

EMOTION REGULATION THROUGH AUDIO JOURNAL: A CASE STUDY OF VISUALLY IMPAIRED PEOPLE IN SENTRA MAHATMIYA BALI

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Abstract

Blind people are individuals who have limitations in their sense of sight which causes difficulties in responding to social situations, limitations or difficulties in carrying out activities so that assistance is needed from the role around blind people, namely families, people with disabilities have a more sensitive emotional side than other individuals, so the process of recognizing emotions and channeling emotions must be done early, emotional regulation plays a role in the psychological, emotional and health well-being of blind people with disabilities. Health has an influence on the psychology of people with disabilities because it intersects with the mental health of people with disabilities, so all elements of psychology, health, and social have a role in improving the functioning and well-being of the subject. Stable Psychic will affect the social functioning of the subject in the community environment, the process of interaction and social communication of the Family has a role in helping to regulate the emotions of blind people with disabilities so that they are more emotionally, psychologically, health and socially stable, The study aims to determine the process of regulating emotions, recognizing emotions, expressing emotions, and channeling emotions carried out by blind people with disabilities using audio jumaling. Audio jumaling was chosen because it is in accordance with the conditions of blind people with disabilities. The study used a qualitative method with a case study approach. Data collection was carried out using interview techniques, documentation and observation of (one) sub-vector through the assessment process, intervention planning and implementation of audio jumaling vaccine interventions. The results of the study found that sub-vectors had difficulty in regulating emotions due to internal and external problems such as family and friendship, emotions that were not channeled properly made the subject _ so that audio jumaling was needed as an effort to help the process of regulating the emotions of people with visual disabilities. Audio jumaling helps social workers at the Mahatmiva Center to be able to strengthen and provide optimal services.

Keywords:

Visually Disability; Emotional Regulation; Audio Journaling

Abstrak

Disabilitas netra merupakan individu yang memiliki keterbatasan dalam indera penglihatan yang menyebabkan kesulitan dalam merespon situasi sosial, keterbatasan atau kesulitan dalam melakukan aktivitas sehingga perlu bantuan dari peran sekitar penyandang disabilitas netra yakni keluarga, penyandang disabilitas memiliki sisi emosional lebih sensitif dibandingkan individu lainnya maka proses pengenalan emosi serta penyaluran emosi harus dilakukan sejak dini, regulasi

emosi memiliki peranan dalam kesejahteraan psikologis, emosional dan kesehatan penyandang disabilitas netra. Kesehatan memiliki pengaruh pada psikologi penyandang disabilitas karena bersingungan dengan kesehatan mental penyandang disabilitas maka semua unsur psikologi, kesehatan, sosial memiliki peranan dalam meningkatkan keberfungsian serta kesejahteraan subyek. Psikis yang stabil akan berpengaruh terhadap keberfungsian sosial subyek di lingkungan masyarakat, proses interaksi dan komunikasi sosial. Keluarga memiliki peranan membantu meregulasi emosi penyandang disabilitas netra supaya lebih stabil emosi, psikis, kesehatan dan sosial. Penelitian bertujuan mengetahui proses regulasi emosi, pengenalan emosi, pengekspresian emosi, dan penyaluran emosi yang dilakukan disabilitas netra menggunakan audio jurnaling. Audio jurnaling dipilih karena sesuai dengan kondisi penyandang disabilitas netra. Penelitian menggunakan metode kualitatif dengan pendekatan studi kasus. Pengumpulan data dilakukan dengan teknik wawancara, dokumentasi dan observasi kepada 1 (satu) subyek, melalui proses assessment, perencanaan intervensi dan implementasi intervensi yakni audio jurnaling. Hasil penelitian ditemukan jika subyek kesulitan dalam regulasi emosi di akibatkan masalah internal dan eksternal yakni keluarga dan pertemanan, emosi yang tidak disalurkan dengan baik membuat subyek sehingga perlu adanya audio jurnaling sebagai upaya dalam membantu proses regulasi emosi penyandang disabilitas netra. Audio jurnaling membantu pekerja sosial Sentra Mahatmiya untuk bisa lebih menguatkan dan memberikan pelayanan yang optimal.

