

Influence of Mindful Teaching Program towards Emotion among Teachers of Elementary Schools Implementing Inclusive Education

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Abstract: School Implementing Inclusive Education or *Sekolah Penyelenggara Pendidikan Inklusi* (SPPI) is a school that uses educational service system which allows children with special needs to participate and study together in regular classes along with their normal peer. The status alteration from regular school to SPPI has been causing new problems in its implementation, and it may also cause negative emotion among the teachers. Negative emotion emerges due to the teacher's failure to deal with existing problems and perceiving the event as threatening. The negative emotion comes in the form of experiencing unpleasant feelings such as worry, tense, irritable, and depressed due to the workload they carry as teachers. Teachers may have both positive and negative emotions. Positive emotion is a pleasant emotion, and it has positive effects on teachers of SD PPI. The approach that may improve positive emotion and reduce negative emotion is mindfulness. Participants were teachers of SPPI which were assigned into two groups, experiment and control (waiting list). The design of this study used was quasi-experiment using untreated control group design with pre-test and post-test design with two measurements: before and after treatment. The purpose of this study was to examine the influence of Mindful Teaching program towards emotion among SD PPI teachers. Measurement tools used were emotion scale, observation, interview, and daily journal. The result of quantitative analysis using Wilcoxon test on experimental group showed that there was no significant difference in the score of positive emotion, negative emotion, and emotional balance before and after treatment. Mindful Teaching program can not improve positive emotion significantly, decrease negative emotion significantly, and improve emotional balance significantly for the experimental group. The result of quantitative analysis on pre-test using Mann-Whitney showed that there was no significant difference on positive emotion score, negative emotion, and emotional balance between the experimental and control group on the pre-test. Meanwhile, the result of quantitative analysis on post-test did not show a significant difference on positive emotion score and emotional balance between teachers in the experimental group who received treatment and teachers in the control group, but the significant difference found on negative emotion score between teachers in the experimental group and teachers in control group on post-test.

1 INTRODUCTION

Elementary school was the other institution where basic value, attitude, and morale were fostered in children. Those values, habits, and basic attitude taught and fostered by teachers in the elementary school would affect the child's future. Therefore, the task, responsibility, and burden of an elementary teacher were heavier compared to teachers of junior or senior high school and university.

Elementary schools that implement inclusive education (SD PPI) were quite different from regular elementary schools. School Implementing Inclusive education or *Sekolah Penyelenggara Pendidikan*

Inklusi (SPPI) is a school that uses educational service system which allows children with special needs to participate and study together in regular classes along with their normal peer (Department of Special Needs School Development). Among children with special needs in SD (Sekolah Dasar or Elementary School) PPI are slow learner, children with hyperactive disorder, children with learning disability, children with autism or attention deficit disorder, children with cerebral palsy, and children with down syndrome (Emawati, 2008) and physical disability (Kompas, 2009).

A preliminary assessment was carried out around March 2011 at three elementary schools. Two of them were regular elementary schools, and the other

one was an elementary school that implemented inclusive education (SD PPI). The result of a preliminary assessment showed that teachers of elementary school that implement inclusive education (SD PPI) tended to experience more work stress compared to teachers of the regular school. By Snyder & Lopez (2007) is phrased as a negative emotion. The preliminary assessment was carried out using interview, observation, and questionnaire methods in relation to problems faced by teachers at schools and how those problems may affect them.

The status alteration from regular school to SPPI has been causing new problems in its implementation. The result of the preliminary assessment carried out at SDPPI showed that 4 out of 10 teachers faced problems related to the alteration of school's status from regular elementary school to elementary school that implement inclusive education (SD PPI). They stated that the problems emerge due to status alteration from regular school to SPPI and also the following condition that requires children with special needs to be placed into the same regular class with other normal children. Another problem found is that the government is still lacking in providing facilities and programs for improving teachers' skill in working with children with special needs, and rarely performs monitoring over the educational system implementation in SD PPI. Aside from all those issues, teachers also complain about curriculum, teaching method, and administration. Mrs. S often experiences a headache and high blood pressure due to those problems. While Mrs. BC often experiences conflict with her associates due to principle differences in teaching children with special needs and it causes her to experience negative emotions such as disappointed and annoyed that leads to worsening relationship with the said associate and obstructed learning purpose (Interview, June 16th, 2011). Mrs. Sk also often experiences a negative emotion such as annoyed and frustrated since her students are slow in understanding the lesson. Mrs. DW often feels worried and unable to focus on all of her students who obstruct the learning process in her class (Interview, July 28th, 2011).

SDPPI is different from other regular elementary schools. Different characteristics of the students require different treatment for each of the students, and it grows into an issue among teachers of SDPPI. Sri Sedyaningrum, The Chairman of SPPI Galuh Handayani Educational Foundation (Bhirawa Daily, 2009), stated that when a regular school is declared as inclusive school, new problem emerging in the form of teachers' inability to work with

children with special needs. Sunardi (Sunaryo, 2009) stated that all of twelve schools implementing inclusion program in Bandung showed that problems faced by those schools included understanding and implementation of SPPI, school's policy, learning process, teachers' condition, and *support system*. In the case of implementation, teachers have shown a tendency to be incapable of being proactive and friendly towards every student. Some teachers even put the children with special needs in their class as a source of mockery which of course causes the parents to file complaints. Herdiana (2010), based on her previous study in Malang, stated that another problem that may cause negative emotion among state and private SD PPI teachers was the one related to managing inclusion classes that include individual and group.

