

Mother Green Therapeutic Communication Patterns in the Case of Gawai Overcoming Addiction

Ayoedia Gita Citrayomie*

Magister Ilmu Komunikasi
Universitas Mercubuana
Jakarta, Indonesia

*ayoediagita8@gmail.com

Agustina Zubair, Henni Gusfa

Ilmu komunikasi
Universitas Mercubuana
Jakarta, Indonesia

agustina.zubair@yahoo.co.id,
henni.gusfa@mercubuana.ac.id

Abstract—At present the use of electronic devices is not limited to adults but children also. Many children have used the device until they can decide on the social context. Children's behavior in use is known as addiction. This study aims to determine the Therapeutic communication patterns of mothers in child Overcoming Addictions. It uses the theory of Coordinated Management of Meaning, therapeutic communication, and Green Therapy. This research is using constructivist paradigm with case study method. The researcher conducted observations and in-depth interviews with six informants, five mothers who were dealing with children that addicted to devices and one psychiatrist. The results showed that the addiction of devices in children occurred from the mother's intention to introduce the device to the child. Green therapy is one of many therapy that is used to overcome this addiction. It is a combination of Ecopsychology items, namely the relationship between humans and nature, and psychotherapy that focuses on helping individuals to understand and create meaning from the emotional and psychological difficulties. From the five informants, there were three therapeutic communication patterns are applied by mothers to children. The first one is animal assistance interventions, which is spending time with animals with the participation of mothers in them. Secondly is therapy with physical activities. The media used are swimming pools and playgrounds. And the last pattern is increasing social involvement in the education sector, for example like school.

Keywords—*devices; therapy; behavior; addiction; child*

I. INTRODUCTION

The development of communication technology is getting more sophisticated and cannot be avoided. Mobile phone or commonly referred as gadget and in Bahasa Indonesia is named as 'gawai' that is highly in demand technology tools and has developed from time to time. As it grows, gawai has through many changes ranging from the types of features and form. If it used to be for communication tool only, now it can be enjoyed for internet access, social media and online gaming. Along with the development of gawai technology, gawai users have increasingly varied, not only among adults or the elderly, gawai is being used by children too nowadays. Now many children have used gawai, they're forgetting their social context which is interaction with their surrounding environment by learning and playing. Based on Impact of Using Gadgets on Children's Interactions Ages 5-6 years, it was said that current

use of gawai is not limited to teenagers (12-21 years) and adults or elderly (60 years and above) only, but also children (7-11 years) and toddlers (-6 years) who should not be eligible to use a gadget [1].

The use of gawai by children certainly has an impact both positive and negative. Sundus M. in The Impacts of Using Gadgets on Children revealed some negative impact on the use of gawai by children include delays in speech, not focus, disruption in learning, anxiety, character building and for the worst case is childhood depression. Speech delay is certainly related to the cognitive development of children. Peaget in Language, Literacy, and Cognitive Development revealed that many cognitive deficiencies in the preschool years basically caused by the failure of the child to understand how words work and how they forge a relationship in a complex knowledge systems. This does not mean that we can improve children's cognitive abilities by providing language training but about the importance of understanding the important role of language in cognitive development, and the same critical role of cognition and conversation in language development [2].

Based on observations of researchers in the area of PG TK Permata Insani Islamic School, Pasar Kemis, Tangerang, revealed some students are already using gawai excessively so they are forgetting about their social context that is interact with their surroundings through playing. If this continues, it is feared that it can disrupt children's cognitive development. Excessive behavior in using gawai called addiction and certainly requires special handling. Initial treatment that can be done begins in the family environment, especially the mother because there is strong bonding between mother and child.

Green therapy is one of therapy forms that can be used to treat children with gawai addiction. In this study the concept of green therapy is more to playing method or play therapy, namely psychotherapy treatments that are empirically supported for children are founded on the nature of the development and healing of the game [3]. Association for Play Therapy defines play therapy as: The systematic use of theoretical models to build an interpersonal process in which a trained play therapist uses the power of play therapy to help clients prevent or resolve psychosocial difficulties and achieve and develop optimally.