Kata Kunci:

Disabilitas Netra; Regulasi Emosi; Audio Jurnaling

INTRODUCTION

Every individual has different uniqueness with this uniqueness they have the ability to be empowered to survive, be independent and function socially in the community. This can be found in persons with disabilities in the country of Indonesia, every citizen is protected by the state and persons with disabilities also have a guarantee of protection regulated in Law Number 8 of 2016 which includes the fulfillment of equal opportunities for persons with disabilities in all aspects of state and community administration, respect, empowerment, protection and fulfillment of the rights of persons with disabilities, including the provision of accessibility and proper accommodation.

In addition, persons with disabilities have rights regulated in Article 5 of Law Number 8/2016 if the rights of persons with disabilities have the right to life, freedom from stigma, privacy, justice, legal protection, education, employment, entrepreneurship and cooperatives, health, politics, religion, sports, culture and tourism, social welfare, accessibility, public services, protection from disasters, habilitation and rehabilitation and concessions. According to the World Health Organization (2011), disability is a disturbance or limitation of individual activities in daily activities, the limitations in question are derived from physical or mental individuals so that disability is divided into several types, namely visual disability, mental disability, and physical disability types are visual disabilities, mental disabilities,

physical disabilities, intellectual disabilities, sensory disabilities and developmental disabilities (Fransiska, 2021).

The government have a role in fulfilling rights and providing empowerment for people with disabilities. According to Sulistiyani (2016) in Fransiska (2021), empowerment has the aim of forming individuals and communities to be more independent, independence concerns independence in action, independence in thinking, independence in controlling what individuals do so that in the process empowerment encourages, motivates to have the ability and develop the advantages they have Fransiska (2021), Sentra Mahatmiya is one of the government agencies of the Ministry of Social Affairs which has services in providing vocational education to recipients of social attention with various categories, one of which is disability.

Vocational classes provided include sewing classes, massage classes, spa classes, computer classes and art and music skills. This is given to help recipients of social attention to further develop their abilities and restore social functioning so that they can become independent. In addition, there are social workers who play a role in accompanying recipients of social attention while at Sentra Mahatmiya, apart from playing a role in assisting social workers as well as being responsible, accompanying, and

monitoring the physical, psychological and social development of recipients of social attention.

The process of fulfilling rights, empowerment and social functioning of individuals with disabilities requires factors that influence individuals in achieving these goals, namely in the emotional process, the ability to manage emotions is one of the strengths in carrying out interactions, communication and physical and mental health of people with visual disabilities. The ability of individuals when managing emotions is expected to help people with visual disabilities in solving problems that are being faced both internal and external problems.

The government have a sector, which has a role in protecting and providing a safe space for people with disabilities, the environment also has a role in social, psychological, emotional, and religious functioning for people with disabilities.

Individuals with disabilities want a good, smooth life like other normal individuals but because of their limitations they need a role from the surrounding environment, especially the family environment, in the family environment the closeness between people with disabilities requires strong bonding to help individuals with disabilities carry out their daily activities, such as individuals with visual disabilities

who experience limitations in seeing so that the family's role in introducing daily activities such as eating, drinking, bathing, socializing and so on.

According to Rivani & Aulia, (2023) individuals with disabilities can also experience pressure or negative impacts on their psychology so that they can withdraw, isolate themselves from the social environment, feel inferior and useless and other negative feelings. Rivani & Aulia (2023), said that visual disability is a condition of not or loss of function of the sense of seeing or vision in the process of receiving information visually, this can be caused by heredity or the environment. According to Rivani & Aulia (2023), loss of vision in heredity or from birth is called congenital blind while loss of visual sensory function due to the environment or occurs after birth is called late blind, namely in adolescence or adulthood (Rivani & Aulia, 2023).

People with visual disabilities have an emotional side compared to other normal individuals so that the process of self-acceptance requires a role from the surrounding environment, namely the family, in this case the family has a role in helping individuals with disabilities to be able to recognize emotions, express emotions and regulate emotions that are felt so that individuals with disabilities do not have

psychological pressure on themselves, besides that families also have a role in motivating individuals with disabilities to be confident and people with disabilities can exercise and exercise their rights such as matters for accessibility, rights in education, rights free from stigma and other rights for people with disabilities.