Various problems in the profession may cause teachers to be vulnerable to experiencing negative emotion (Jin, Yeung, Tang, & Low, 2008). The reasons behind negative emotions experienced by teachers were fellow teachers and students' parents, imbalance between demand and income, emotional exhaustion, lack of students' positive social behavior, lack of community support, demand of administration such as tests and assignments, children with behavior problems (Lambert, McCarthy, O'Donnell, & Wang, 2009). Jin *et al.* (2008) added that the curriculum, daily teaching, obligation, students, inspectors, and lacking acknowledgment and appreciation might all cause the teacher to experience negative emotion. Passive or slow learning students, students showing lack of respect toward the teacher, and students being noisy during classes could also cause negative emotion among teachers (Geving, 2007). Sánchez & Yepes also mentioned that teachers could experience negative emotion due to the change in the social relationship and moral value, and difference among students (Revilla, 2008). Kyriacou stated that teachers' negative emotion is the experience of unpleasant feelings such as worry, tense, easy to get angry, and depressed due to the workload they carry as teachers (Eres & Atanasoska, 2011).

Negative emotion may disrupt the teacher's function as a good educator. It may also affect the health negatively (Linley & Joseph, 2004; Ogden, 2007). Rice stated that negative emotion might negatively affect the work quality of the teachers, learning process, and attitude towards teaching in general (Snyder & Lopez, 2007). Negative emotion may also cause physical, cognition, emotion, and behavioral symptoms. However, Palmen & Hyman claimed that emotion has not only negative

effect but also positive effect (Eres & Atanasoska, 2011). Someone who has a positive emotional balance tends to experience positive emotion than negative emotion.

On the other hand, someone who has negative emotional balance tends to experience negative emotion than positive emotion (Gatari, 2008). Negative emotion may be minimized by improving or fostering positive emotion (Fredrickson, 2000; Rogatko, 2009). Watson & Tellegen, and Watson, Wiese, Vaidya, & Tellegen stated that positive emotion is comfort and *arousal*, and is included in the emotion as pleasant, engaging, and active things (Lucas, Diener, & Larsen, 2003). An individual with a high level of positive emotion has a lot of energy, high concentration, and comfort. While an individual who lacks positive emotion is identical to sadness and tiredness.

Beiser; Bradburn; Clark & Watson, and Watson stated that positive emotion is related to good social relation, satisfaction and high frequency of the pleasant event (Watson, Clark, & Tellegen, 1988). Positive emotion includes pleasant emotions such as joy, happiness, love, satisfaction, and energized.

Positive emotion affects someone's life positively. A teacher whose life is well may show high satisfaction for his/her life and more positive emotion. It may also prevent burnout, including preventing negative emotion, emotional exhaustion, lack of involvement in teaching or other school activities, lack of involvement in a relationship with students or associates, and feeling lacking meaning or lacking success (Chan, 2009).

Several studies showed that positive emotion might benefit the individual. Fredrickson stated that individual experiencing positive emotion might deal with negative situation easier (Diener & Biswas-Diener, 2008). Positive emotion may also improve creativity (Day & Qing, 2009; Sneyder & Lopez, 2007), problem-solving, and adaptive coping (Sneyder & Lopez, 2007). It may also cause an individual to be more friendly, creative, humorist, and energized (Diener & Biswas-Diener, 2008), and create a good social relationship (Day & Qing, 2009). Lyubomirsky, King, & Diener claimed that positive emotion might affect the individual to have a low tendency of psychopathology, and improve physical health (Linley & Joseph, 2004; Xu & Roberts, 2010).

Several intervention programs to improve positive emotion and decrease negative emotion among teachers are brief cognitive-behavioral stress management (Leung, Chiang, Chui, Mak, & Wong, 2011) and management stress program using

cognitive-behavioral approach and relaxation (Shimazu, Okada, Sakamoto, & Miura, 2003). Both are using a cognitive-behavioral approach and relaxation. Fredrickson & Branigan (2001) suggested that in giving intervention to improve positive emotion, one must not only providing emotion management skill but also improving spirituality, physical health, and well being and the intervention which can provide all of those needs are mindfulness (Carmody, Reed, Kristeller, & Merriam, 2008; Colle, Vincent, Cha, Loehrer, Bauer, & Wahner-Roedler, 2010; Kieviet-Stijnen, Visser, Garsen, & Hudig, 2008).

Mindfulness is one of the interventions that affect negative and positive emotion. Agee, Danoff-Burg, & Grant (2009), Baer (Kieviet-Stijnen *et al.*, 2008), and Kabat-Zinn (Koerbel & Zucker, 2007) claimed that mindfulness is awareness towards direct present experience, self re-orientation towards the reality of internal experience, acceptance, and without any judgment.

Mindfulness consists of three main components, which are awareness, present experience, and acceptance (Germer, 2006). Several requirements in the process of mindfulness are: (1) non-conceptual, mindfulness which is awareness without thinking process, (2) focus on presenting experience, (3) no judgment, (4) intentional, (5) observation participant, (6) non-verbal, (7) exploratory, and (8) liberating (Germer, 2006).