For this reason, the purpose of this study was to determine the therapeutic communication patterns of mothers with green therapy in overcoming addiction to devices in children, especially in the environment of Permata Insani Kindergarten PG Islamic School Tangerang. This study is expected to provide solutions and education regarding maternal therapeutic communication patterns in cases of children addicted to gawai.

II. THEORETICAL REVIEW

There are several theoretical studies used in this study, so that the research achievements approach the desired truth. The theory chosen relates to the problems studied.

A. Coordinated Management of Meaning

In 1978 Barnett Pearce and Vernon Cronen formed the theory of coordinated management of meaning, based on the statement that persons in conversation co construct their own social realities and are simultaneously shaped by the world they create [4]. In detail Griffin in his book *A First Look at Communication Theory* says that this theory follows some of the following principles:

1) *The experience of persons-in-conversation is the primary social process of human life:* The involvement of someone in a conversation is the main process in human life. Pearce said that this basic concept emerged to address the view that communication is not just an activity or tool for someone to achieve goals but to shape themselves and create relationships between them.

2) *The way people berkomunikasi is Often more important than the content of what they say:* The way someone communicates is often more important than the content of the conversation. In this case Pearce said that language is the most powerful tool in creating a social world.

3) *The actions of persons-in-conversation are reflexively Reproduced as the interaction of continuous:* Reflexivity is understood in the sense that every thing we do will turn around and affect us.

4) *As social constructionists, CMM Researchers see Themselves as curious of participants in a pluralistic world:* CMM researchers see themselves as curious participants because they look ridiculous if they expect certainty when dealing with individual actions outside of their lives in changing conditions.

The CMM theory says that this theory can present a social world with peace, love, joy and honor. One way that is used to communicate with others is through dialogical communication. For Pearce, interpersonal relationships that are focused on dialogical communication will make it different from debate,

B. Therapeutic Communication

Purwanto states that therapeutic communication is consciously planned communication, aims and activities focused on healing patients [5]. While Suryani states that therapeutic communication is communication carried out or designed for therapeutic purposes where a helper or nurse can help clients overcome the problems they face through communication [6]. The purpose of therapeutic communication

according to Machfoedz reveals the purpose of therapeutic communication is to help patients clarify and reduce the burden of thoughts and feelings for the basis of action to change the existing situation if the patient believes in things that are needed, to reduce doubts and help make effective actions, and strengthen the interaction between the two parties, namely between patients and nurses in a professional and proportional manner in order to help resolve the patient's problems [7].

Therapeutic communication aims to develop clients' personal direction towards a more positive or adaptive one. While other objectives according to Therapeutic Communication are as follows:

1) *Self-realization, self-acceptance, and enhancement of self-respect:* Therapeutic communication is expected to change client behavior from those who feel inferior, feel unappreciated and despair of being more respectful of themselves.

2) *The ability to foster Interpersonal Relations that is not superficial and interdependent with others:* Through therapeutic clients the client learns to accept and be accepted by others. Therapeutic relationship in the process of interaction between nurses and clients is an area to express needs, solve problems, and improve client coping abilities.

3) *Increased function and ability to satisfy needs and achieve realistic goals:* Clients sometimes apply self-standards too high without measuring their ability so that when the goal is not achieved, the client will feel inferior and his code worsens. This is where the nurse's role is to help the client be aware of his situation, and motivate the client to keep trying during the rehabilitation process until the client can reach his goal again.

Increased self-identity and integrity. Conditions that are too long and don't heal tend to cause the client to experience a disruption of his identity and integrity. Through therapeutic communication nurses are expected to help clients improve their identity and integrity [6]. Communication and Broadcasting, Da'wah and Communication Faculty, UIN Sunan Kalijaga, Yogyakarta.