The ability to recognize and regulate emotions in individuals with disabilities has an important role because emotions can affect daily life for people with disabilities, so that if there are things that cause happy, sad or angry emotional reactions, people with disabilities can recognize them and know what actions to take. Self healing is necessary to help regulate emotions in individuals with disabilities. Self healing is used to express emotion and feelings that are pent up inside the body (Rahmasari, 2020)

But in some family environments do not introduce the emotions of anger, sadness, or happiness so that it affects the emotional condition of people with disabilities, if this continues to be done it can cause psychological shocks to people with disabilities, especially if they are disabled especially if people with disabilities are feeling negative emotions but do not know the problem solving emotions that are being felt will affect the psyches of individuals with disabilities. Therefore, it is necessary to make efforts to address emotional regulation for

people with disabilities. One example is journaling which helps individual with disabilities to improve and resolve the burdens of the problems they experience (Ardini et al., 2023). Journaling is also be adapted to the condition of each individual. For example, individual with blind disabilities may find it difficult to write in a book, so an alternative form of journaling, which is recorcing one's voice and expressing one's feeling.

METHODS

The research method uses qualitative research with a case study approach, namely an in-depth approach to institutions, groups, individuals and others at a certain period of time. The purpose of qualitative research using a case study approach is intensive, detailed and thorough about a matter under study in the form of events, programs, activities and others in order to obtain in-depth information about the matter under study (Baxter & Jack, 2008 in Fadli, 2021). Qualitative methods require extensive descriptions in their reporting so that readers seem to be involved in the research (Sugiarto, 2015 in Fadli, 2021).

The purpose of this study is to find the problem of emotion regulation in people with disabilities so that the interventions provided can be known which aim to be able to assist in restoring the social functioning of blind disabilities.

Case study research has a place setting at Sentra Mahatmiya, Tabanan Regency, Bali Province, the subject of this research amounted to one person who was a beneficiary of blind sensory disabilities at Sentra Mahatmiya, using interview, documentation and observation methods.

RESULTS AND DISCUSSION

1. Overview of Sentra Mahatmiya Bali

Sentra Mahatmiya Bali is a Technical Implementation Unit (UPT) under the Indonesian Ministry of Social Affairs that focuses on social rehabilitation, particularly for persons with visual impairments and other vulnerable groups. The institution has a long-standing history of providing social services, beginning in 1957 with the establishment of Yayasan Pendidikan Dria Raba, founded by Tjokorda Pemayun. Initially, the foundation operated a special school for the visually impaired (SLB A) and built dormitory facilities.

Over time, the institution underwent several changes in nomenclature and organizational structure. In 1985, it was renamed Sasana Rehabilitasi Penderita Cacat Netra Mahatmiya, and in 1994, it became known as Panti Sosial Bina Netra (PSBN) Mahatmiya, reflecting its evolving role as a center for broader social rehabilitation services.

In 2019, based on Regulation of the Minister of Social Affairs No. 16 of 2018, the institution was restructured as the Social Rehabilitation Center for Persons with Visual Disabilities (BRSPDSN). Further transformation occurred in 2022 under Ministerial Decree No. 221/HUK/2022, which officially renamed the center to Sentra Mahatmiya Bali. This transformation marked a shift toward the Asistensi Rehabilitasi Sosial (ATENSI) approach, enabling the center to deliver integrated, multi-service social rehabilitation for all categories of Persons Requiring Social Welfare Services (PPKS).

Sentra Mahatmiya Bali serves a wide geographical area that includes two provinces:

- a. Bali Province: Denpasar City, and the regencies of Tabanan, Jembrana, Badung, Bangli, Buleleng, Karangasem, Gianyar, and Klungkung.
- b. East Java Province: Bondowoso, Banyuwangi, Situbondo, Lumajang, and Jember Regencies.
- c. The center offers a variety of ATENSI-based services, including:
- d. Support for fulfilling basic needs
- e. Social care and/or child nurturing
- f. Family support
- g. Physical, psychosocial, and spiritual therapy
- h. Vocational training and entrepreneurship development

- i. Social assistance and social service facilitation
- j. Accessibility support

To enhance the independence and economic empowerment of PPKS, Sentra Mahatmiya Bali also provides various vocational skills training programs, such as:

- a. Barista training
- b. Massage and spa therapy
- c. Sewing and tailoring
- d. Coffee perfume entrepreneurship
- e. Handicrafts
- f. Music

The institution has demonstrated innovation and excellence through notable achievements. In 2017, under the leadership of I Ketut Supena, Sentra Mahatmiya achieved a MURI (Indonesian World Record Museum) record for organizing a mass performance of the traditional Kocak Dance, involving 230 participants with disabilities. The center also initiated the ARTNE Coffee entrepreneurship program and applied for intellectual property rights (HAKI).