Mindfulness approach may help the individual to manage the stressful situation by improving self-awareness, accepting the present condition and internal condition (Snyder & Lopez, 2007). The concept of mindfulness works in a similar way to exposure technique, and it allows the natural self-regulation system to work by itself (Pareja, 2006). An individual who is in relaxed and calm condition can observe his/her body sensation and mental condition without any judgment, and thus all the thoughts and emotions can be detached, and the mind becomes clear, calm, and peaceful. This condition that eventually can foster happiness, joy, well being, and also affect changes in behavior (Lau, 2009).

Individuals who practiced mindfulness concept reported that they became much calmer in dealing with their child's negative behavior (Bogels, Lehtonen, & Restifo, 2010), more consistent, and had clear value and purpose in parenting (Duncan, Coatsworth, & Greenberg, 2009). Mindfulness concept also may improve positive interaction between parents and children, such as improving positive emotion and reducing negative emotion, and also improving the ability to share the

emotion (Coatsworth, Duncan, Greenberg, & Nix, 2010; Duncan et al., 2009; Singh et al., 2008; Singh et al., 2010). Mindfulness has also been proven as a good treatment to reduce anger and aggressive behavior (Wright, Day, & Howells, 2009).

Mindfulness-Based Stress Reduction (MBSR) is one of the training based on Mindfulness. Baer; Brown & Ryan; William, Kolar, Reger, & Pearson (Gold et al., 2010), stated that MBSR is effective as a strategy to manage negative emotion. MBSR can also be given to healthy individuals (Chiesa, & Serretti, 2009), individuals with clinical and non-clinical problems, and individuals experiencing negative emotion (Shapiro, Brown, & Biegel, 2007), or individuals who want to improve their problem solving ability but often experience negative emotion in their daily life (Grossman, Niemann, Schmidt, & Walach, 2004).

Mindfulness had been given to Junior High School teachers, and the study showed a reduction of psychological distress among participants in the experiment group (Franco, Mañas, Cangas, Moreno, & Gallego, 2010). Shapiro, Astin, Bishop, & Cordova (2005) studied health professionals, and the result of the study showed a reduction of negative emotion, psychological distress, and work burnout, and improvement of self-compassion and life satisfaction. Shapiro *et al.* (2007) found that MBSR applied among students of counseling psychology major was proved to reduce negative emotion, rumination, anxiety, and also to improve mental health, positive affection, and self-compassion. MBSR program given to academicians of Mayo Clinic Institutional had shown improvement of life quality, physical, emotional and spiritual well being, and social activity (Colle et al., 2010).

The study was carried out among teachers of SD PPI. The consideration behind the selection of teachers of SD PPI as participants was the fact that those teachers who faced problems related to inclusion school tended to experience negative emotion, and it might also affect their well being. Moreover, the importance of giving this program is as a form of prevention among teachers of SD PPI in order to enable them to manage a potential working situation that can cause negative emotion. Prevention program for improving negative emotion management skill really benefits the teachers (World Health Organization, 2003). The intervention given to teachers of SD PPI was furthermore referred to as Mindful Teaching program which used Mindfulness concept to improve positive emotion and positive emotional balance and decrease negative emotion.

The purpose of this study was to examine if the Mindful Teaching program might improve emotion among teachers of SD PPI. The hypothesis proposed in this study was that Mindful Teaching program may improve positive emotion, improve emotional balance, and decrease negative emotion among teachers of SD PPI.

2 METHOD

2.1 Participant

Participants of this study were 15 teachers of SD PPI with inclusion criteria as followed: (1) teachers of SD PPI, (2) Currently not attending any psychotherapy, and (3) is willing to be participants and follow the procedure of the study.

2.2 Variables

The independent variable: mindful teaching training program. The dependent variable: positive emotion, negative emotion, and emotional balance.

2.3 Measurement

The measurement was carried out twice using emotion scale which was before and after the training. Monitoring and evaluation was done using interview and observation methods.

The scale used in this study was the emotion scale adapted from the Positive and Negative Affect Scale (PANAS). This scale was developed by Watson et al. (1988), and it consists of 20 items (10 items for positive emotion and 10 items for negative emotion) and description of feelings and emotion experienced during the last one week. Answering response on the emotion scale uses frequency or intensity during experiencing certain emotion (Lopez & Snyder, 2003).

Scores of each emotion was gained from adding up the whole items scores of each emotion (Chan, 2009; Lehman, 2009). Positive emotion score that was deducted by negative emotion score produced the score of emotional balance (Bilbao, Bobowik, Páez, & Campos, 2008; Brown, Kasser, Ryan, Linley, & Orzech, 2009; Nickerson, Diener, & Schwarz, 2010; Wiese, Freund, & Baltes, 2000). If the individual's score of emotional balance was positive, then he/she will experience more of positive emotion than negative emotion. On the contrary, if the individual's score of emotional balance was negative, then he/she will experience

more of negative emotion than positive emotion (Gatari, 2008).

Table 1: blueprint PANAS scale.

Component	Items	Total
Positive Emotion	1, 3, 5, 9, 10, 12, 14, 16, 17, 19	10
Negative Emotion	2, 4, 6, 7, 8, 11, 13, 15, 18, 20	10
Total		20

2.4 Research Design

The study was a quasi-experiment using untreated control group design with dependent pre-test and post-test. It used two groups of participants which were an experiment group in which the participants were given treatment and a control group in which the participants were not.

