# The Development of Reflective Learning to Improve Mother's Mindful Parenting Skills

**Elsa Farhana, Tina Hayati Dahlan**

Universitas Pendidikan Indonesia
*farhana08.ef@gmail.com, tinadahlan_psi@upi.edu*

## Abstract

Mindful parenting skills become a basic skills that must be possessed by mother when interacting with their children. Mindful parenting skills can help mothers for nurturing their children with more calmly and patiently, reduce of parenting stress and creating more positive relationship for mother and children (Duncan, Coatsworth & Greenberg, 2009; Bögels, Hellemans van Deursen, Römer, & van der Meulen, 2014). The aim of this study was to develop a reflective learning program to improve mindful parenting skills. Reflective learning was developed based on the results of a preliminary study that showed low of mother's mindful parenting skills. Based on the result of interviewed with mother who received Family Of Hope Program in Desa Wanajaya, data was obtained that in their parental practice, mothers lacked good communication with their children, were still over-reactive when children made mistakes, and not infrequently mothers still carried out physical and verbal violence to their children. By doing the development of reflective learning, it is expected that mindful parenting skills can be improved which will ultimately have an impact on the creation of a more positive parenting process and better interaction between mother and child.

**Keywords:** mindful parenting, reflective learning, mother

## 1. INTRODUCTION

Parenting has an important role in the formation of behavior and development of children. Children will show attitudes and habits in their environment based on the parenting process they receive at home. When the mother gives appropriate parenting, of course the child will show good attitudes in the environment. Otherwise, when mother provide unright parenting, a bad attitude of children can also appear in the social environment, both in schools and the surrounding environment. Thus it is necessary for a mother to develop appropriate parenting processes for children. Appropriate parenting can develop not only for good physical health, but also as a basis for creating good habits for children (Beatty, Cahan & Grant, 2006; Dwiyanti, 2013). Even according to Liggett-Creel, Barth, Mayden, & Pitts (2017) parenting in a good way provides the foundation of child welfare and influences outcomes such as health, educational success, and emotional well-being. Thus parenting in a good way needs to be developed by parents, especially mothers in order to nurture the good quality of life for children.

Parenting in a good way can begin with the ability of mothers to establish good interactions with children. One of the skills that can develop a good relationship in parenting is mindful parenting skills. According to Mubarok (2016) this mindful parenting skill is a basic thing that mothers must have in interacting with children. Mindful parenting is also interpreted as parenting carried out with the awareness of parents in giving attention, with the aim and not to give a negative label or judgement of each child's experience (Duncan, Coatsworth & Greenberg, 2009).

Mindful parenting skills as basic skills in parenting consist of five dimensions, namely: listening with full attention, nonjudgmental acceptance of self and child, emotional awareness of self and child, self-regulation in the parenting relationships, and compassion for self and child (Duncan, Coatsworth & Greenberg, 2009). These five dimensions become basic skills that must be practiced in the parenting process.

Mothers who have mindful parenting skills will avoid parenting stress, able to appreciate the opinions and actions of children, be able to carry out the role of parents, and establish harmonious relationships between parents and children (Mubarok, 2016; Bögels, Hellemans van Deursen, Römer, & van der Meulen, 2013). In addition, with mindful parenting skills also can improve psychological well-being for mothers (Susanti, 2017). Mothers who have mindful parenting skills become more able to control themselves, are able to build positive relationships with others and continue to develop themselves.

However, not all mothers have developed their mindful parenting skills. This can be seen from several problems that occur in parenting. Mothers who spend the most time with children often run into stress parenting (Kristiana, 2017). Starting from the time of pregnancy, anxiety during pregnancy (Duncan & Bardacke, 2010), the initial postpartum period is related to anxiety when breastfeeding, changing sleep times and at least time for oneself (Perez-Blasco, Viguer & Rodrigo, 2013), raising children with temper tantrums, and difficult to communicate with adolescents (Halimah, 2009).

Another problem found in the results of a preliminary study conducted in November on mothers who received the Family Hope Program (PKH) in the village of Wanajaya, Cisolok, Sukabumi. Based on the results of interviews conducted with participants it was found that mothers lacked good communication with their children, were still overreactive when children made mistakes, and often mothers still committed violence both physically and verbally on their children.

Based on these findings it is necessary to develop mindful parenting skills for mothers. Whereas in this research design mindful parenting skills are taught through reflective learning. This reflective learning model was chosen because in reflective learning involves the reflective thinking skills of the participants (Moon, 2005), then from the results of reflective thinking are expected to increase the awareness of mothers in parenting for their children.

In addition, according to Jordi (2011) reflective learning is a pedagogic tool that can be used widely in formal and informal learning activities and processes, individuals and organizations. Like previous research conducted by Dempsey, Halton & Murphy (2001), the success of reflective learning is able to develop knowledge and skills about the social values of students majoring in social education. Then the research conducted by Rohana & Ningsih (2016) who succeeded in using reflective learning to develop mathematical problem solving abilities of students.