Through its long-standing legacy, adaptability, and commitment to inclusive services, Sentra Mahatmiya Bali has become a leading model of transformative social rehabilitation services in Indonesia, aligned with the Ministry of Social Affairs' vision for inclusive and impactful social services.

2. Social Work Intervention with Disabilities

People with visual disabilities in carrying out daily activities have problems in visual function, the limitations possessed by people with visual disabilities make individuals with visual disabilities able to experience social emotional problems, due to limitations to see so that when in solving a problem they feel from the emotions that are being felt but difficult to express, this can lead to hatred, emotional suspicion, hostility and so on (Ellah, 2005 in Rahmah, 2020).

However, if emotions cannot be regulated properly, it results in the emotional, social and psychological development of people with visual disabilities. Parents have a role in the emotion regulation process of individuals with visual disabilities, if individuals with visual disabilities do not receive emotional support they tend to have difficulty in recognizing, expressing, and regulating their emotions tend to have difficulty in recognizing, expressing, and controlling emotions and this has an impact on social interactions and interpersonal relationships. In addition to the family, the government through the Ministry of Social Affairs also plays a role in providing empowerment and assistance for social functioning. Social workers play a role in assisting, assessing and being a listener and

family representative when visually impaired people are at the Mahatmiya Center.

Researchers found that people with disabilities with the initials SS have difficulty regulating emotions, expressing emotions, and channeling their emotions. There needs to be a role for social workers in helping the process of emotion regulation that is being faced by individuals with visual disabilities. Researchers carry out an intervention process for people with visual disabilities so that they can regulate emotions properly, at the stages of the intervention process there are stages such as: *intake, assessment, plant of treatment, intervention, and termination.*



Figure 1. The Intervention Process

1.) Intake

At the intake stage, the researcher meets the SS subject to conduct an initial meeting aimed at establishing communication and building rapport. This stage is essential in forming the foundation for trust and openness throughout the intervention process. During

the meeting, the researcher explains the purpose, objectives, and scope of the intervention, as well as the research procedures that will be carried out.

In addition, the researcher discusses confidentiality, the rights of the subject, and the expected duration of involvement. A working agreement or contract is developed collaboratively to clarify the roles and responsibilities of both parties. The SS subject shows willingness and gives verbal and written consent to participate in the research as an informant, acknowledging the ethical considerations that have been explained.

To further strengthen the therapeutic relationship, the researcher employs active listening and empathetic responses to make the SS subject feel heard and respected. This also helps the subject become more comfortable in sharing personal experiences and emotions in the next stages of intervention. The intake stage concludes with a mutual agreement on the communication format, schedule of meetings, and preferred methods for journaling, thus preparing both parties for a constructive intervention process.



2.) Assessment

In the assessment process, the researcher extracts information from the SS subject, this is done to find out about the needs, problems and opportunities in order to find problem solving or recommendations to be given to the SS subject, the social worker conducts an assessment of the SS subject and the researcher as a student also accompanies the process of running the intervention at Sentra Mahatmiya, in order to understand the assessment process there are several stages, namely as follows:

- a. *Exploration*, the stage of extracting information from clients in this process social workers play a role in using skills as well as knowledge in the assessment process besides that there are six exploration models such as: 1) verbal or direct questions; 2) nonverbal/indirect questions; 3) complication questions; 4) life analogies; 5) observation; 6) documents.
- b. *Inferential Thinking*, the process of drawing conclusions from the client

while in the assessment process. There are several things that must be considered in this process, including: 1) what is the problem experienced; 2) explanation or description of the problem; 3) activities that can be done; 4) programs that can be monitored.

- c. *Evaluation*, a process carried out to see the social functioning of the PM that can be linked from the formulated problem. In this process, the people involved are social workers, institutions, institutional staff and assistants. This process aims to see the potential, problems and needs in the assessment results.
- d. *Problem Definition*, this process is to define the problem that has been agreed upon with the PM so that the objectives of the program provided can be achieved with an agreement of the program provided can be achieved with an agreement on the problems felt and the program provided.

Researchers also conducted an assessment using biopsychosocial methods on SS subjects, including the following:

1) Biological

- a. Physical description of PM: female gender, 23 years old, 145 cm tall, visually impaired.
- b. PM's appearance: can speak and respond to conversations clearly and fluently, friendly, SS subjects

look clean and can carry out daily activities independently such as eating, drinking, bathing and attending vocational classes.