2.5 Treatment

The treatment given was mindful teaching program to improve positive emotion, decrease negative emotion, and improve emotional balance among teachers of SDPPI. The mindful teaching training was facilitated by a facilitator and a co-facilitator. It was carried out three times during 120 – 140 minutes per meeting.

The module used in training had been tried out using professional judgement to a psychologist, four elementary school teachers, and a master student of psychology. The module was developed based on the mindfulness concept of Kabat-Zinn (Germer, 2006; Koerbel & Zucker, 2007; Oyan, 2006), Germer (2006), and Analayo; Gethin; Nyanaponika; Watson (McCown, Reibel, & Micozzi, 2010), and it was modified based on a program carried out on parents who had children with ADHD (attention deficit disorder) (Singh et al., 2008; Singh et al., 2010). Sessions in the Mindful Teaching program consisted of 10 sessions.

2.6 Procedure

This research consists of several procedures including (1) Research preparation stage, i.e. preliminary study in SD PPI, preparation of program module, the scale development, and facilitator selection, module try out or simulation, selection of participants, and distribution of Participants' Informed Consent Sheets, (2) execution stages, i.e. pre-test, implementation of Mind Teaching program, and post-test, (3) post-research stage, i.e. Monitoring and evaluation was carried out a week after the

training. The follow-up activities included individual interview, interview on close relations, such as fellow workers, about changes visible on participants after attending the training program. The training for the waiting list was given after monitoring and evaluation in the experimental group with one meeting for 165 minutes.

2.7 Analysis

The data was analyzed quantitatively using Mann-Whitney test and Wilcoxon test, and qualitatively using the result of observation, interview, daily journal, and practice assignment to take home.

3 RESULT

3.1 Result of Quantitative Analysis

Description of positive emotion, negative emotion, and emotional balance measurement result during pre-test and post-test of both groups could be seen in table 2 below.

3.1.1 The Analysis of Emotion Measurement on Pre-test between Two Groups

The result of the Mann-Whitney test which was used to compare the condition of pre-test score the subject of study are shown in the following tables:

Table 3: The result of Mann-Whitney test on mean each emotion between two group on the pre-test.

Mean	Experiment Group	Control Group
Positive emotion	6,75	9,43
Negative emotion	6,94	9,21
<i>Emotional Balance</i>	7,25	8,86

Table 4: The result of Mann-Whitney on significance of each emotion between experimental group and control group on the pre-test.

Emotions	Z score	Significancy (p)	Explanation
Positive emotion	- 1.160	0.246	Not significant (p > 0.05)
Negative emotion	- 0.990	0.322	Not significant (p > 0.05)
<i>Emotional Balance</i>	- 0.696	0.486	Not significant (p > 0.05)

Table 2: Description of positive emotion, negative emotion, and emotional balance measurement result during pre-test and post-test of both groups.

Groups	Parti-cipants	Measurements							
		Positive emotion		Negative emotion		Emotional Balance			
		Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test		
Experi-ment	Py	20	33	8	12	12	21		
	Str	17	27	15	11	2	16		
	Shn	38	34	6	11	32	23		
	RA	16	25	17	15	-1	10		
	FL	19	18	19	15	0	3		
	BC	33	27	13	0	20	27		
	NP	35	36	3	2	32	34		
	TS	26	22	14	6	12	16		
Control	SM	33	34	15	19	18	15		
	Sklm	31	30	6	12	25	18		
	LI	27	31	16	19	11	12		
	SNB	23	20	18	19	5	1		
	Sdm	36	39	15	14	21	25		
	SL	31	30	17	15	14	15		
MS	35	32	14	14	21	18			

According to table 3 and 4, it can be concluded that there was no significant difference on the score of positive emotion, negative emotion, and emotional balance between the experimental and control group on the pre-test, eventhough the mean score on each emotion in the experimental group was lower than the control group.

3.1.2 The Analysis of Emotion on each Group

The quantitative analysis also was done to check whether the changes of positive emotion, negative emotion, and emotional balance on both groups in this study is significant before and after treatment by using the Wilcoxon test. The following tables show the result of analysis on each emotion on each group.

3.1.3 Experimental Group

Table 5: The result of the Wilcoxon test on the mean score of each emotion in the experimental group.

Mean	Pre-test	Post-test
Positive emotion	25,50	27,75
Negative emotion	11,88	9,00
Emotional Balance	13,62	18,75

Table 6: The result of the Wilcoxon test on the significance of each emotion in the experimental group.

Emotion	Z score	Signifi-cancy (p)	Explanation
Positive emotion	-0,632	0,528	Not significant (p > 0,05)
Negative emotion	-1,126	0,260	Not significant (p > 0,05)
Emotional Balance	-1,752	0,080	Not significant (p > 0,05)

By examining table 5 and 6, it can be concluded that there was an increase on the mean of positive emotion, a decrease on negative emotion, and an increase on emotional balance in the experimental group after treatment, eventhough the score of each emotion, was not significant before and after treatment.

3.1.4 Control Group

Table 7: The result of Wilcoxon test on the mean score of each emotion in the control group.

Mean	Pre-test	Post-test
Positive emotion	30,86	30,86
Negative emotion	14,43	16,00
Emotional Balance	16,43	14,86

Table 8: The result of the Wilcoxon test on the significance of each emotion in the control group.