Reflective learning is considered appropriate to be applied for adult learning, this is based on the theory that characteristic of adult learners is has more reflective thinking, and are more interested in things that related to their experiences (Santrock, 2014; Cozma, 2015). By using the right learning model in accordance with mother's characteristics, it is expected that learning will become more meaningful and can improve the reflective thinking skills of mothers that can be useful for their lives.

Through reflective learning, mothers are expected capable to reflect on experiences in their parenting process. From the results of these reflections, it is expected that mothers will capable to improve their parenting style that is considered from inadequate to be better, capable to accept when they make mistakes, capable to accept their children as they are, then the mother becomes more aware of her parenting style and can develop mindful parenting skills in her.

By paying attention to some theoretical and phenomena reviews, the formulation of this research is how to describe the reflective learning program to improve the mindful parenting skills of the mother who recipient Family Of Hope Program in Wanajaya Village?

## 2. METHOD

The aim of writing this paper is to describe of reflective learning that will be used to teach mother's mindful parenting skills. The method used is the literature review method.

## 3. RESULTS AND DISCUSSION

### 3.1 The Concept of Reflective Learning

Reflective learning is closely related to reflective thinking, because the initial concept of reflective learning is reflective thinking (Rohana, 2015; Priyatni, Cholisatul & Adi 2017). Reflective thinking as the initial concept of this learning is interpreted as important human activity in which people recapture their experiences, think about them, consider them and evaluate them (Boud, Keogh & Walker, 2013). When an individual carries out reflective thinking activities, he will recall his experiences, both those experiences experienced during the learning process, to gain knowledge, and experience from the actions he has done. The experience is then rethought, then considered whether it is useful or not, is it true what he has done or understood, which is then evaluated to improve the actions or knowledge he already has.

Another opinion expressed by Bourner (2003) reflective thinking is a process of transforming experience into learning. In reflective learning experience plays an important role, experience in reflective learning is used as a source of learning. Bourner (2003) also revealed that when an individual is able to learn from his experience, the individual will make his life phase become a source of learning, which will then foster awareness of being a lifelong learner.

From these reflective thinking activities, then reflective learning realized. Reflective learning is closely related to reflective thinking, because the initial concept of reflective learning is reflective thinking (Rohana, 2015; Priyatni, Cholisatul & Adi 2017). Reflective thinking is part of the learning process, in which learning is considered successful based on the results of reflective thinking. Reflective thinking is also a major function in this learning. The reflective thinking is usually based on further processing of the knowledge and understanding that is already possessed (Moon, 2005).

Another opinion is expressed that reflective learning is understood as a process that leads to reflection on all sources of knowledge that might contribute to understanding the situation, including sources and personal experience (Colomer, Pallisera, Fullana, Burriel, & Fernández, 2013). As for Ghaye (2011) reflective learning is a practice that uses experience, knowledge, and inquiry processes to improve our ability to intervene, interpret, and act positively on success, problems, and important questions. This means that in this reflective learning the experience and knowledge that has been possessed is investigated to find new solutions to improve abilities.

From the opinion above, it can be concluded that the concept of reflective learning is learning that utilizes the ability to reflect individuals experiences who can contribute to the learning process and can also improve the ability to think individually. Then in the reflective thinking process involves knowledge and understanding of the experiences that have been possessed. This experience can be strengthened or even changed, the purpose of which is to improve the quality of the actions taken (Priyatni, Cholisatul & Adi 2017; Rohana, 2015).

## 3.2 Source of Reflective Learning

The individual's reflective thinking process is one of the determinants of the success or failure of reflective learning. Because according to Bourner (2003) that good reflective learning is a product of reflective thinking. Thus in reflective learning a person's reflective thinking ability determines the success of learning. In the process of reflective thinking experience is also a source for individual learning (Shermis, 1999; Priyatni, Cholisatul & Adi 2017; Boud, Keogh & Walker, 2013), both experiences derived from individual knowledge and understanding as well as the experience of actions taken.

According to Priyatni, Cholisatul & Adi (2017) the source of reflective learning comes from experiences gained both from formal learning and the experience of the practical process. From this opinion it can be said that the source of reflective learning can be in the form of experience from the knowledge or understanding gained from learning and the experience gained from the actions taken. In the context of this study, the experience used can be derived from the experience gained by mothers when doing parenting or the experience gained by mothers from attending classes on parenting.

However, according to Dewey (1933) the source of experience cannot always be used in reflective thinking, especially if the individual does not wish to express his experience so that the reflective thinking process cannot occur. Dewey (1933) revealed that one's reflective thinking ability can develop if accompanied by supportive attitudes. These attitudes according to Dewey (1933) consist of open mindness, whole heartedness and responsibility.