- c. Health: has a medical history of acid reflux and hypotension.

2) Psychosocial

- a. PM's emotional condition: low aggressiveness, has anxiety, this is triggered by several problems from internal and external to the SS subject, namely family and friends so that these problems cause anxiety and create negative emotions such as anger, sadness, anxiety and anxiety.
- b. Mental health: SS subjects can still control the psychological conditions experienced by choosing to be alone and trying to solve the problems faced.

3) Social

- a. Social life: SS subjects can carry out activities independently, have a sense of caring for others, subjects lack socialization, people pleaser, SS subjects if they are in a new place or meet new people have a quiet personality so they need adaptation.
- b. Relationship with family: caring and caring, always communicates with the family even though the

family often ignores SS subjects and once did not consider SS subjects as part of the family. But family relations continue to this day.

4) Mental and Spiritual

- a. Mental: always permission if going to do activities, respect and respect, obedient to parents, when angry will swear.
- b. Spiritual: subject SS performs five daily prayers, has the ability to read the holy book, and has memorized chapters in the holy book.

Assessment activities are carried out for five meetings, this is used to find out about the problems that are being felt so that they find problem solving and can categorize the problems being faced. In the assessment process, the SS subject showed several negative emotional responses, this was due to the problems being faced by the SS subject so that the depiction of emotions would be described in the form of waves in showing negative or positive emotions being felt by the SS subject.

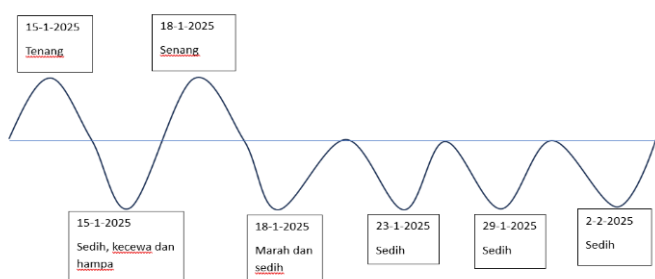


Figure 2. The Assessment Process

In the assessment process, it shows several waves of emotions that are being felt by the subject of SS, this can be seen when the subject of SS responds to questions given by the researcher, the intonation of communication, body gestures and feelings expressed by the subject of SS, the information is as follows:

1) January 15, 2025

Positive emotional response: subject SS felt calm during the assessment process and told about subject SS's journey from his home area to get vocational class empowerment at Sentra Mahatmiya, Bali.

Negative response: sadness, disappointment and emptiness, this was expressed by the subject of SS when telling about the sadness experienced, namely when the biological brother of the subject of SS did not recognize that the subject of SS was his younger brother due to the limitations that the subject of SS had, namely blind disabilities, anger also arises when the subject of SS tells about the condition of the family, especially the mother of the subject of SS who is more partial to the younger

brother of the subject of SS than the subject of SS so that when there is a family conflict the subject of SS is often blamed and tends to continuously apologize to the family, the subject of SS is sad because he feels alone and the family is less embracing besides that the finances that the subject of SS has are often borrowed / owed by the mother to meet the needs of the younger brother of the subject of SS who is currently studying.



2) January 18, 2025

Positive emotional response: the subject of SS feels happy because since being at Sentra Mahatmiya the subject of SS feels that he has friends and embraces without differentiating or shunning because of the limitations that the subject of SS has, the subject of SS reveals that in the home environment the subject of SS does not have friends even to just tell the subject of SS does not have it.

Negative emotional response: subject SS told and expressed his sadness because of family problems, subject SS said that sometimes he felt tired of being faced with family economic problems, subject SS's mother sometimes owed or used subject SS's money for daily needs because subject SS's mother only worked as a farm laborer in the fields. Subject SS gets income from government assistance for disabilities, as well as income from qosidah activities that the subject SS participates in when in his hometown. The money is collected as SS subject savings but because he has limitations, SS subject entrusts the money to SS subject's mother. Even so, the SS subject did not have a grudge against the SS subject's mother.

3) January 23, 2025

Negative emotional response: subject SS revealed that if he was feeling sad, this was triggered because there was a problem with a friend of subject SS at the Mahatmiya Center, there was miscommunication, causing differences in perception. In addition, the SS subject also felt insecure and felt insignificant, the family only asked about PM's return from Sentra Mahatmiya and never asked about the subject's condition so that because of

this the SS subject felt sad. When sad, the SS subject is only silent and alone so that the emotions he feels are not channeled properly.