Emotion	Z score	Significance (p)	Explanation
Positive emotion	0,000	1,000	Not significant (p > 0.05)
Negative emotion	-1,261	0,207	Not significant (p > 0,05)
<i>Emotional Balance</i>	-0,935	0,350	Not significant (p > 0,05)

By examining table 7 and 8, it can be concluded that there was a constant condition on the mean score of positive emotion, an increase on negative emotion, a decrease on emotional balance in the control group on post-test, and there was no significant difference on the score of positive emotion, negative emotion, and emotional balance on post-test in control group.

3.1.5 The Analysis of Emotion Measurement on Post-test between Two Groups

The result of the Mann-Whitney test which was used to compare the condition of post-test score the subject of study are shown in the following tables:

Table 9. The result of the Mann-Whitney test on mean each emotion between two groups on post-test.

Mean	Experiment Group	Control Group
Positive emotion	7,06	9,07
Negative emotion	5,44	10,93
<i>Emotional Balance</i>	9,00	6,86

Table 10. The result of Mann-Whitney on the significance of each emotion between experimental group and control group on post-test.

Emotion	Z score	Significance (p)	Explanation
Positive emotion	-0.870	0.384	Not significant (p > 0.05)
Negative emotion	-2,396	0,017	Significant (p < 0,05)
<i>Emotional Balance</i>	-0,928	0,353	Not significant (p > 0,05)

According to table 9 and 10, it can be concluded that there was no significant difference on the score of positive emotion and emotional balance between the experimental and control group on post-test, but there found to be a significant difference of negative emotion between two groups on post-test. The mean

score of positive emotion and negative emotion in the experimental group were lower than the control group, but the mean of emotional balance in the experimental group were higher than the control group on post-test.

3.2 Qualitative Analysis

3.2.1 Result of Qualitative Analysis

The qualitative data was gained from interview, observation, daily journal, and the emotion scale. Qualitative analysis was divided into three parts, which were: analysis of changing in the emotion scale score, training process, and benefits gained by participants.

▪ Mrs. Py

Positive emotion score of Mrs. Py increased 13 points during posttest measurement. The score was 20 before training and increased up to 33 after training. Negative emotion score of Mrs. Py increased 4 points during posttest measurement. The score was 8 before training and increased up to 12 after training. Emotional balance score of Mrs. Py increased 9 points during posttest measurement. It showed that Mrs. Str experienced more of positive emotion than negative emotion. It meant that participant was able to manage her negative emotion so that she experienced more positive emotion.

The participants' issues were related to her inability to control anger and conflict with a fellow teacher.

Participants tended to be passive during training. She rarely gave opinion or comment on her own initiative. She also seldom applied mindfulness concept. Nevertheless, she felt the benefits of the training which were: becoming fresh, more focused, and more relaxed.

▪ Mrs. Str

Positive emotion score of Mrs. Str increased 10 points during posttest measurement. The score was 2 before training and increased up to 16 after training. Negative emotion score of Mrs. Str decreased 4 points during posttest measurement. The score was 15 before training and decreased up to 11 after training. Emotional balance score of Mrs. Str increased 14 points during posttest measurement. It showed that Mrs. Str experienced more of positive emotion than negative emotion. It meant that participant was able to manage her negative emotion so that she experienced more positive emotion.

Mrs. Str was the participant that showed the best improvement since the improvement of her positive emotion score and the decrease of her negative

emotion score surpassed the other three participants' even though the three of them also recorded good improvement. She was also active during process inside and outside the class. She applied mindfulness concept and meditation diligently. Her issues were related to her inability to control emotion during working with children with special needs, but she managed to solve the issues after attending the training. She had become able to control her anger during teaching. Other benefits that she felt were feeling relieved, relaxed, more compassionate, had a closer relationship with her students, and control her anger better.

▪ **Mrs. Shn**

Positive emotion score of Mrs. Shn decreased 4 points during posttest measurement. The score was 38 before training and decreased up to 34 after training. Negative emotion score of Mrs. Shn increased 5 points during posttest measurement. The score was 6 before training and increased up to 11 after training. Emotional balance score of Mrs. Shn decreased 9 points during posttest measurement. It showed that Mrs. Shn experienced more of positive emotion than negative emotion. It meant that participant was able to manage her negative emotion so that she experienced more positive emotion.

Her issues were related to her lacking ability to convey learning materials for children with special needs, difficulties in measuring the success of the learning process, and her inability to control her emotion during teaching.

Reduction positive emotion score, increase negative emotion score, and reduction positive emotional balance might be because she did not apply mindfulness concept during training and in her daily life. Nevertheless, she stated that she still gained benefits from the training which were feeling less burdened, more comfortable, more patient, and accepting herself more. She also felt more calm, relieved, and was able to control her negative emotion.

▪ **Mrs. RA**

Positive emotion score of Mrs. RA increased 9 points during posttest measurement. The score was 16 before training and increased up to 25 after training. Negative emotion score of Mrs. RA decreased 2 points during posttest measurement. The score was 17 before training and decreased up to 15 after training. Emotional balance score of Mrs. RA decreased 11 points during posttest measurement. It showed that Mrs. RA experienced more of positive emotion than negative emotion. It meant that participant was able to manage her negative emotion so that she experienced more positive emotion.

Her issues were related to the interpersonal relationship with fellow teachers.

Mrs. RA was one of the active participants in the group. She also often applied mindfulness meditation technique and mindfulness concept. Visible changes in her were that she had been able to laugh out loud during training. She also had been able to joke around with her fellow teacher, smile, intensely interact with other people, and she seemed more relaxed.