C. Green Therapy

Green therapy, which is meant in this study, is more about play therapy or play therapy. Play therapy is an empirically supported psychotherapeutic treatment for children founded on the developmental and healing properties of play. Eric J. Green, Athena A. Drewes in his book entitled *Integrating Expressive Arts and Play Therapy with children and Adolescents* - wiley 2013. defining therapy playing as: The systematic use of a theoretical model to establish an interpersonal process wherein trained play therapists use the therapeutic powers of play to help clients prevent or resolve psychosocial difficulties and achieve optimal growth and development. As seen in this broad definition, play therapy includes a variety of theoretical models that use play as therapy, including child-centered play therapy, Jungian play therapy, and psychodynamic play therapy [3,8]. These modalities are primarily nondirective and child-led. Other theoretical models, such as cognitive-behavioral play therapy, Adlerian play therapy, prescriptive play therapy, and

ecosystem play therapy, use play in therapy and advocate a more directive or integrated approach. Overall Eric explained that there were ten developments in the play therapy concept, but only three were in accordance with this study. The three types of development of the play therapy concept are as follows:

1) *Release play therapy*: Release Play Therapy is an extension of the work of David Levy [9]. This approach focuses on the treatment of specific problems through simple release (e.g., throwing, pounding, screaming, or spilling, splashing water), release of feelings in standard situations (e.g., family situations, sibling rivalry), and release of feelings in specific situations (e.g., re-creating or facilitating the creation of a situation to express anxieties). Based on a view of play as the medium for healing and change, release play therapy provides a safe, supportive environment in which children can express feelings of anxiety, anger, fear, or other negative reactions through abreactive and cathartic play [9].

2) *Cognitive-Behavioral play therapy*: Introduced by Susan Knell, cognitive-behavioral play therapy is based on behavioral and cognitive theories of emotional development and psychopathology [10]. It incorporates cognitive and behavioral interventions within a play therapy paradigm with verbal and nonverbal communication during play activities. Sessions include forming therapeutic goals, having both children and therapist select materials and activities, using play to teach skills and alternative behaviors, having the therapist verbalize the conflicts and irrational logic of the children, and use of praise by the therapist.

3) *Ecosystemic play therapy*: Ecosystemic Play Therapy (EPT), developed by Kevin O'Connor [11], is an integrative model of play therapy grounded in ecosystemic theory and "incorporating key elements of the analytic, child-centered, and cognitive-behavioral models [10], of play therapy, as uses theory to match a wide array of techniques and creative interventions to tailor well as elements of Theraplay and reality therapy" [11]. O'Connor encouraged play therapists "to take a broadly systemic perspective in developing their case conceptualizations and treatment plans". EPT treatment plans to specific clients and their problems. The clinician is required to consider the children, their developmental level, their problems, and the therapy process within the framework of the children's ecosystem. EPT focuses primarily on helping child clients function optimally in the contexts in which they live.

Eric also describes that in play therapy, children are able to express themselves concretely, using play and symbols much in the same way adults use words. Uniquely human, the pretend play of children represents their efforts to make sense of them through symbolism, fantasy, and make-believe. Play allows children to communicate to self and others, make meaning of their experiences, and work through distressing and traumatic events within a safe and nurturing relationship. Through play therapy, the therapist is allowed the opportunity to enter into the child's experience as it is played out and to facilitate the child's growth and healing in a way that is consistent with development. Although typically viewed as a

treatment for young children, play modalities have been successfully applied with clients across the lifespan based on the healing and expressive properties of play.

III. OTHER RESEARCH METHODS

The type of research used is descriptive qualitative, with a case study method. As with other research objectives in general, basically researchers who use case study research methods aim to understand the object they are researching. Yin stated that the purpose of using case study research is not just to explain what the object under study is, but to explain how it exists and why it can occur. In other words, case study research is not just answering research questions about 'what' the object is studied, but more comprehensive and comprehensive is about 'how' and 'why' the object occurs and forms as and can be seen as a case.