4) January 29, 2025

Negative emotional response: subject SS felt sad because the problems in the family had not been resolved, on the other hand subject SS felt he was home sick but the family rarely called. Subject SS revealed that the relationship with his mother often differed in opinion, when hit by a problem, subject SS was told to solve it himself and think about the problem alone. Subject SS during the assessment was in an upset state. In addition, childhood trauma, namely bullying, is still remembered in the mind of the SS subject.



5) February 2, 2025

Negative emotional response: subject SS is sad because he has not been given certainty about the exact date of his return home because the family keeps asking about the date of his return home because the family kept asking about the return of the SS subject so that because of the continuous questions it made the SS subject upset and sad, the subject's mother told him to go home immediately so that the SS subject could immediately open a business in the SS subject's home environment. In addition, coupled with problems with friends so that the subject of SS was shunned by some of his friends it happened because of a misunderstanding between friends, the subject of SS on that day did not enter the internship at the IP massage place owned by Sentra Mahatmiya because of the many thoughts that the subject of SS was thinking about making the

subject of SS become burdened with thoughts and resulting in illness.

In the assessment activity, the SS subject told his problem about problem family problems and Besides that the family does not tell about solving problems by communicating with each other or doing emotional regulation, so that from here the subject of SS when he has a problem will tend to be alone and suppress the emotions that are being felt, emotions that are continuously suppressed make the subject of SS when he is angry often issue swear words to show his annoyance at a problem that the subject of SS is facing besides that during the assessment process the subject of SS if he feels upset will give feedback with a high tone of voice. Subject SS also expressed that if he did not know how to channel the emotions that the subject SS felt, the subject SS also did not have friends to just exchange stories, so that the subject of SS often overthinking, and being a people pleaser because he feels guilty continuously and often apologizes because SS subjects are often blamed by SS subjects' families. Subject SS wants to have a place to express the feelings that subject SS is experiencing or feeling and needs people who do not directly judge about the problems that subject SS is experiencing. Subject SS has difficulty in recognizing, expressing and regulating the emotions that are being felt.



3.) Intervention Planning / Plant Of Treatment

After knowing the problems experienced by SS subjects, several crucial things were found that needed to be handled from the problems experienced by SS subjects. The form of intervention provided can help SS subjects be able to recognize, express and regulate the emotions that are being felt, thus creating a safe space without giving excessive judgment to SS subjects, with this form of intervention it is hoped that it can make SS subjects be able to recognize, express and regulate the emotions that are being felt.

Researchers provide recommendations for doing audio journaling using cellphones with journaling is expected to help SS subjects to be able to recognize, express and regulate the emotions that are being felt. Audio journaling can be done anytime and anywhere according to the wishes of the SS subject, audio journaling is done by the SS subject when experiencing negative or positive emotions. SS subjects can record sounds and tell stories about the feelings that are being felt, from the audio journaling, SS subjects

can tell stories freely, besides that SS subjects can also listen to the recorded stories anytime and anywhere.

This is expected to make the SS subject more confident if the SS subject can get through unpleasant days of negative emotions that envelop the SS subject's feelings so that the SS subject can bounce back from the adversity experienced, from this the SS subject can recognize and feel the emotions of anger, sadness, disappointment, happiness, pleasure, and joy that are being felt by the SS subject.

Each individual has different emotional characteristic, each individual will reflect positive emotions such as comfort, happiness, enthusiasm, and excitement. However, on other hand, they will also reflect negative emotions such as anger, anxiety, sadness, guilt, and shame. This is based on the experiences and feelings currently being felt by the individual (Santoso, 2019). Journaling has a role in revealing and internalizing feelings, needs, thoughts, and expressions that are stored internally (Taboy et al., 2024).