▪ **Mrs. FL**

Positive emotion score of Mrs. FL decreased 1 point during posttest measurement. The score was 19 before training and decreased up to 18 after training. Negative emotion score of Mrs. FL decreased 4 points during posttest measurement. The score was 19 before training and decreased up to 15 after training. Emotional balance score of Mrs. FL increased 3 points during posttest measurement. It showed that Mrs. FL experienced more of positive emotion than negative emotion. It meant that participant was able to manage her negative emotion so that she experienced more positive emotion.

Her issues were related to the interpersonal relationship with fellow teachers.

Mrs. FL was quite passive during the first meeting. She only showed openness and liveliness during the second and third meetings. She actively applied mindfulness meditation technique and mindfulness concept in her daily life. She stated that the benefits she gained from the training were: getting more knowledge and experiences, and being more able to control negative emotion in dealing with students.

▪ **Mrs. BC**

Positive emotion score of Mrs. BC decreased 6 points during posttest measurement. The score was 33 before training and increased up to 27 after training. Negative emotion score of Mrs. BC decreased 13 points during posttest measurement. The score was 13 before training and decreased up to 0 after training. Emotional balance score of Mrs. BC increased 7 points during posttest measurement. It showed that Mrs. FL experienced more of positive emotion than negative emotion. It meant that participant was able to manage her negative emotion so that she experienced more positive emotion.

Her issues were related to the interpersonal relationship with fellow teachers.

Mrs. BC was quite active during training, especially during group discussion. She actively applied mindfulness meditation technique and mindfulness concept in her daily life. She stated that the benefits she gained from the training were: being

more able to control negative emotion and more accepting of her own condition.

▪ **Mrs. NP**

Positive emotion score of Mrs. NP increased 1 points during posttest measurement. The score was 35 before training and increased up to 36 after training. Negative emotion score of Mrs. NP decreased 1 points during posttest measurement. The score was 3 before training and decreased up to 2 after training. Emotional balance score of Mrs. NP increased 2 points during posttest measurement. It showed that Mrs. NP experienced more of positive emotion than negative emotion. It meant that participant was able to manage her negative emotion so that she experienced more positive emotion.

Mrs. NP was quite active during training, and she actively applied mindfulness concept. She stated that the benefits she gained from the training were: being more relaxed, more focused, and feeling fresher.

▪ **Mrs. TS**

Positive emotion score of Mrs. TS decreased 4 points during posttest measurement. The score was 26 before training and decreased up to 22 after training. Negative emotion score of Mrs. TS decreased 8 points during posttest measurement. The score was 14 before training and decreased up to 6 after training. Emotional balance score of Mrs. TS increased 4 points during posttest measurement. It showed that Mrs. FL experienced more of positive emotion than negative emotion. It meant that participant was able to manage her negative emotion so that she experienced more positive emotion.

Her issues were related to dealing with children with special needs. She often felt annoyed with them.

Mrs. TS was quite active during training, but during the first meeting she was quiet and just observed her surroundings. She sometimes applied mindfulness technique outside of the class. She stated that the benefits she gained from the training were: getting more knowledge, getting to know herself more, and understood how she usually acted when she was feeling negative emotion. After training, she admitted that she had been able to enjoy every event more and also heal herself when she was becoming annoyed or disappointed. She also became more relaxed, more patient, more open-minded, and more accepting of every child's condition, especially the behavior of her students.

4 DISCUSSION

The result of the quantitative analysis in this research showed that Mindful Teaching program could not improve positive emotion significantly, decrease negative emotion significantly, and improve emotional balance significantly for the experimental group. The result of quantitative analysis using the Wilcoxon test on experimental group showed that there was no significant difference in the score of positive emotion, negative emotion, and emotional balance before and after treatment. There was no significant difference of emotion score on experimental group before and after treatment, referring to z score = -0,632, $p = 0,528$ ($p > 0,05$) for positive emotion, z score = -1,126, $p = 0,260$ ($p > 0,05$) for negative emotion, and z score = -1,752, $p = 0,080$ ($p > 0,05$) for emotional balance. However, there found to be changed in the mean score of positive emotion, negative emotion, and emotional balance on post-test. The experimental group which received Mindful Teaching Program experienced an increase in the mean score on positive emotion both on pre-test and post-test. The changes of the mean score on positive emotion was 2,25, from the previous 25,50 to 27,75 after treatment. The mean score of negative emotion in the experimental group experienced a decrease of 2,88 point on both pre-test and post-test. Meanwhile, the mean score of emotional balance in the experimental group experienced an increase of 5,13 point, from 13,62 on the pre-test to 18,75 on post-test.

There was no significant difference in positive emotion in the experimental group before and after treatment, which can cause by the mean score of positive emotion on both pre-test and post-test were relatively average. This tendency also is shown on negative emotion in which the score on pre-test and post-test were already high. The mean score of emotional balance on pre-test was relatively low and on post-test was relatively average, but generally, there was not much increase on the mean score. The slight changes occurred on each emotion score can affect the result of the study.