Open mindness is the ability to consider problems in new and different ways, to be open to new ideas and thoughts that may not have been used before (Dewey, 1933). The second whole heartedness. Whole heartedness is displayed by someone when he is really involved in the subject or cause. In this condition, an individual experiences or gets many ideas and thoughts. And with whole heartedness, someone will try to find ideas and develop curiosity (Dewey, 1933). Furthermore, namely responsibility, responsibility is bound to the need to consider the consequences of one's actions. These three attitudes are believed to be attitudes that are able to develop a person's reflective thinking abilities that will support the reflective learning process.

## 3.3 The Stages of Reflective Learning

In this study, the reflective learning design used consisted of reflection in action, reflection on practice and reflection on action. Reflection in action is a form of reflective learning in which trainees engage in reflective thinking activities while learning takes place. Reflection in action learning is given in the form of training for five sessions, consisting of the first session to recognize mindful parenting skills. The second session recognizes the emotions of self and children, the third session of self and child acceptance without judgment and compassion for themselves and children. The fourth session is listening attentively, and the fifth session is a review of all sessions one through four. For reflection on practice activities, namely reflective learning activities in which mothers conduct reflective activities of all the parenting practices carried out after receiving training. The reflection on action is a reflection of the learning outcomes and practices that have been carried out by the participants.

The reflective learning model used in sessions 1 to 5 is the reflective learning model of the Ignatian Pedagogy Paradigm, which was developed by The International Center for Jesuit Education (ICAJE) (Sirajuddin, 2009). The essence of PPI learning is the concept of reflective thinking through reflective learning. The learning process places participants as the center of the learning process that is expected to be able to find themselves in their awareness to explore their knowledge and experience.

Ignatian pedagogy of reflective learning consist of three main elements, namely experience, reflection, and action (Rohana, 2015). Rohana (2015) further revealed that the three elements can be applied properly so a pre-learning element is needed, namely context and post-learning element, namely evaluation. So that in its complete application, PPI is applied systematically through five steps of reflective learning, namely: a) context; b) experience; c) reflection ; d) action ; and e) evaluation.

a. Context

This stage is the initial state for the participants to proceed in a learning process. According to Subagya (2010) this context relates to family circumstances, peers, socio-economic conditions, culture, initial knowledge and real events experienced by individuals. So at this stage, learning begins with the life experience of individuals who in the context of this research are mothers. By starting learning through individual experiences, according to Wahana (2016), it can be a form of attention and concern for participants, which is also in accordance with the characteristics of adult learners, which requires appreciation and attention to their person (Achmat, 2009). In addition, by connecting individual experiences will make individuals feel familiar with the learning provided and feel that something they learn is something that is real faced and experienced by participants.

b. Experience

Experience of reflective learning is the provision of knowledge to the participants. In this stage, the experience given can be either direct or indirect experience (Subagya, 2010). Direct experience, in the form of experiences experienced by participants, for example discussion activities. The indirect experience can be obtained through reading and listening activities. Giving this experience according to Wahana (2016) must involve all participants' thoughts, feelings and personal feelings. Thus experience can also enable participants to find new things that are appropriate and that are contrary to their initial knowledge.

c. Reflection

At this stage participants are invited to reflect on the experiences that have been given at the learning stage as well as the experiences they have had so far. The form of reflection can be given with guidance on reflection tools that developed by Westcott (2011, p. 3), namely as follows: (1) What (what happened? what did I do? what did others do?

what was I trying to achieve? what was actually achieved?); (2) So what (so what is the importance of this? so what more do I need to know? so what have I learnt?); (3) Now what (now what do I need to do? now what different options have I got? now what will be the consequences?).

With these questions can direct participants to reflect on what things can be used from the knowledge they already have, and determine the next steps that must be taken or corrected.

d. Action

Subagya (2010) reveals that this action is a person's inner growth based on reflected experience. Action includes two things namely inner choice and birth choice (Wahana, 2016). Inner choices are choices based on the belief that the decisions taken are correct and can bring to a better person. The birth choice is related to the intentions that are formulated and processed in mind, if you find a positive meaning of the action that has been done, then the action will become a profitable habit (Wahana, 2016). For example, when an individual has a habit of discussing with children when making a decision and it turns out that the habit has a positive impact on the relationship between himself and his child and the habit is in accordance with the theory, the habit will be maintained.

e. Evaluation

Evaluation is carried out to review how far the progress achieved in the learning process. One form of evaluation in reflective learning is evaluation through verbal expression (Priyatni, Cholisatul & Adi 2017). In this activity, participants were asked to express what they had learned, what things were found from the reflection process that had been done and what actions would be asked what participants would do after the learning ended.

# 4. CONCLUSION

Mindful parenting skills as a basic skill in parenting need to be well taught to mothers. This aims to support the creation of better quality parenting. Reflective learning was developed as one method to teach mindful parenting skills. The reflective learning design of this study consists of reflection in action, reflection on practice and reflection on action. The reflective learning model used is a reflective learning model of the Ignatian Pedagogy Paradigm which consists of the stages of context recognition, the provision of experience, reflection, action and evaluation on each session.With the design and development of reflective learning, it is expected that mindful parenting skills can be improved which will ultimately result in the creation of a more positive parenting process and better interaction between mother and child.

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