4.) Intervention

In the intervention process, the researcher communicates and recommends to the subject SS to do audio journaling, to find out the feelings or feelings of the subject SS journaling, in order to find out the feelings or emotions that are being felt. So that the subject of SS can convey with the recording without

other people knowing. The audio journaling process carried out to monitor the emotions that the SS subject is feeling is described using the picture below:

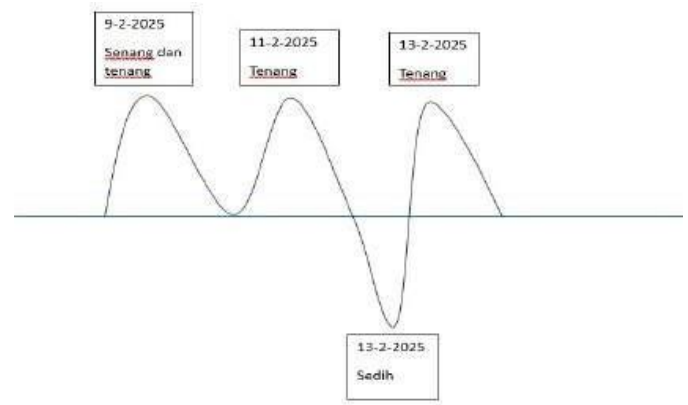


Figure 3. The Intervention Process

1) February 9, 2025

Emotional response: calm and happy, the subject of SS told a story related to his friendship relationship, when delivering the presentation of the subject of SS was calmer in delivering the message, besides that the subject of SS said that it became calmer and freer because the subject of SS did not depend on others to listen to the subject of SS's story, with audio journaling the subject of SS could channel, express the emotions that were being felt anytime and anywhere.



2) February 11, 2025

Emotional response: calm, subject SS talked about their current mood, saying that they felt more aware of their emotions. When experiencing negative emotions, subject SS would isolate themselves and do audio journaling, saying that sometimes it was more comfortable to talk directly. However, the subject SS says that they do not have any friends, so audio journaling helps the subject SS to channel and understand the emotions they are feeling. The subject SS practices always talking using audio journaling.



3) February 13, 2025

Emotion response: sad and calm, the subject's feelings SS being baddue to problems

However, subject SS said that at the time after the dispute subject SS did audio journaling to channel the negative emotions that were being felt, a few hours later subject SS returned to audio journaling to channel the negative emotions that were being felt. However, subject SS said that if at the time after the dispute subject SS did audio journaling to channel the negative emotions that were being felt, a few hours later subject SS returned to his routine and became calmer even though there was still a sense of sadness that enveloped subject SS's heart.



5.) Termination

In the termination stage, the researcher and the SS subject conducted a joint reflection on the intervention process that had been carried out, particularly the use of audio journaling as a tool to help the subject recognize, express, and regulate emotions. This termination phase aimed to evaluate the subject's progress, reinforce the positive changes achieved, and ensure the

sustainability of emotional self-regulation efforts after the intervention concluded.

During this phase, the SS subject expressed that audio journaling had provided a safe space to voice out various emotions that were previously difficult to communicate verbally to others. The subject reported feeling calmer, more relieved, and more capable of understanding their own emotional dynamics, both in pleasant and unpleasant situations. Additionally, the subject stated that listening to their own recordings became an effective means of reflection to recognize patterns of thought and emotions experienced in daily life.

The researcher gave positive feedback regarding the significant progress made by the SS subject, including improved emotional regulation skills, the ability to independently manage negative emotions, and increased self-confidence in facing emotional challenges.

The provision of audio journaling therapy has helped subject SS in regulating and recognizing emotions based on the result of pre-test and post-test conducted before the intake process and after therapy. The result show that ini the post tes and pre test categories of emotions/psychology, subject SS had previously attacked other subjects at the Sentra Mahatmiya before undergoin audio journaling therapy. However, after

receiving assistance and audio journaling therapy, subject SS reduce these verbal attacks. So, the mentoring and therapy process was beneficial for subject SS in controlling, regulating, and recognizing emotions, Inaddition, audio jurnaling therapy also helped subject SS when experiencing emotions such as happiness, love, gratitude, and other. Subject SS was able to distribute their emotion through audio journaling therapy. That way, subject SS who previously had no friends and had difficulty regulating and channeling emotions, is now able to channel them through auodi journaling therapy.

As a closing, the researcher encouraged the SS subject to continue practicing audio journaling independently, and suggested the possibility of combining this method with other activities that could further support emotional well-being, such as light meditation or other expressive activities. It is hoped that the results of this intervention will have a long-term impact, supporting the SS subject's resilience and adaptive capacity in managing everyday emotional dynamics..

The figure displays two versions of a 'Monitoring Parameter Worksheet (PM)' for subject SS, labeled 'pre test' and 'post test'. Each form contains a list of 25 items related to emotional and psychological monitoring, with checkboxes for 'Ya' (Yes) and 'Tidak' (No). The 'post test' form shows more 'Ya' responses compared to the 'pre test' form, indicating improvement.