The result of quantitative analysis on pre-test using Mann-Whitney showed that there was no significant difference on positive emotion score between experimental and control group on pre-test which displayed by z score = -1,160, and $p = 0,246$ ($p > 0,05$). There was no significant difference on negative emotion score between experimental and control group on pre-test which displayed by z score = -0,990, and $p = 0,322$ ($p > 0,05$). There was no

significant difference on emotional balance score between experimental and control group on pre-test which displayed by z score = -0,696, and $p = 0,486$ ($p > 0,05$). Meanwhile, the result of quantitative analysis on post-test did not show significant difference on positive emotion score between teachers in the experimental group who received treatment and teachers in the control group with z score = -0.870 and $p = 0.384$ ($p > 0,05$), and no significant difference on emotional balance score between teachers in the experimental group who received treatment and teachers in the control group with z score = -0,928 and $p = 0,353$ ($p > 0,05$). The significant difference found on negative emotion score between teachers in the experimental group and teachers in control group on post-test with z score = -2,396 and $p = 0,017$ ($p < 0,05$). It can be concluded that the significant difference only occurred on negative emotion score between two groups on post-test, while positive emotion and emotional balance score did not show any significant changes.

The control group did not show any changes in the mean score of positive emotion on pre-test and post-test but did show mean score changes in negative emotion and emotional balance. Although there was changes on pre-test and post-test, the mean score on negative emotion increased 1,57, while the mean score emotional balance decreased 1,57 on post-test. There was no significant difference in positive emotion, negative emotion, and emotional balance in the control group on both pre-test and post-test. So, it can be concluded, there was no significant difference in positive emotion, negative emotion, and emotional balance score in the control group who received no treatment on pre-test and post-test. The control group did not experienced an increase on the mean score of positive emotion, did not experienced any decrease on the mean score of negative emotion, and did not experience an increase on the mean score of emotional balance on post-test because the control group did not receive any treatment as in an experimental group.

The result of the quantitative analysis showed that the Mindful Teaching program had not been completely successful in improving positive emotion and reducing negative emotion of participants in the study. 4 (Mrs. Py, Mrs. Str, Mrs. RA, and Mrs. NP) out of 8 participants in the experiment group experienced improvement of positive emotion, and the rest of them experienced a decrease in negative emotion. 6 (Mrs. Str, Mrs. RA, Mrs. FL, Mrs. BC, Mrs. NP, and Mrs. TS) out of 8 participants in the experiment group experienced a decrease in

negative emotion score. It showed that mindful teaching program was more effective in reducing negative emotion than improving positive emotion of participants, although it was not proven statistically significant. It was in accordance with the statement of Carmody et al., (2008), Franco et al. (2010), Shapiro et al. (2005), and Shapiro et al. (2007) that Mindfulness might reduce negative emotion, and may help individual to manage their negative emotion (Fredrickson, Mancuso, Branigan, & Tugade, 2000). The result of this study is in line with the study conducted by Carmody et al., (2008), Franco et al. (2010), Shapiro et al. (2005), and Shapiro et al. (2007).

Although the result quantitative analysis using Wilcoxon for positive emotion, negative emotion, and emotional balance proofed to be insignificant on post-test, but according to qualitative study there was a positive result and useful for the experimental group. The subject in the experimental group felt more relaxed, more patient, more calm, more accepting, more positive-minded, and were more able to control their emotion.

The result of analysis of the data showed that the Mindful Teaching program was able to improve the positive emotional balance of 7 (Mrs. Py, Mrs. Str, Mrs. RA, Mrs. FL, Mrs. BC, Mrs. NP, and Mrs. TS) out of 8 participants in the experiment group. One (Mrs. Shn) of eight participants in the experiment group experienced a decrease in positive emotion and improvement of negative emotion. Her emotional balance also turned negative during post-test measurement. It was because during practice she lacked focus and concentration, panicked and in a rush. She did not apply concepts of mindfulness which were: focus to awareness, acceptance, and present experience.

Mindfulness had also been proven as a treatment to reduce anger and aggressive behavior (Wright *et al.*, 2009). Mrs. Str and several other participants found difficulties in controlling their negative emotion before attending Mindful Teaching program. However, after the training, they were able to control it, especially the anger. Individuals who come to realize their mistake can control their negative emotion. Using mindfulness, individuals will be calmer in dealing with children's negative behavior (Bogels *et al.*, 2010), more able to improve their ability to tolerate anger and control it effectively (Baer, 2003). Thus, mindfulness may improve awareness of anger, reduce impulsivity and maladaptive reaction (Wright *et al.*, 2009).

Mindfulness concept may improve positive interaction, such as improving positive feeling and

reducing negative feeling, improving faith and ability to share feelings (Coatsworth *et al.*, 2010; Duncan *et al.*, 2009; Singh *et al.*, 2008; Singh *et al.*, 2010). Several participants reported that after attending the training, they became more patient, calmer, focused, accepting, and think more positively. Mrs. Str reported that she became more relaxed and calmer. She also interacted with her students more often. Mrs. TS reported that she became calmer, more patient, and accepting towards her students' negative behavior. She even managed to perceive those negative behaviors as funny and unique.

Another benefit gained by participants after attending the program was getting new knowledge and experiences. Most of the participants claimed that what they had gained during training was very useful in their career, especially when it came to dealing with students.