The researcher conducted a non-participant observation where the researcher was fully observer and did not become or belong to the existing subject group. In this observation the researchers collected family data that had children addicted to devices and observed behavior and forms of communication in the family. Observations are carried out before and at the same time as data collection interviews. In-depth interviews were conducted with informants, namely mothers who have addicted content, both for playing games or watching social media such as YouTube for children aged 4 to 6 years, as well as. psychiatrists in this case are doctors who handle pediatric patients in the RSCM behavior addiction clinic. Thus the primary data in this study were obtained through observations or observations of researchers directly on mothers who have succeeded in overcoming the addiction of their children's devices as well as direct interviews with mothers of these children, while secondary data from this study were obtained from sources such as photos, daily video activities days, and the results of previous studies regarding the use of devices in children.

IV. RESEARCH RESULTS

Based on observations conducted by researchers at the TK Permata Insani Islamic School, there are some parents, especially mothers who complain about their children who are considered addicted to content such as watching YouTube and playing games. Researchers find out more details about who are children who can be said to be "addicted" to the device by making a questionnaire regarding the use of devices in children. 136 questionnaires were made according to the number of students of TK Permata Insani Islamic School. As a result, 7 (seven) mothers felt their children were truly addicted to the content of the device with the duration of accessing the device in one day on average 3 to 5 hours. 52 (fifty-two) mothers felt their children had begun to be addicted to device content with the duration of accessing the gadget inside. one day on average 2-4 hours, 28 (twenty-eight) mothers felt their children were still within reasonable limits of accessing the device every day, which was 2-8 hours, and 49 others were not willing to fill out the questionnaire. From the questionnaire obtained 5 informants who have succeeded in overcoming or reducing addiction to children's devices by reducing the duration of children accessing the device

The interviews with 5 informants stated that the initial occurrence of addiction in children was caused by the actions of mothers who introduced devices too early in children and lack of communication and supervision of the mother to children in using the device. Children are allowed to access the device without being accompanied by the mother so that the child receives what is presented by the device according to his own perception. Repeated information on the device received by the child causes the child to get used to it and feel that someone is lacking if they do not receive the information even if it is only in one day. That's the beginning of how children can be called "addicted".

In this study, the first step taken by mothers in overcoming or reducing child addiction to devices is by prohibiting children from playing the device. This step certainly does not get a good response from the child, because with the prohibition the child becomes a tantrum and is difficult to control. The second step that mothers take to reduce their device use is to eliminate access to the device directly. The conditions and situations around the child are made in such a way that the child can no longer access the device. This method also does not work, because the results in addition to being a tantrum, children also become restless and angry.

The two steps above are a form of one-way communication with children where communication comes only from one communicator, namely mother. The message delivered is in the form of a command sentence. This one-way communication is considered unsuccessful, because the communicant in this case is a child, does not respond well to what is the goal of the mother as a communicator to no longer play the device.

The transfer of other devices is done by adding various activities for children outside the home such as kindergarten in Permata Insani, which is an integrated Islamic school so that the study hours are longer than the usual kindergarten, namely 08:00 WIB until 12:30 WIB. With the many activities carried out by the child, the child will slowly forget and be distracted. A variety of play activities that exist in schools such as coloring, knitting, stringing letters, playing blocks are also done by mothers at home. This game is a form of cognitive play behavioral therapy. The use of both verbal and non-verbal languages is very important in this therapy. Dialogical communication between mother and child in this game can train children's memory, perception, creativity to problem solving

The transfer of other devices is done with the help of animals, which is to spend time with pets with the participation of mothers in them. Children are given an alternative to play with animals. Children can interact directly with animals, and mothers play an active role in communicating the things that children want to know about these animals. This therapy is one form of therapy namely Ecosystem Play Therapy, an integrative model of play therapy based on ecosystem theory and include the main elements of meaning in the use of words. The mother communicates everything related to these animals such as how animals breed, types of food, how to bathe and care and how to handle pets when they are sick. This can train children to discipline and solve problems.