Item	Pre Test	Post Test
1. Apakah SS merasa nyaman dan aman saat melakukan kegiatan ini?	Ya	Ya
2. Apakah SS merasa lebih tenang dan rileks setelah kegiatan ini?	Ya	Ya
3. Apakah SS merasa lebih mampu mengontrol emosi setelah kegiatan ini?	Ya	Ya
4. Apakah SS merasa lebih mampu mengenali emosi sendiri setelah kegiatan ini?	Ya	Ya
5. Apakah SS merasa lebih mampu mengenali emosi orang lain setelah kegiatan ini?	Ya	Ya
6. Apakah SS merasa lebih mampu mengelola emosi negatif setelah kegiatan ini?	Ya	Ya
7. Apakah SS merasa lebih mampu mengelola emosi positif setelah kegiatan ini?	Ya	Ya
8. Apakah SS merasa lebih mampu mengelola emosi campuran setelah kegiatan ini?	Ya	Ya
9. Apakah SS merasa lebih mampu mengelola emosi yang muncul secara tiba-tiba setelah kegiatan ini?	Ya	Ya
10. Apakah SS merasa lebih mampu mengelola emosi yang muncul secara bertahap setelah kegiatan ini?	Ya	Ya
11. Apakah SS merasa lebih mampu mengelola emosi yang muncul secara terus-menerus setelah kegiatan ini?	Ya	Ya
12. Apakah SS merasa lebih mampu mengelola emosi yang muncul secara berulang-ulang setelah kegiatan ini?	Ya	Ya
13. Apakah SS merasa lebih mampu mengelola emosi yang muncul secara tidak terduga setelah kegiatan ini?	Ya	Ya
14. Apakah SS merasa lebih mampu mengelola emosi yang muncul secara tidak terduga setelah kegiatan ini?	Ya	Ya
15. Apakah SS merasa lebih mampu mengelola emosi yang muncul secara tidak terduga setelah kegiatan ini?	Ya	Ya
16. Apakah SS merasa lebih mampu mengelola emosi yang muncul secara tidak terduga setelah kegiatan ini?	Ya	Ya
17. Apakah SS merasa lebih mampu mengelola emosi yang muncul secara tidak terduga setelah kegiatan ini?	Ya	Ya
18. Apakah SS merasa lebih mampu mengelola emosi yang muncul secara tidak terduga setelah kegiatan ini?	Ya	Ya
19. Apakah SS merasa lebih mampu mengelola emosi yang muncul secara tidak terduga setelah kegiatan ini?	Ya	Ya
20. Apakah SS merasa lebih mampu mengelola emosi yang muncul secara tidak terduga setelah kegiatan ini?	Ya	Ya
21. Apakah SS merasa lebih mampu mengelola emosi yang muncul secara tidak terduga setelah kegiatan ini?	Ya	Ya
22. Apakah SS merasa lebih mampu mengelola emosi yang muncul secara tidak terduga setelah kegiatan ini?	Ya	Ya
23. Apakah SS merasa lebih mampu mengelola emosi yang muncul secara tidak terduga setelah kegiatan ini?	Ya	Ya
24. Apakah SS merasa lebih mampu mengelola emosi yang muncul secara tidak terduga setelah kegiatan ini?	Ya	Ya
25. Apakah SS merasa lebih mampu mengelola emosi yang muncul secara tidak terduga setelah kegiatan ini?	Ya	Ya

CONCLUSION

Audio journaling that has been carried out by the SS subject to channel, recognize, and express both negative and positive emotions has shown meaningful results. The SS subject reported experiencing a sense of relief, emotional clarity, and personal growth. This intervention has brought a positive flow, allowing the SS subject to better identify and manage emotions through storytelling using audio recordings.

When the SS subject found it difficult to be understood by family members or close friends, or felt they had no one to confide in, audio journaling became a safe, private, and effective emotional outlet. It not only served as a means of self-expression but also

strengthened the subject's capacity for emotional self-regulation.

Furthermore, the termination stage demonstrated the subject's increased confidence, independence, and resilience in facing emotional difficulties. The subject expressed a desire to continue using audio journaling beyond the intervention, as it helped in reflecting on emotional experiences and maintaining psychological well-being.

Overall, audio journaling can be considered an accessible, low-cost, and impactful intervention tool that supports emotional literacy and resilience, particularly for individuals with limited social support or difficulty articulating emotions in interpersonal settings

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