Several factors that supported the success of Mindful Teaching program implementation were as followed: module, the role of Group Approach, application of mindfulness concept and meditation training, and the facilitator

Five of eight participants chose recognizing awareness and sensation techniques using breathing meditation as the most effective techniques change in positive emotion. Four of eight participants also reported that these techniques were effective because they were easy to be applied in daily life. Nevertheless, Mrs. Shn and Mrs. NP reported that they experienced difficulties to focus on breathing. Mrs. Shn experienced trouble with her concentration while Mrs. Shn experienced trouble with her focus on her breathing. During the debriefing session, four participants reported that they felt a negative sensation while they were practicing this meditation. Another session which was recognizing body sensation was reported by four participants as the most difficult technique to be applied in daily life. Mrs. Shn claimed that the technique was difficult because she could not follow the instruction well during the practice since it was hard for her to focus on each of her body parts. Although several participants claimed that the technique was difficult, other participants reported that they felt relieved, comfortable, light, more relaxed and calm while practicing the meditation. However, they also reported several negative reactions such as stiffness and pain on certain body part. Participants who reported physical problems (Mrs. Py, Mrs. RA, Mrs. FL, and Mrs. TS) tended to feel more positive sensation after doing the meditation.

Four participants chose to release passion technique as the most difficult technique to be applied in daily life though several participants felt some benefits from it, such as feeling relieved, unburdened, freed from negative feeling, feeling relaxed and comfortable and less annoyed. One of the participants stated that she was still having trouble in forgiving other people and lose her grudge. It did not fit one of mindfulness concept which was accepted. Mindfulness used the concept of acceptance and liberating (Germer, 2006). Although four participants chose the technique as the most difficult to be applied in daily life, one participant, Mrs. BC, rated this technique as effective to improve her positive emotion and was easy to be applied in daily life.

Feeling how to share technique was rated by two of eight participants as the most effective technique to affected participants positively. Three of eight participants rated this technique as the easiest to be applied in daily life. The technique has a positive influence towards empathy and spiritual (Jain *et al.*, 2007), and it can improve positive emotion in daily life (Fredrickson, Coffey, Pek, Cohn, & Finkel, 2008).

Several obstacles which were also the limitations of the study were as followed: (1) difficult to set an appropriate training schedule in minimizing fatigue and lack of concentration on participants, (2) the room is quite crowded because it was held in school, (3) the air temperature in the training room is hot enough to affect the concentration of the participants even though it has been minimized with the fan, (4) concentration factor really affected the training result, (5) there was no measurement using emotion scale during the follow up. The success of the training could not be rated as having better or less successful because there was no follow-up, (6) the selection of participants assigned into experiment and control groups was not carried out randomly. It caused other variables that might affect the research to be uncontrollable, and (7) matching on participants in the experiment and control group was not carried out.

5 CONCLUSION

The Mindful Teaching program was training that used concepts of mindfulness in a shorter period. The result of the training showed that the Mindful Teaching program was not proven significantly in improving positive emotion, reducing negative emotion, and emotional balance in the experimental

group before and after treatment. There was no significant difference on positive emotion score, negative emotion, and emotional balance between the experimental and control group on the pre-test. Meanwhile, the result of quantitative analysis on post-test did not show a significant difference in positive emotion score and emotional balance between teachers in the experimental group who received treatment and teachers in the control group, but the significant difference found on negative emotion score between teachers in the experimental group and teachers in the control group on post-test.

The subject in the experimental group felt more relaxed, more patient, more calm, more accepting, more positive-minded, and were more able to control their emotion. Another benefit gained by participants after attending the program was getting new knowledge and experiences. Most of the participants claimed that what they had gained during training was very useful in their career, especially when it came to dealing with students. Several factors that supported the success of Mindful Teaching program implementation were as followed: module, group approach, application of mindfulness and meditation practice, and the facilitator. The limitations of the study were difficulty in arranging training schedule, crowded training room, the high temperature in the classroom, participants' concentration, the absence of positive emotion score measurement during follow up, not carried out randomly, and matching on participants in the experiment and control group was not carried out.

Based on the result and the discussion of the study, the researcher came up with several suggestions as followed:

▪ **To Future Researchers**

1. Mindful teaching training should be applied each week by using one new technique that will be practiced in less than 30 minutes a day (Mace, 2008).
2. It would be better to use measurement during follow up in the next study so that the result is not only able to be used to determine the benefit of mindful teaching training but also to determine the effectiveness of the training.
3. It was necessary to select participants of the study randomly.
4. Further matching on participants.
5. Further explanation about scale rating by giving real example or using presentation slide on LCD is necessary.
6. The training agreements are better if they come from the participants, in order to

motivate them to be more responsible and committed to the agreements.

7. It is necessary to raise participants' awareness to be more proactive during the process and the exercise outside the classroom. It is done by explaining the advantages that will be gained by participants if they do the home assignment routinely. Martín-Asuero, García de la Banda, & Benito, & Martín-Asuero; & García de la Banda (Franco *et al.*, 2010) stated that mindfulness training might be useful and effective if it is practiced integrally in daily life.
8. Self-report for positive emotion felt in a day is necessary to be added in order to identify the frequency or intensity of participants in feeling positive emotion (Lucas *et al.*, 2003). Add scale rating such as the numbers 0 – 10 on the "My experience of emotion today" section on the daily journal.

▪ **To Participants**

1. Participants should practice the mindfulness concept and meditation routinely in daily life, both in the workplace and at home since it has been proven to give positive effect towards physical and psychological conditions.
2. In order to maintain the positive effect gained after the training, participants should form a discussion group as a media to share with other teachers. The group activity should be held routinely at least once a month.

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