From the two forms of transfer of devices to children, it can be seen that children's habits in playing or accessing devices cannot be directly eliminated. What is very likely to be done is to reduce the level of child addiction to the device by reducing the duration of the child playing the device. The duration reduction is by doing various other interesting activities for the child. The communication pattern that is applied by the mother in the two therapies above is two-way communication, where a mother and child process occur dialogically. The two-way communication pattern is symmetrical where the interaction between mother and child is based on equal strength. Griffin in *A First Look at Communication Theory in Interactional View* declare communication as content and relationships. Content can be interpreted as what is said verbally. At the level of content, based on the mother to provide information about what the message is delivered. At the level of the relationship or relationships, the mother gives information about how message was to be interpreted. By the time the mother activity letter and beams play with the child, the mother did a lot of verbal communication, providing information on how to arrange blocks correctly. This also occurs when the mother accompanies children to interact with pets. People verbally explain to the children about the animals and how to care for animals properly. Not only verbal communication, nonverbal communication on this therapy too many too many roles. In preparing the letter and beams, mother not only explained verbally but also by providing an example to the children so that children can interpret the messages conveyed by the mother. When interacting with animals, certainly the mother also gives examples of how to treat animals with kindness, bathing and feeding. In the process of the mother and child communication interaction between mother and child. This type of communication that occurs is One Up Communication where a conversation going by allowing control of the opponent talk. When the mother explains and give examples through body gestures, the child can directly ask if the information provided by the mother considered or less clear. Here dialogical communication occurs between mother and child that will form a shared understanding between mother and child.

Diversion to other devices is done by a child to perform a variety of outdoor activities that involve a lot of people to interact, such as swimming and playing in the park. Through the pool, children can do physical activities that are useful for health and interact with others. In addition to swimming, other activities that can distract the child to the device is by playing in a park like playing ball. Activity - This activity involves children in physical activity to improve their health. It brings children closer to the natural environment and give them time to build their paces in the activity. The more people involved, they become more active and learn to interact. This activity is a form of Play Therapy Release the special treatment through a simple form (i.e., Throw, hit, scream, or spilling, splashing water), through these activities, the mother communicates to the children how to play supportive. The dominant communication patterns occur in this therapy constitute du-way communication where the complementary nature of interactions that occur based on the received power difference. How mothers to provide information or to communicate with children is to give an example of gesture or movement, such as

swimming, throwing a ball, screaming, and splashing in the water. Although the pattern of communication that occurs is Communication Complementary and dominant in the form of non-verbal, but dialogical communication advance of mothers and children persists. Kids are not just passive or mimic what is done by the mother but also to interact with the mother through the movement of the movement, such as when the mother throw a ball, catch the child. In this therapeutic activity mother tried to keep the child interpret it as a competition. Through this activity, the mother communicates to the children how to play supportive.

V. CONCLUSIONS AND RECOMMENDATIONS

Addiction research findings show gawai or devices in children occurred from mother intention to introduce the device in children. Green Therapy is one of the therapies performed in overcoming the addiction. This therapy is a combination of ecopsychology namely human relationship with nature, and psychotherapy that focuses on helping individuals understand and create a sense of emotional and psychological difficulties. Addiction research findings show gawai or devices in children occurred from mother intention to introduce the device in children. Green Therapy is one of the therapies performed in overcoming the addiction. This therapy is a combination of ecopsychology namely human relationship with nature, and psychotherapy that focuses on helping individuals understand and create a sense of emotional and psychological difficulties.

Of the five informants, there are two communication patterns therapy applied to the child's mother among which communication patterns that are symmetrical and complementary through three forms of therapy such as Ecosystemic Play Therapy by spending time with the animals with the mother's participation therein. The second type of therapy is to improve social inclusion of children with activities in the field of education that the school, as well as perform a variety of play activities at school such as coloring, stringing letters, building blocks, and knitting. Both of these therapies use traditional pattern in which the symmetrical

communication on the interaction between mother and child is based on equal power. The third type of therapy that is Release Play Therapy with physical activity in the green room with the children. The medium used is a swimming pool and playground. In this therapy communication patterns that occur are complementary where nonverbal communication very important. The interaction between mother and child occurs through various movements exemplified by the mother games. Various communication patterns that aims to help children learn new and positive behaviors that will reduce the problem that exists is addicted device (behavior using the device).

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