mindfulness approach. (Grégoire et al., 2015)argued that a program with a mindfulness approach was effective in reducing individual distress. By reducing individual stress, it is less likely that individuals will experience burnout conditions.

The training participants also received materials related to conveying emotions and reducing distress through dance movements and muscle relaxation (progressive relaxation). Several studies have shown that implementing programs with the principle of mind-body integration shows significant results in reducing burnout rates. (Lammers et al., 1984) In his journal, he stated that progression relaxation activity was effective in reducing individual stress levels, as well as increasing his ability to exercise self-control.

Apart from decreasing levels, burnoutTable three also show that there are differences in the emotional regulation of participants between the previous educator group (> 1 year) and the newest educator group (<1 year). Expressive suppression is one of the emotional regulation strategies in the form of restraining the delivery of negative emotional expressions (Gross & John, 2003). In table 4, it can be seen that the previous educator group had lower expressive suppression regulations than the new educator group. This shows that the previous educator group was better able to express emotions after undergoing training. The participants of the previous educator group felt more effectively because they knew their colleagues more deeply than the new educator group. By getting to know him between colleagues, the work environment that is created will be warmer so that they can more freely express emotions and opinions. This is in line with the results of the interview, which showed that the training participants felt that they knew their work colleagues better. In addition, some participants are also better able to express personal opinions to their superiors.

Conclusion

The results showed that there was an effect of Cultivating awareness and resilience in education (CARE Program), which could significantly increase the social, emotional competence of child companions in Child Care Parks, resulting in a decrease in burnout in participants after undergoing a training program. The results also showed that the emotional regulation of the participants in the previous educator group (> 1 year) was higher than that of the newest educator group (<1 year), this indicates that the training material was more effectively used for educators who had taught for more than one year.

limitations

This study has several limitations, including the limited number of training participants, relying more on self-reports to get an overview of the impact of training for TPA educators, and not conducting follow-up sessions on participant action plans to review the effects of training on aspects of educator behavior. In addition, the lack of standard self-reports of the Indonesian version used in this training is also one of the weaknesses of this training. In the next training, it should be able to involve more samples and be able to use action plans as a follow-up method to get an idea of the effect of training on behavioral aspects. In addition, the implementation of follow-up should also be done to obtain data regarding how long the training effects can be felt and absorbed by the participants.

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